



**BROADEN YOUR MIND
AND YOUR HORIZONS**

Secondary PGCE Prospectus



**Canolfan Addysg Athrawon
De-Orllewin Cymru**

The South West Wales
Centre for Teacher Education

Mae Canolfan Addysg Athrawon De-Orllewin Cymru yn gydweithrediad rhwng Ysgolion Addysg Prifysgol Fetropolitan Abertawe a Choleg Prifysgol y Drindod.
The South West Wales Centre for Teacher Education is a collaboration between the Schools of Education at Swansea Metropolitan University and Trinity University College.

Welcome to the Swansea School of Education (part of the South West Wales Centre for Teacher Education – SWWCTE)

The Swansea School of Education was established in September 2004 and attracts over 450 PGCE students each year. In September 2009, the Swansea School of Education formed a partnership with Trinity University University Carmarthen to form the South West Wales Centre for Teacher Education (SWWCTE).

In addition to offering both Primary and Secondary Post Graduate Certificate in Education programmes (PGCE), the Swansea School of Education offers the opportunity for PGCE students to gain credits towards a Master's degree while studying for their PGCE.

All applications for the Swansea School of Education must be coded to the to Swansea Metropolitan University on applications through the Graduate Teacher Training Registry (GTTR).

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Introduction

Studying at Swansea Metropolitan University

Swansea Metropolitan University achieved its University Status in January 2008, but its roots go back over 150 years. Predecessor Colleges of Technology, Art and Teacher Training had been providing high quality education in the area prior to 1900.

The University is proud of its history and tradition and is committed in its mission of providing high quality vocationally relevant education programmes. The University is firmly rooted in the community it serves and maintains close links with industry, commerce and the public services.

The University has enjoyed great success over recent years. Some facts we thought you ought to know about us:

- Top for Jobs - we outperform most other UK universities with 91.3 percent of our students in work or further study within six months of graduating.
- Our Education students voted us top of the league table for student satisfaction in the National Student Survey in 2007 and again in 2008.
- Sixty per cent of our research work has been rated as being of 'international significance', and in some cases 'world leading' according to the recent Research Assessment Exercise.
- Our students fall in love with Swansea and over a third opt to stay and work in the city.
- We are a university by the sea.
- We are in the top ten most affordable universities according to the Independent newspaper cost-of-living survey.
- We have one of the UK's oldest art schools with a reputation stretching back over 150 years, that is at the forefront of creativity and employment in the UK today.

- We are best for learning and teaching according to an i-graduate survey of twenty UK universities, scoring an impressive 87.5 per cent satisfaction rating.
- We were one of the few universities in the UK to gain Fair trade status in 2008.
- We are one of the most environmentally friendly universities in the UK.
- We are the best university in the UK for low energy use.
- Llangennith, Gower - "The best place to learn how to surf in Britain" - The Observer

The Swansea School of Education

The Swansea School of Education was established in September 2004, resulting from an amalgamation of all PGCE provision formerly provided by the Department of Education at the University of Wales Swansea and by Swansea Metropolitan University.

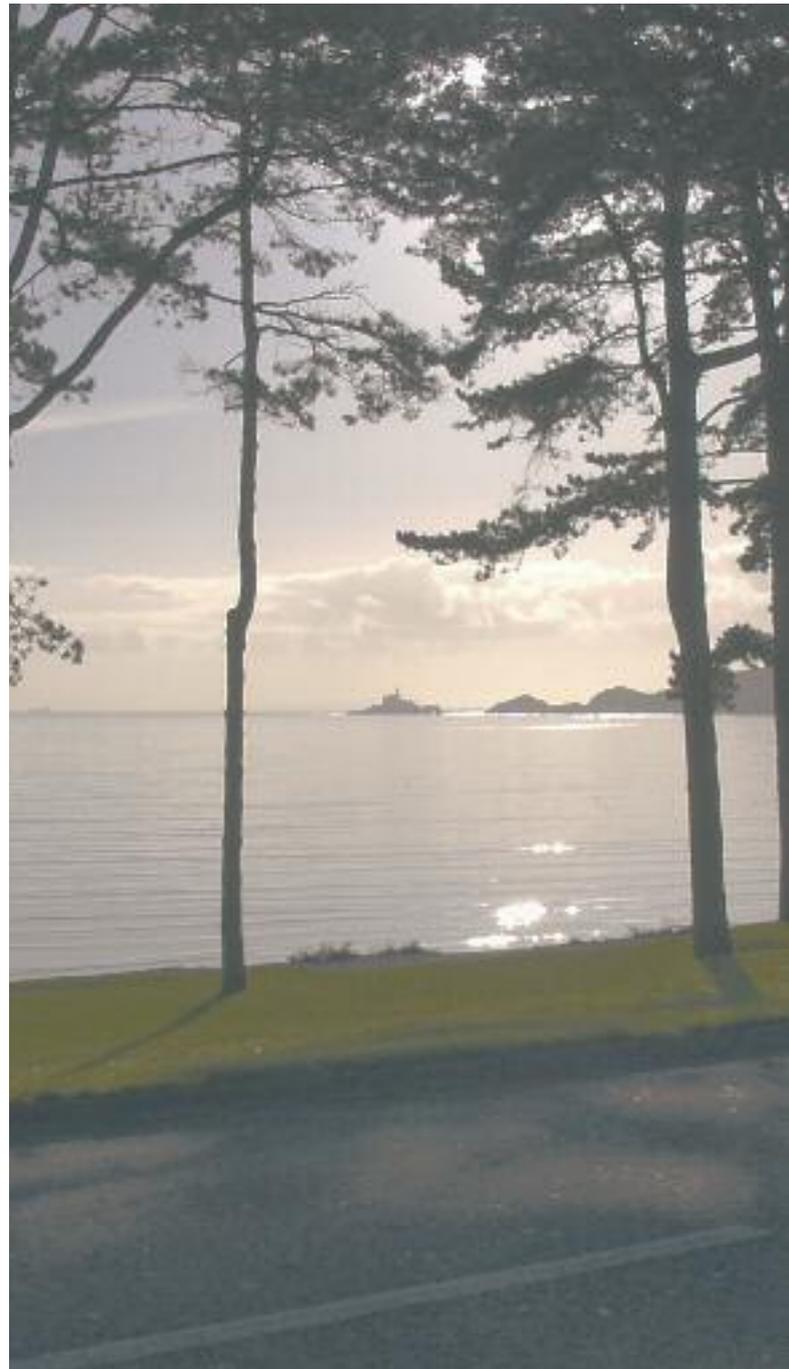
The School attracts a total of over 450 PGCE students each year, together with a growing number of students who are studying for higher degrees. The Swansea School of Education has specialist facilities for all curriculum subjects offered in the Secondary PGCE including Mathematics, English, Modern Foreign Languages, Sciences (including Biology, Chemistry, Physics and 11-16 Science), Design and Technology, Information Technology, Geography, History, Art & Design, Business Studies, Welsh and Religious Education.

The programmes are taught through the medium of English. However, Welsh speakers will receive programme documents in Welsh and may carry out school experience at a Welsh medium or bilingual school (subject to availability). The university also participates in the Welsh Medium Incentive Scheme; an optional programme designed for bilingual and first-language Welsh speakers to gain skills and experience of improving their knowledge of school terminology and teaching through the medium on Welsh. This scheme is available to student teachers of all subjects (other than Welsh) and involves time and work supplementary to the PGCE programme.

Resources for ICT are excellent and there is also a wide range of technological aids commonly found in schools. The School has its own refectories and some car-parking space is available.

The University provides an excellent range of library and information services with a dedicated Education Library. There is a wealth of printed and electronic resources available and Library and Learning Support Services offer tailor-made support to student teachers while they undertake both the University-based and the school-based parts of the course.

The School of Education is a well integrated community of students, lecturers and researchers with a shared interest in ensuring that pupils meet excellence in their education. In addition to their work on initial teacher education, lecturers are actively involved in teacher professional development and research. Current research projects include research on pupil perceptions and attitudes, environmental education, the teaching of reading, development of children's scientific ideas, educational management, Mathematics education, whole-school approaches to Curriculum Cymreig and Technology education. The School of Education has a strong reputation in the field of research and development in initial teacher education and training.



The Partnership Scheme

The Secondary PGCE is run jointly between the Swansea School of Education and more than 70 secondary schools in the South Wales region. The schools are located across the breadth of Wales, stretching from Monmouth in the east to Pembrokeshire in the west.

The PGCE programme is planned jointly by lecturers and teachers in partnership schools in order to provide student teachers with the initial professional skills that they need in order to take up their first teaching appointment with confidence and to lay secure foundations for continuing professional development.

Successful completion of the PGCE programme leads to the award of Qualified Teacher Status.

The aims of the course are to enable student teachers to:

- develop basic teaching skills for work in school;
- learn about various aspects of teaching and learning;
- develop an understanding of schools and their place in the community;
- undertake critical analysis of and reflection on experience in schools;
- foster the development of professional attitudes and personal qualities appropriate to a teacher.

Structure

The PGCE programme is arranged so that it mirrors needs and stages of development in learning to be a teacher. It focuses on the Standards required to achieve Qualified Teacher Status and on the underpinning theory that informs understanding of subject knowledge and its application to teaching, approaches to teaching, how children learn, how schools function and the practical decision-making needed to become an effective teacher.

The work of the PGCE programme is undertaken both within the University and in the partnership schools.

All students are attached to two schools during the programme where they will spend time working under the joint supervision of teachers (trained as mentors) and lecturers and there are usually several students from different subjects working in one school.

The PGCE programme has two main courses that involve an integrated scheme of work carried out in both university and school. These are (i) Curriculum Studies, and (ii) Professional Studies.

Curriculum Studies courses

Curriculum Studies courses are concerned with the practical and theoretical aspects of teaching a particular subject. These courses are planned jointly between one or more lecturers and a group of local teachers who act as subject mentors while students are in school.

University-based curriculum work aims to introduce students to the current requirements of the National Curriculum in their chosen subject and to a range of professional skills such as lesson planning and preparation, creating appropriate conditions for learning, communication, use of resources, and assessing pupils' progress.

Students also consider the nature of their particular subject; its aims and place in the curriculum; the ways in which it is taught, learned and assessed; the practicalities of teaching pupils of varying ages, abilities and cultural backgrounds together with understanding the contribution of their subject to the overall education of pupils.

Curriculum sessions in all subjects include opportunities to develop personal ICT skills, to review subject-specific material and to evaluate ideas concerning pupils' use of ICT in subject teaching.

In school, experienced subject teachers are trained as mentors who are responsible for supporting students in developing practical classroom skills and experience in their particular curriculum area. Mentors work with students by engaging in joint planning and teaching, and by providing systematic supervision and support throughout the year.

More details about specific PGCE subject courses can be found in the next section of the prospectus.

The Professional Studies course

This course aims to introduce wider issues about education, teaching, learning, young people and the place of schools in the community and wider society. The topics covered in this course have key implications for the professionalism of teachers and in understanding of the effective functioning of schools, of pupils and the contexts in which they work.

This course is also planned and taught jointly by lecturers and school staff through a series of key lectures and discussion groups held in the university and a series of parallel school-based seminars and activities led by senior teachers in schools. The Professional Studies topics are organised into termly themes:

Term 1 focuses on school and the curriculum and topics include: the curriculum, pastoral care and the role of form tutors, how pupils are organised for learning, special educational needs and behaviour management.

Term 2 explores how schools cater for differences, including: assessment, equal opportunities, additional learning needs, school and home links and child welfare issues.

Term 3 develops understanding about wider and future professional issues including: developments in 14-19 education, out of school learning, working within the law, improving school effectiveness, continuing professional development for teachers and the future of education.

The Pattern of the PGCE Programme

The pattern of PGCE programme conforms to the Government's regulations for teacher education and training. It is 36 weeks in duration. Of this, 12 weeks is spent in university and 24 weeks in school.

The programme is organised as follows:

Term 1

- enrolment day followed by a week investigating and observing in a primary school;
- a block of time in the university with taught sessions and self-directed task work;
- an introductory period in school followed by a main block of initial experience in a partnership school.

Term 2

- a block of time in the university extend professional knowledge and understanding with taught sessions and self-directed task work
- the remainder of the term is a main block of school experience in a second partnership school.

Term 3

- most of this term is a continuation of the second school experience, with a return to the university for one week of consolidation events.

Assessment

There are no formal examinations during the programme. Students are assessed through two assessment components: (i) Coursework Assignments and (ii) Teaching Standards, which have equal weighting for the award of the PGCE.

Assessment of Teaching Standards is measured against the Qualified Teacher Status Standards (QTS) which are set out by the Government and assessed and monitored by subject lecturers in association with school mentors. Progress is reviewed and reported at the end of each term and successful students are recommended for QTS.

There are two levels of PGCE qualification awarded at Swansea Metropolitan University

- Post-Graduate Certificate in Education (Level 7) is awarded for students who achieve standard of work equivalent to Masters degree level in two of the assignments. Those successfully achieving this award receive 40 credits towards a Master's degree in education (usually transferable to other institutions).
- Professional Graduate Certificate in Education (Level 6) is awarded for students who achieve standard of work equivalent to Honours degree level in all of the assignments.

On entry to the programme all students are eligible for entry to the M Level award and both awards lead to Qualified Teachers Status

Assessment

Partnership schools in which students are placed are decided after consultation between senior teachers and subject lecturers.

Our aim is to place individual students in schools where they will be able to gain appropriate experience and progress their teaching skills and professional development. Many factors are taken into account and contribute in selecting the right match of schools to achieve this aim.

Most partnership schools are within commuting distance of Swansea, Cardiff, the Vale of Glamorgan and the Valleys.

Students are given the opportunity before the start of the programme to express preferences for the area in which they wish to undertake school placements. We endeavour to place individuals in the area of their choice and within reasonable commuting distance but we reserve the right to place students in any partnership school which is considered to provide the appropriate experience. As a substantial part of the programme will be spent in the partnership schools, students may find it more convenient to find accommodation near their schools rather than close to the university.

Programme Structure and Assessment

Structure

The PGCE programmes are one year, full-time programmes which take 36 weeks to complete. The course has two integral parts; a taught element that takes place at University, 35% or 12 weeks, and a school-based component, which involves practical classroom work and learning how the educational system within a school operates. This component fulfils the remaining 65% or 24 weeks of the programme.

The three terms are split into three key themes of; Managing Teaching, Managing Learning and Researching & Developing Effective Teaching Strategies.

During the Taught elements of the programme (at the University) students will focus on;

- Curriculum Studies
- ICT in Subject Teaching
- Professional Studies

The school-based components of the programme are spent in two schools and involve staged and supported development.

Assessment

There are no formal exams during the programmes. Students are assessed through two assessment components which have equal weighting for the award. These include; Coursework Assignments and Teaching Standards.

Assessment of Teaching Standards is measured against the Qualified Teacher Status Standards (QTS) which are set out by the Government and assessed and monitored by the tutor. Progress is reviewed and reported at the end of each term and successful students are recommended for QTS.

There are two levels of PGCE qualification offered at Swansea Metropolitan University;

- Post-Graduate Certificate in Education (Level 7) - The Post-Graduate award = 40 credits towards M.A. (Ed) and leads to the award of PGCE.
- Professional Graduate Certificate in Education (Level 6) – Leads to award of ProfGCE

Both levels lead to QTS





Art and Design

Why choose to do your Art PGCE at Swansea?

The PGCE Secondary Art and Design programme at Swansea is a supportive, well organised, carefully structured course which places much emphasis on the use of contemporary Art, including Welsh examples. The course works closely with outside agencies such as the Glynn Vivian Gallery, Plantasia Tropical Planthouse, the National Museum and Galleries of Wales, Artes Mundi, the Saatchi Gallery and Tate Modern. You will also have the opportunity to work as an Artist-In-Residence for a two-week period at the end of the course to learn how to utilise your skills to work with smaller numbers of pupils. Emphasis is given to the job-search process so students are able to compete favourably when applying for first teaching posts.

If Welsh is your first language, you will be able to undertake teaching experience placements in Welsh medium schools, receive session handouts through the medium of Welsh, have tutorials in Welsh, and receive Tutor lesson observations and feedback in Welsh.

Programme content & aims:

You will prepare to teach the National Curriculum for Art and Design at Key Stage 3, and GCSE, AS and A level Art and Design courses which will involve delivering a full and exciting spectrum of creative experiences. The course is devoted to developing theoretical and practical subject expertise through university sessions, school experience placements, workshops, gallery visits and obtaining guidance and experience in planning, delivering and assessing the 11-18 Art and Design curriculum. Breadth of subject knowledge and skills is developed through a series of student-centred workshops where student expertise is shared through micro-teaching. Methodology and classroom management feature prominently within the course, along with developing a working knowledge of broader educational issues which collectively combine to produce informed, creative, innovative teachers of Art and Design.

Entry requirements:

Applicants must hold an Honours degree in an aspect of Art and Design, an Honours degree with a high proportion of Art and Design or an Ordinary degree in Art and Design as well as GCSE passes (Grade C or above in English and Mathematics).

Applicants may have discovered their commitment to helping young people learn and develop through a range of experiences, such as working as a Learning Support Assistant, planning and delivering workshops in a school or Youth Club, working as an Artist-In-Residence or doing voluntary work in an Art Department or school.

Applicants should be hard working and self-motivated, possess an analytical mind and be able to demonstrate a high level of communication skills. An interest in young people and how they learn is essential.

Contact:

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Design and Technology

Why choose to do your PGCE at Swansea?

The PGCE Secondary Design and Technology Programme at Swansea is a supportive, well organised, carefully structured course which places much emphasis on the use of design and its application to technology in schools, using creativity as a tool. The course also develops skills in CAD and CAM as well as other forms of graphical communication. You will also be involved in working with textiles as well as wood, plastic and metal. Health and Safety training is also an important feature of the course. You will be trained to work with machinery in the workshop, whether resistant materials or textiles and have the opportunity to do a Basic Food Hygiene course. If Welsh is your first language, you will be able to undertake teaching experience placements in Welsh medium schools, receive session handouts through the medium of Welsh, have tutorials in Welsh, and receive Tutor lesson observations and feedback in Welsh.

Programme content & aims

You will prepare to teach the National Curriculum for Design and Technology at Key Stage 3, GCSE, AS and A level Design and Technology courses which will involve delivering a full and exciting spectrum of creative experiences. The whole of the 36 week period of the course is devoted to developing theoretical and practical subject expertise through school experience placements, workshops, visitors and obtaining guidance and experience in planning, delivering and assessing the 11-18 Design and Technology curriculum. Methodology and classroom management also feature prominently within the programme, along with developing a working knowledge of broader educational issues which collectively combine to produce informed, creative, innovative teachers of Design and Technology. Emphasis is also placed on the job-search process whereby you will gain experience in preparing for an interview for a Design and Technology position in a secondary school.

Entry requirements

Applicants must hold an Honours degree in an aspect of Design and Technology, which may include any subject that relates to the area – e.g. product design, graphic design, engineering, jewellery making, textiles, food, systems, architecture, industrial design or any other degree that touches these. GCSE passes (Grade C or above) in English and Mathematics. In addition, all applicants must meet the Secretary of State's requirements for 'physical and mental fitness to teach'. Recent relevant experience of working with young people is also desirable; such as working as a Learning Support Assistant, working in a Pupil Referral Unit, planning and delivering workshops in a school or Youth Club, working as an Artist-In-Residence, doing voluntary work or as a technician in a Design and Technology Department.

Contact:

Susan Smith

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Business Studies

Why choose to do your Business Studies PGCE at Swansea?

The essential ethos of the Business Studies course is practical, with many opportunities for students to practise and develop their teaching and learning strategies in a real business studies classroom environment. There is extensive use of experts from schools, universities and professional bodies to ensure that the course is highly relevant and up to date. Students have the opportunity to participate in educational visits, enterprise activities and to attend the annual conference of the Economics and Business Education Association some of the best student work from assignments has been published in professional publications.

The Business Studies PGCE at Swansea enjoys a good reputation in south Wales and further afield and successful students can expect to develop good employment and professional prospects. A significant feature of the programme is the large number of previously successful students who are now contributing to the programme as mentors. The course makes extensive use of ICT and Technology Enhanced Learning and benefits from excellent, specialist accommodation.

Programme Content & aims

Students are encouraged to refine and enhance their business subject knowledge and skills through a variety of practical and theoretical sessions. Emphasis is placed on learning from and through experience and critical reflection. Methodology, classroom management and broader educational issues are integrated in order to produce lively, enthusiastic and creative teachers of Business Studies.

In particular the PGCE prepares students to teach A, AS and GCSE level Business Studies, Applied and AVCE Business and a range of related subjects including administration, ICT, leisure and vocational courses. The programme also includes strong coverage of recent developments in the business curriculum including enterprise, economic well-being, personal finance education and the Welsh Baccalaureate.

Entry requirements

Applicants must hold an Honours degree in Business Studies or an Honours degree with a high proportion (at least 50%) of business plus relevant experience or an Ordinary degree in Business Studies combined with relevant experience plus GCSE passes (Grade C or above) in English and Mathematics or equivalents. At advanced level your qualifications may be drawn from a range of sources, including A/AS level, GNVQ or AVCE, BTEC or other vocational qualifications.

Applicants may have discovered their commitment to helping young people learn and develop through a range of experiences, including residencies, youth work, clubs and societies, work experience initiatives in schools and university and employment experiences.

The range of interpersonal situations you will experience in developing as a teacher will require you to demonstrate flexibility, maturity and an ability to work effectively with a range of colleagues. A determination to succeed, resourcefulness and good organisation skills will help you to meet the programme requirements. The intensity of the PGCE programmes places a premium on good health and high energy levels. Our students are able to show empathy for their learners and demonstrate active concern for their welfare and achievement.

Contact:

Simon Evans

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TAR Uwchradd Cymraeg

Pam dewis astudio ar gyfer TAR Cymraeg yn Abertawe?

Mae'r cwrs yn cynnig cyfleoedd i hyfforddi a datblygu sgiliau addysgu mewn awryglch cefnogol ac adeiladol. Mae'r niferoedd yn y grŵp Cymraeg yn gymharol fach ac mae cyfleoedd ardderchog ar gyfer cyd-drafod a chydweithio â'r tiwtor a'r myfyrwyr eraill i rannu a datblygu arbenigedd yn ystod y sesiynau yn y Brifysgol, gan fagu hyder cyn mentro i'r ystafell ddsbarth. Hefyd, gwahoddir siaradwyr allanol i gyflwyno ar amrywiaeth o bynciau e.e. meysydd llafur arholiadau allanol, paratoi ar gyfer cyfweiliadau am swyddi a'ch blwyddyn gyntaf mewn swydd. Yn ystod y ddau leoliad ysgol bydd pwyslais ar gydweithio'n agos â'ch mentor yn Adran y Gymraeg i ddatblygu'n raddol y cymwyseddu addysgu angenrheidiol. Ceir cyfle hefyd i ehangu eich sgiliau TGCh ac i baratoi adnoddau addysgu a dysgu o dan arweiniad y tiwtor Cymraeg yn y Brifysgol a'r mentoriaid yn yr ysgolion.

Cynnwys a Strwythur y Rhaglen

Mae'r Cwrs yn cynnig cyfle i arbenigo mewn addysgu'r Gymraeg naill ai fel mamiaith neu fel ail iaith. Un o brif nodweddion y cwrs yw ei fod yn drwm ei bwyslais ar yr ymarferol. Byddwch yn treulio tua dwy ran o dair o'r cwrs mewn ysgolion uwchradd. Cynlluniwyd sesiynau'r coleg i'ch paratoi yn ymarferol ar gyfer y profiadau yn yr ysgol ac i'ch cynorthwyo i werthuso'r profiadau hynny. Yn ystod y tymor cyntaf byddwch yn ymgyswrtu â hanfodion dysgu ac addysgu'r Gymraeg drwy ganolbwyntio ar agweddau megis:

- gofynion y Cwricwlwm Cenedlaethol ar gyfer y Gymraeg a meithrin y sgiliau iaith (llafar, darllen, ysgrifennu);
- trefniadaeth a rheolaeth dosbarth;
- cyflwyniad i asesu ar gyfer dysgu
- cynllunio gwersi.

Nod yr ail dymor yw datblygu dealltwriaeth ehangach o addysgu'r Gymraeg drwy ymdrin ag agweddau megis:

- Cyfnod Allweddol 4 a'r cyfnod ôl-16
- asesu gwaith disgyblion
- gwahaniaethu (gan gynnwys addysgu disgyblion ag Anghenion Addysgol Ychwanegol ac ymestyn disgyblion uwch eu gallu)

Yn ystod y trydydd tymor byddwch yn datblygu dealltwriaeth o agweddau ehangach ar addysgu'r Gymraeg. Yn ogystal â'r gwaith ymarferol, yn ystod y flwyddyn, disgwylir i chi gwblhau pedwar aseiniad ysgrifenedig ar sail eich profiadau yn yr ysgol.

Nodau'r Rhaglen

Nod y cwrs Cymraeg yw datblygu eich arbenigedd i weithredu'n effeithiol fel athrawon yn amryfal feysydd addysgu'r Gymraeg - yn famiaith ac yn ail iaith. Heddiw, yn fwy nag erioed, bydd her a llwyddiant y gwaith yn sicr o roi boddhad a gwefr i chi. Y mae'r Gymraeg naill ai'n bwnc sylfaen neu'n bwnc craidd yng nghwricwlwm ysgolion Cymru, ac o'i chyflwyno'n llwyddiannus ac yn berthnasol, byddwch yn rhoi i'r disgyblion yr ymwybyddiaeth eu bod yn gynyddol feistrol'r gallu i gyfathrebu ynddi yn ei gwahanol foddau ac i gyfranogi'n ystyrion yn ei diwylliant.

Cymwysterau Mynediad Gradd yn y Gymraeg a Safon Uwch mewn Cymraeg fel iaith Gyntaf neu Ail iaith. Mewn amgylchiadau eithriadol ystyrir ceisiadau gan ymgeiswyr rhugl eu Cymraeg â gradd mewn pwnc arall a safon uwch mewn Cymraeg iaith Gyntaf. Rhaid i chi fod yn berson brwdfrydig ac allblyg sydd ag awydd cryf i addysgu'r Gymraeg a hybu'r iaith ym msg disgyblion uwchradd. Mae profiad blaenorol o weithio gyda phlant a/neu bobl ifanc yn fanteisiol.

Manylion Cyswllt

Jane Nicholas

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Science 11-16

Why choose to do your Science PGCE at Swansea?

The course tutor is a subject specialist and an experienced teacher. The course offers the opportunity to study the teaching science across the range of sciences, leading to valued ability to work flexibly within a science department in school. Students have access to free loan of science education books for the duration of the course, access to modern ICT facilities and dedicated laboratories.

Programme content & aims

You will participate in sessions designed to improve your knowledge of lesson planning, practical work, managing pupils' behaviour as well as the relevant aspects of current science courses in Key Stages 3 and 4. The Science curriculum in Key Stage 3 is now predominantly skills-based and you will have the opportunity to find out more about the Skills Framework that is used in schools, as well as other key skills. You will have the chance to teach a variety of GCSE Science courses in both your teaching placements. You will find out more about cognitive approaches to the teaching of Science and will be expected to reflect upon and regularly evaluate your own practice.

The fundamental aims of the PGCE Science 11-16 programme are to develop the skills of a student Science teacher who is able to reflect on practice gained through teaching experience in school; who can analyse that experience in the light of discussion with mentors and others and also in the light of their reading; and evaluate their practice effectively to demonstrate gradual improvement in the standards of their own teaching and pupils' learning.

Entry requirements

Students are expected to have a degree which has at least 60% Science content (please note that a Psychology degree is not acceptable). Two A level passes (minimum grade C) from the following subjects: Chemistry, Physics and Biology are also required, as are GCSEs in Science subjects (Physics/Chemistry/Biology or Double Award Science) at a minimum of grade B. In addition students must have GCSE maths and English at Grade C or above.

Applicants should be hard working and self-motivated, possess an analytical mind and be able to demonstrate a high level of communication skills. An interest in young people and how they learn is essential

Contact:

Dr. Chris Turner

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Biology

Why choose to do your Biology PGCE at Swansea.

The course tutor is a subject specialist and very experienced teacher who has held senior management roles at Secondary and Tertiary levels. The course offers the opportunity to study a specialist subject course as well as incorporating other learning about the teaching of sciences, leading to the valued ability to work flexibly within a science department in school.

Students have access to free loan of science education books for the duration of the course, access to modern ICT facilities and dedicated laboratories. A HSE regulation, EFAW First Aid Course is also incorporated in the course programme. Within easy reach of the university campus is a wide range of superb field study locations and students take part in fieldwork on campus for one of the university sessions.

Programme content & aims

You will participate in sessions designed to improve your knowledge of lesson planning, practical work, managing pupils' behaviour as well as the relevant aspects of current science courses in Key Stages 3, 4 and 5. The Science curriculum in Key Stage 3 is now predominantly skills-based and you will have the opportunity to find out more about the Skills Framework that is used in schools, as well as other key skills. You will participate in A level Biology lessons in either one or both of your teaching placements. You will find out more about cognitive approaches to the teaching of Biology and other science subjects. Crucially, your development as a teacher in school will be guided by an experienced teacher who will act as your mentor. You will be expected to reflect upon and regularly evaluate your own practice.

The fundamental aims of the PGCE Biology programme are to develop the skills of a student Biology/Science teacher who is able to reflect on practice gained through teaching experience in school; who can analyse that experience in the light of discussion with mentors and others and also in the light of their reading; and evaluate their practice effectively to demonstrate gradual improvement in the standards of their own teaching and pupils' learning.

Entry requirements

Students are expected to have a degree in Biology or a degree with an appropriate number of modules showing evidence of degree level studies of Plants, Animals and Field work. A pass in A Level Biology and at least one other Science at A level (Maths may be considered) is also required, as are GCSE Maths and English at Grade C or above.

Applicants should be hard working and self-motivated with a willingness to learn, possess an analytical mind and be able to demonstrate a high level of communication skills. An interest in young people and how they learn is essential.

Contact:

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50 mL
±5%

40

Chemistry

Why choose to do your chemistry PGCE at Swansea?

The course tutor is a subject specialist and an experienced teacher. The course offers the opportunity to study a specialist subject course as well as incorporating other learning about the teaching of sciences, leading to the valued ability to work flexibly within a science department in school. Students have access to free loan of science education books for the duration of the course, access to modern ICT facilities and dedicated laboratories.

Programme content & Structure

The course will give you the opportunity to participate in sessions designed to improve your knowledge of lesson planning, practical work, managing pupils' behaviour as well as the relevant aspects of current science courses in Key Stages 3, 4 and 5. The Science curriculum in Key Stage 3 is now predominantly skills-based and you will have the opportunity to find out more about the Skills Framework that is used in schools, as well as other key skills. You will participate in A level Chemistry lessons in either one or both of your teaching placements. You will find out more about cognitive approaches to the teaching of Chemistry and other science subjects. You will be expected to reflect upon and regularly evaluate your own practice.

The fundamental aims of the PGCE Chemistry programme are to develop the skills of a student Chemistry/Science teacher who is able to reflect on practice gained through teaching experience in school; who can analyse that experience in the light of discussion with mentors and others and also in the light of their reading; and evaluate their practice effectively to demonstrate gradual improvement in the standards of their own teaching and pupils' learning.

Entry requirements

Students are required to have a degree which has at least 50% chemistry content. An A level (or equivalent) in chemistry and, ideally, an A level in at least 1 other science subject or maths as well as GCSE maths and English at Grade C or above.

Applicants should be hard working and self-motivated with a willingness to learn, possess an analytical mind and be able to demonstrate a high level of communication skills. An interest in young people and how they learn is essential.

Contact:

Karen Gummett

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Physics

Why choose to do your Physics PGCE at Swansea?

The course tutor is a subject specialist and a very experienced teacher. The course offers the opportunity to study a specialist subject course as well as incorporating other learning about the teaching of sciences, leading to the valued ability to work flexibly within a science department in school. Students can have access to free loan of books for the duration of the course, access to modern ICT facilities and dedicated laboratories.

Programme content & aims

You will participate in sessions designed to improve your knowledge of lesson planning, practical work, managing pupils' behaviour as well as the relevant aspects of current science courses in Key Stages 3, 4 and 5. The Science curriculum in Key Stage 3 is now predominantly skills-based and you will have the opportunity to find out more about the Skills Framework (WAG, 2008), as well as other key skills. You will participate in A level Physics lessons in either one or both your teaching placements. You will find out more about cognitive approaches to the teaching of Physics and other science subjects. Crucially, your development as a teacher in school will be guided by an experienced teacher who will act as your mentor. You will be expected to reflect upon and regularly evaluate your own practice.

The fundamental aims of the PGCE Physics programme are to develop the skills of a student Physics/Science teacher who is able to reflect on practice gained through teaching experience in school; who can analyse that experience in the light of discussion with mentors and others and also in the light of their reading; and evaluate their practice effectively to demonstrate gradual improvement in the standards of their own teaching and pupils' learning.

Entry requirements

Students are expected to have a Physics degree or an appropriate Engineering degree; as well as, A level pass in Physics and, ideally, an A level in at least 1 other science subject or maths and GCSE maths and English at Grade C or above.

Applicants should be hard working and self-motivated with a willingness to learn, possess an analytical mind and be able to demonstrate a high level of communication skills. An interest in young people and how they learn is essential.

Contact:

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Secondary English

Why choose to do your PGCE English at Swansea?

The PGCE course at Swansea offers students the opportunity to develop as reflective practitioners, and gain Master's level credits on the way. The broad ranging classroom and academic interests and experience of the staff feed into a course that responds to needs, is current and successfully blends academic and professional demands. We see the PGCE as part our students' longer-term development as practitioners feeding into Induction, Early Professional Development, Continuing Professional Development and beyond. Many of our students continue their studies and training with us long after their PGCE courses have ended. The size and spread of our intake means that students benefit from a wide range of experiences and support. It also means that we have partnership schools that spread throughout most of South Wales. We strive to provide a supportive and engaging environment, where students can explore ideas and also ask for advice.

Programme content & aims

The content of the course has been designed and developed to best meet the academic and practical demands of the PGCE. The broad ranging nature of English as a subject – and the range of content and skills studied by our students during their degrees - makes for an interesting and varied course. Our sessions encompass the wide remit of English as a subject and cover aspects ranging from, for example, the teaching of punctuation to an examination of key concepts and models of English teaching to exploring poetry to philosophy for children and many points in between. Variety and scope is one of the joys of English teaching, and we try to give you a taste of that in your university based sessions. There is a strong focus on making purposeful, practical links between your university based work and your school practice. Students are familiarised with key skills and concept, and given time and opportunity to develop and explore their practical application. Students are also given the opportunity to explore the effective use of ICT in the English classroom.

It is our aim to provide opportunities for our students to become informed, reflective and enthusiastic teachers of English. To this end, the university and school based parts of the course should compliment and inform one another.

Entry requirements

The ideal academic qualification for the course is a good initial degree or higher degree in English, but applications will also be considered from those holding a joint honours degree in which English or a related subject formed a major part. An A Level in English is also desirable. Additionally, it is statutory that all applicants must have a GCSE grade C or above (or equivalent) in English and mathematics .

Qualities such as enthusiasm, a love of literature and ideas, and the ability to reflect upon and analyse your own work and the work of others are as important as paper qualifications. These will be treated as indications of suitability for the course, as will your ability to demonstrate initiative and collaborative skills.

Applicants should be hard working and self-motivated, possess an analytical mind and be able to demonstrate a high level of communication skills. An interest in young people and how they learn is essential.

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"The preparation through the Swansea PGCE sets us up so well for teaching...my lessons observed by the inspector were given top grade overall."

Geography

Why choose to do your Geography PGCE at Swansea?

The education and training of geography teachers is a long-established feature at Swansea, with a reputation for being at the leading edge of some of the teaching developments in geography. This 'tradition' continues by building the most recent innovations and thinking in geography teaching into the PGCE. university sessions taking an active approach, and often modelling good practice of teaching in a classroom with plenty of discussions, group work and opportunities to try things out.

Information and Communication Technology (ICT) is a fantastic tool for enhancing geographical learning experiences so forms an integral part of the Swansea PGCE with opportunities to create virtual fieldtrips, use GIS and many other resources to support geography teaching. We also offer a supplementary course in Fieldwork Management and Safety.

The Geography PGCE at Swansea is challenging, but students are given a high level of constructive support in learning how to become inspiring, top rate geography teachers. As a result, Swansea PGCE students are able to compete very favourably when applying for first teaching posts.

Programme content & aims

The initial focus is on 'making' the geography curriculum, how lessons are constructed, engaging pupils in lessons and geographical thinking through enquiry using maps, images and visual resources, story, language and writing and virtual field trips. You will develop skills in planning lessons, managing lessons and pupils' involvement in lessons, selecting and adapting resources, and how to ask questions that challenge pupils to think geographically.

The second phase of the course (terms 2 and 3) probes more deeply into how pupils learn geography, misconceptions and misunderstanding, the effectiveness of different teaching and learning strategies, assessment matters, and considers teaching about some important and controversial issues in geography, such as learning about distant places, GIS and fieldwork. You will extend your skills by taking account of individual learning

needs, creating learning journeys that link lessons in a bigger picture of progression and tailoring teaching approaches to help pupils achieve more, and in ways that enable them to make use of their learning in making geographical sense of the world.

In Term 3 there is a certificated course in 'Basic Competency in Fieldwork Management and Safety', which visits different fieldwork locations to learn group management in out door situations, hazard and risk assessment and includes basic first aid training.

The course aims to provide academic and professional training that enables geography graduates to know how to transform their geographical expertise into stimulating and effective classroom teaching that offers excitement and challenge to learners; to develop an understanding of how young people learn geography and how they can apply that learning in making sense of the wider world; and to become skilled in evaluating, adapting and developing their teaching to improve the learning experiences of pupils.

Entry requirements

Applicants should normally possess a good honours first degree comprising at least 50% Geography (preferably a balance of both human, physical and other braches). Joint Honours degrees, for example Geography and Development Studies, are also considered. Degrees in closely related subjects such as, Geology, Urban studies, Environmental Science, Planning, etc. will be considered where combined with a good grade in A level Geography or substantial, relevant and broad geographical experience and understanding can be demonstrated. Additionally, it is statutory that all applicants must have a GCSE grade C or above (or equivalent) in English and mathematics. We would normally expect confidence and familiarity in using a range of ICT applications.

Applicants should be hard working and self-motivated, possess an analytical mind and be able to demonstrate a high level of communication skills. An interest in young people and how they learn is essential.

Contact:

Please contact the School for further information on contact details.



History

Why choose to do your History PGCE at Swansea?

The department has a good reputation, both locally and in schools further afield - for example, there is a school in Reading whose history department is virtually staffed by our former students! The course tutors are a former head of History and County Adviser with 100 school inspections to his name and a former Senior Teacher responsible for the school-based PGCE programme in one of Swansea's most successful schools. Research interest includes the use of concept-led, enquiry-based learning to develop historical understanding in both KS3, KS4 and at A-level.

Programme content & aims

During the first teaching block (September and October) you will be inducted into the fundamentals of teaching – what Peter John has referred to as 'craft knowledge'. The course programme aims to meet your basic needs – e.g. information about the National Curriculum and the new Skills Agenda for Wales; how to develop an approach to teaching that is reflective and self-critical; how to build theory into practice; how to plan a lesson; how to teach a lesson; how to assess pupils' achievement; how to manage the behaviour of a class and, far from least, how to develop a professional approach towards colleagues, pupils and the work of the school in general.

Just as the first university-based teaching block is concerned with effective teaching, the second (January and February) is devoted to effective learning – or, more precisely, how particular kinds of teaching can promote or advance different kinds of learning. Advanced teaching techniques will include the use of role-play and simulation to develop the explanatory power of empathy; critical use of evidence and interpretations to develop a critical approach to historical narrative; and focus on the notion of historical significance in order to develop 'long-view' critiques of change and development. Your competence in ICT as a teaching tool will be developed throughout the course.

The fundamental aim of the programme is to produce reflective practitioners – teachers who walk out of every lesson they have taught asking themselves: 'Was that the best I could have done'? In order to enable our students to do this, we aim to equip them with an understanding that the

practice of teaching has to be underpinned by a sure grasp of theory. We focus, therefore, not only on historical knowledge but also on the processes through which historical knowledge comes to be 'made'. Only then can teachers pose interesting questions. Only then can their pupils conduct investigations using evidence, explain actions or events, or form and test interpretations of the past. The past may well be a foreign country – but to be forewarned is to be fore-armed.

Entry requirements

The basic requirement is a BA (Hons) degree in History. We have accepted students in the past with Third Class degrees, but those invited for interview normally hold degrees at Second Class or above. We also accept graduates from a limited range of related subject areas, such as American History or International Relations, so long as their application is supported by an appropriate grade in History at A-level. Additionally, it is statutory that all applicants must have a GCSE grade C or above in English and mathematics. We normally discourage from applying students with degrees in Business, Sociology or Law.

Applicants should be hard working and self-motivated, possess an analytical mind and be able to demonstrate a high level of communication skills. An interest in young people and how they learn is essential.

Contact:

Alan Kelly

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Secondary Mathematics

Why choose to do your mathematics PGCE at Swansea?

This course is taught by members of the Swansea Mathematical Sciences Educational Research Group and is one of the best (we like to think the best!) in England and Wales. The tutors on the course are experienced teachers of mathematics as well as being active researchers in education. Our research is firmly grounded in classroom practice and teaching materials produced by the team are to be found in every school in Wales. One of our books "Becoming a Successful Teacher of Mathematics" is recommended reading on many initial teacher education and training courses.

Most students gain Master's level credit during their PGCE year. After the course, during the early years of teaching, this may be transferred into a Master's programme elsewhere, but most students choose to join the part-time Master of Research (M.Res.) in Mathematics Education degree scheme that we run here at SMU. The M.Res. is one of the few Master's degrees in the UK that focuses on the early professional development of mathematics teachers.

Programme content & aims

You will learn about class management and control, the teaching of numeracy, children's misconceptions and how to use IT to support teaching and learning.

In our partner schools you will develop your practical skills in a sheltered environment under the guidance of a mentor who is an experienced and successful teacher. There is close liaison between university tutors and mentors in school to ensure the smooth development of teaching competences.

During the first term your main focus will be on classroom management and control and lesson planning. You will learn how to use teaching aids such as interactive whiteboards to best effect. In your second term you will learn about how children learn in certain key areas such as decimals, fractions or algebra. You will also be introduced to some of the latest developments in information technology for use in mathematics teaching. By the end of the

second term you are likely to be competent in most areas and be working to refine specific skills

The course aims to help you to develop the knowledge, skills and attitudes which will enable you to begin your first year of teaching with confidence in your basic competences as a teacher but with an awareness of the areas you intend to develop over the next few years.

Entry requirements

We run two mathematics PGCE courses at SMU:

- The mathematics 11-19 course is aimed at those people who have a strong mathematics background (usually a degree in Mathematics, Physics or Engineering) and who wish to teach across the age and ability range up to and including A-level (KS5).
- The mathematics 11-16 with ICT course is aimed at people who have more limited mathematics within their degrees, (for example: Economics or Psychology graduates) but who also have a strong background and interest in ICT. Students on the 11-16 course usually have an A level in mathematics or its equivalent. This course prepares you to teach mathematics up to GCSE level and to teach ICT to the 11-14 age range. ICT teaching in schools focuses on the effective use of software & development of pupils' ICT skill rather than programming.

Clearly candidates with a degree in mathematics are at an advantage in competition for places on the course, but we regularly accept students with alternative qualifications and backgrounds. Additionally, it is statutory that all applicants must have a GCSE grade C or above (or equivalent) in English and mathematics.

Applicants should be hard working and self-motivated with a willingness to learn, possess an analytical mind and be able to demonstrate a high level of communication skills. An interest in young people and how they learn is essential. You would find it helpful to visit a secondary school prior to your application.



“Make the World’s Religions and Cultures come alive for today’s young people – become an R.E. teacher!”

Religious Education

Why choose to do your PGCE Religious Education at Swansea?

The training of R.E. teachers is a long established feature of educational institutions in South West Wales. For many years, the PGCE was taught at Trinity University College, Carmarthen where it gained an outstanding national reputation and in 2008 was given an 'outstanding' grade when inspected by Estyn (Her Majesty's Inspectorate for Wales). The course has recently transferred to Swansea and is now taught alongside other PGCE subjects, retaining the same high standards. The Swansea R.E. course is the only provider of PGCE Religious Education in South Wales. During the course, there will be opportunities for study visits to places of religious and cultural interest in the locality, so that students may gain valuable insight into the educational benefits of living in an ethnically diverse and multi-faith country.

Programme content & aims

During the taught element, students will have an opportunity to use their knowledge of the subject to inspire pupils and help them become informed, religiously literate learners. The student will explore the ways in which learning about religion and culture can broaden and challenge young minds, and allow pupils to appreciate differences in lifestyle, culture, belief and practice. Guidance will be given on the unique place of Religious Education in the curriculum, and the (often misunderstood) aims and objectives of teaching about the world's major faiths in schools. The student will also be equipped with the knowledge and strategies necessary to plan exciting and motivating R.E. lessons which incorporate a variety of resources and teaching and learning styles, and also adhere to national educational initiatives such as Curriculum Cymreig, Assessment for Learning and Skills.

The course aims to provide a professional training, exploring the theoretical and practical aspects of delivering the subject, that will enable graduates of Religious Studies / Theology to become effective, creative and reflective classroom practitioners. The course will also aim to guide students as they navigate through the education system, the distinct place of Religious Education within it, and the many Welsh Assembly Government and U.K Government educational directives.

Entry Requirements

Students are expected to have a degree in Religious Studies, Theology, Divinity, Biblical Studies, or a combined degree in which the study of the world's major religions forms a considerably large component. Students must also have GCSE English and mathematics at Grade C or above.

Applicants should be hard working and self-motivated with a willingness to learn, possess an analytical mind and be able to demonstrate a high level of communication skills. An interest in young people and how they learn is essential. It would be helpful to have experience of working with or observing adolescents in an educational environment.

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OK



Cancel

ICT

Why choose to do your ICT PGCE at Swansea?

The ICT team at Swansea are recognised as being at the forefront of research and development in teaching the subject and using ICT in teaching and learning. The leading textbooks in the field have been produced by members of the team on the basis of their research. During the course, you will be able to carry out your own investigations in to the effective teaching of ICT as you work towards the Masters credits available for successful assignment work. The latest methods and resources are used for teaching and learning on the course, including the use of blogs and wikis for on-line collaboration, handheld devices for sharing and collating ideas in the classroom, and digital video for analysing teaching performance.

Programme content and aims

The University component of the course will involve the study of methods of lesson planning, resource preparation and selection of teaching approaches for examination courses, class management and control and the impact of ICT on learning. You will be assisted in developing the range of your ICT knowledge and skills to cover all the content required for the National Curriculum, GCSE, AS and A2 level ICT and equivalent vocational courses. This will involve learning to develop pupils' concepts and skills in word-processing, sek-top publishing, database handling, modelling, graphics, measurement and control; principles of information flow through systems and the techniques of data capture; hardware, software, communications, basic systems and file management and the social impact of ICT. Approaches to teaching topics such as Systems Analysis, Program Design, Algorithms and Data Structures will also be covered. Part of your Curriculum Studies time will be spent working on content and teaching methods for mathematics as a second subject; or on supporting other teachers in using ICT in teaching their subject. Your school experience will involve working closely with an experienced ICT specialist teacher and practice both in teaching IT subject lessons and in helping colleagues to teach their subjects using ICT. The course aims to; enable you to develop effectively your pupils' capability with ICT knowledge of information systems applications and understanding of the principles and issues involved in implementing information systems; help you foster a positive attitude in all

your pupils towards IT, both as a tool and as a subject of study; develop your understanding of the cross-curricular role of an IT specialist and develop your skills of collaboration with teachers of other subjects.

Entry requirements

In order to qualify for the course, your degree may either be in a computing subject or any subject which has involved a substantial amount of constructive use of IT - developing databases, spreadsheet models, web sites, games or multimedia productions, for instance. The relevant knowledge may also have been gained from paid or voluntary employment. Additionally, it is statutory that all applicants must have a GCSE grade C or above (or equivalent) in English and mathematics.

Applicants should be hard working and self-motivated with a willingness to learn, possess an analytical mind and be able to demonstrate a high level of communication skills. An interest in young people and how they learn is essential and experience of tutoring or leadership roles with young people will be valuable.

Contact:

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Jan Barnes
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Secondary Modern Foreign Languages

Why choose to do your PGCE at Swansea?

If you're passionate about your languages, enjoy working with young people and are looking for a stimulating and varied career, the PGCE Modern Foreign Language course might be for you. The MFL course at Swansea uniquely offers; Foreign Nationals Induction Programme- a one-week course to help non-British students settle into the university system and understand and adapt to the British system. Students also have the opportunity to follow an internally certificated Primary Languages option. This will place you in a strong position to contribute to the teaching of Modern Foreign Languages in the Primary School as this is currently a major development in language teaching in the UK. Students can also expect a high quality training, which is offered in one or more Modern Foreign Languages. Tutors and school mentors offer excellent support throughout the course and core texts are loaned to students for the duration of the course. PGCE students can also obtain 60 credits at Masters Level, whilst studying for the PGCE. There are good employment prospects and an attractive starting salary. Former PGCE students have been winners and runners-up in the All-Wales Teaching Awards. In 2009 one former student won the All Wales New Teacher of the Year Award. We recruit students with French, French with German, French with Spanish, German with French, Spanish with French, French with Italian.

Programme content & aims

The course includes interactive seminars, lectures and workshops, which provide you with key principles, practical ideas and resources to equip you to teach a Modern Foreign Language in the secondary school. You will have the opportunity to work with your peers, and use ICT to improve your subject knowledge, and also to expand your ICT skills. The course aims to help you to become an effective, enthusiastic teacher of Modern Foreign Languages. You will develop practical classroom skills to enable you to develop an individual teaching style, combining personal qualities and a range of strategies. The course aims to help you to understand the nature of language learning and to respond to individual learner needs and provide you with an enjoyable and enriching training experience.

Entry requirements

We welcome English-speaking students with a university degree in French, German, or Spanish. ALL students must have at least an A Level, or equivalent, in French. Foreign nationals must have a university degree. In addition they must demonstrate a high level of competence in English. Although all applicants must have at least university degree level, consideration will also be given to those who have gained fluency in the language through substantial residential experience abroad. All students must also have at least a C grade, or equivalent, in GCSE English and Mathematics, e.g. Baccalaureat 10/20.

We particularly welcome students who can demonstrate a high level of communicative and linguistic skills, are committed, enthusiastic, hard-working, and have a breadth of interests that will contribute positively to the wider life of the school. An interest in young people and how they learn is essential.

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