



Queen's University
Belfast

School of Education
Postgraduate Certificate in Education
2012/2013

Disclaimer

All reasonable efforts have been made to ensure that this prospectus is accurate and up-to-date when compiled, but the University reserves the right to make changes as they become necessary. Applicants are asked to check all details when they apply.

THE QUEEN'S UNIVERSITY OF BELFAST

SCHOOL OF EDUCATION

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Queen's University Belfast

School of Education
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The Postgraduate Certificate in Education at Queen's



This prospectus tells you about our PGCE at Queen's which prepares students to teach in secondary-level schools. We aim to attract a lively mix of students from different parts of the country, from different universities and colleges, and from different academic disciplines. Each year we recruit students who are in the final year of their first degree or who have completed higher degrees, and those more mature individuals, who after a period in another occupation, have decided to become teachers.

The PGCE at Queen's provides a master's level qualification. Successful students may thus be eligible for exemption from elements of master's programmes in education.

Our teaching and research staff in the School of Education also show diversity in their wide range of specialisms and backgrounds. Many have distinguished reputations in their fields and practically all have recent experience of teaching in schools. The lecturers in the School of Education are supported by efficient administrative, clerical and technical staff. Importantly, they are also supported in

their work by serving teachers from schools in the region. The schools you will visit and in which you will practise are varied, well-established and highly respected.

The School of Education is situated on the edge of the main campus of the University, and is convenient to the Students' Union and Queen's Sport. Students may readily participate in the intellectual, cultural, sporting and social opportunities afforded by university life.

We hope this prospectus provides the information you require. If not, please do not hesitate to contact us at the address at the beginning of the booklet.



Queen's University Belfast



Queen's University Belfast, which was originally established as Queen's College in 1845, is situated in a pleasant tree-lined Victorian suburb about a mile from the city centre. The University area is well provided with restaurants, shops and pubs.

Within the University precinct Queen's sport provides a wide range of facilities for indoor recreation. In addition to a swimming and a diving pool, there are squash courts, badminton courts, a fully equipped gym, climbing wall and two large halls which can be used for various games. Queen's Film Theatre is the University's own full-time cinema. Several other cinemas and theatres are within easy reach. An annual Queen's Festival (lasting almost three weeks in November) brings many highly esteemed performers and performances onto the University campus. Festival provides a tremendous diversity of events covering drama, opera, ballet, classical music, jazz, folk, pop, art exhibitions, celebrity lectures.

Accommodation is available in conventional halls less than a mile from the main site and in self-catering houses. The University runs a lodgings and flats advice service for accommodation in the private sector.

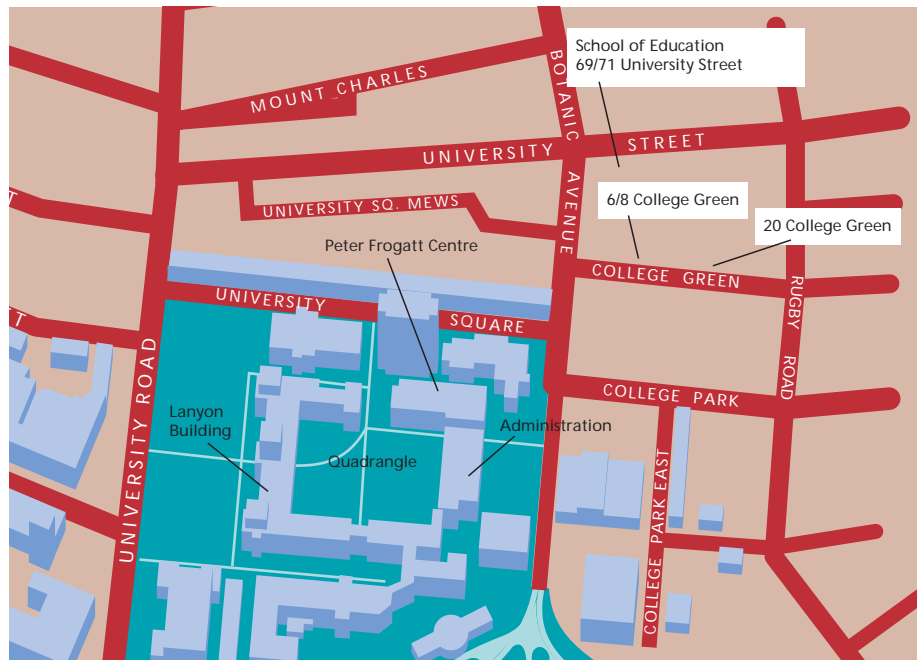
Belfast is only an hour from London by air with many flights a day each way. Daily flights are also available from most other large urban centres in Britain. In addition, a number of rail-sea links provide a more economical, if slower alternative.

School of Education

The first Chair in Education in Queen's was founded in 1914 and the present School of Education was established in 1986, by the merger of a number of pre-existing education-related departments.

The School provides full-time courses leading to the Postgraduate Certificate in Education (the current enrolment is about 160). It also provides courses leading to the Advanced Certificate in Education, the Diploma in the Advanced Study of Education (DASE) and the degrees of Master of Education (MEd), Master of Science (MSc) and Doctor of Education (EdD). Students may also enrol for the research-based degrees of M.Phil and PhD. The school has a substantial externally funded research programme. There are about 400 serving teachers associated with the School taking in-service courses or engaged in research, and many experienced teachers contribute to the PGCE course.

The facilities of the School include laboratories, computer suites and a resources centre, as well as general lecture and seminar rooms.



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Please note:
 Details of the course are correct at the time of going to press. Changes introduced after this will be notified to all staff and students involved in the course.



1.1 Introduction

This booklet provides details of the postgraduate programme of initial training for teaching which leads to the award of the Postgraduate Certificate in Education of Queen's University Belfast.

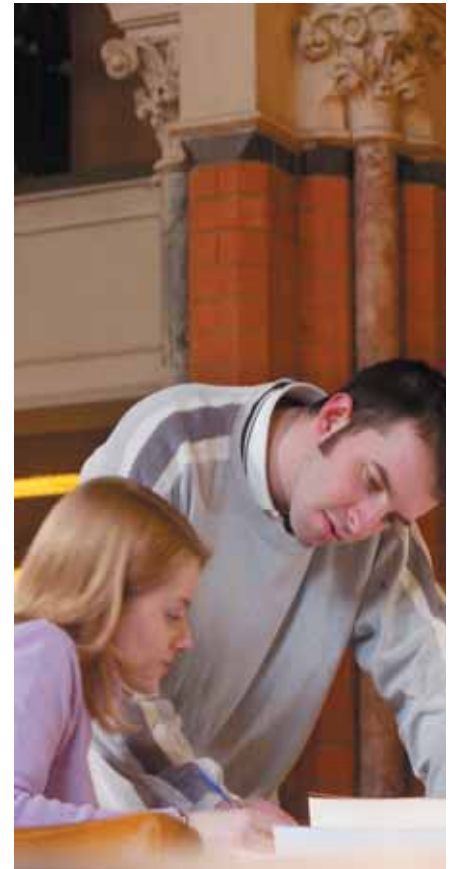
In recent years many changes have taken place in schools, both in the social context and in the new developments in curricula, assessment and teaching methods. Intending teachers need to be equipped to respond to these changes in a professional way, and the Postgraduate Certificate programmes seek to combine the learning of practical teaching skills with an analysis of contemporary professional practice in both its subject specific and general aspects.

Location

The teaching and administration of the course is centred in the main School of Education building at 69/71 University Street. The School of Education occupies several other buildings, and also uses teaching space in the main University campus. The Resources Centre, which houses a collection of teaching and learning resource materials, is situated within the main Education building.

University Membership

Each year about 160 graduate students enrol in the School of Education to read for the Postgraduate Certificate in Education. All are registered as members of the University.



1.2 Partnerships with Schools

The design of the course follows recent government advice which emphasises the desirability of co-operation between higher education institutions and schools in the initial education of teachers.

Partnership is the shared responsibility for the initial education and induction of the beginning teacher. Schools, the higher education institution and student teachers all have clearly defined roles based on mutual trust, openness and team-work which enable the course provided to be fully integrated.

This co-operation consequently involves formal collaboration and consultation with schools in:

- planning the course,
- selection of students,
- delivery of the course,
- support of the student teachers,
- assessment of the students' professional competences,
- review and evaluation of the course, and
- the induction of the newly qualified teacher.

The model of training is based on the view that the professional development of a teacher is a continuum and that the initial training process is the first stage in the development of a career teacher, who will continue to review, adapt and improve throughout his or her professional career.

A PGCE student will, during the course, have a total of 24 weeks experience in three schools. In the two post-primary schools in which students have experience, the student will work closely with certain members of each school's staff. A student's subject methods lecturer from the School of Education, will also maintain close co-operative links with these teachers during school placements.



1.3 Course Aims and Curriculum

Course Aims

The course aims to develop students' competence and confidence in the teaching of their chosen subject specialism and in the general professional role of the teacher. Together these mean that there must be strong emphasis on the acquisition of appropriate skills which include:

- communication skills using the spoken word, the black/white-board and new technologies,
- skills necessary for the management of pupils and the efficient organisation of classroom work,
- strategies for planning schemes of work and individual lessons,
- skills required for the effective evaluation and reporting of learning,
- interpersonal skills needed in relating to and communicating with other members of staff and parents.

The course also encourages students to reflect critically upon the aims and purposes of education and the school system, and in particular, on personal and professional practice. Those completing the course should have an informed understanding of curriculum and teaching methodology, and appropriate personal qualities and professional attitudes.

In common with other providers of teacher education in the province, the Queen's University course seeks to develop teacher competence in the following broad areas:

- understanding the curriculum and professional knowledge,
- subject knowledge and subject application,
- teaching strategies and techniques and classroom management,
- assessment and recording of pupils' progress,
- foundation for further professional development.

Students who successfully complete the course are issued with a Career Entry Profile, based upon the above five areas of teaching competence.

Curriculum

The programme of study is organised around three interdependent strands:

- Subject teaching,
- The Professional Role of the Teacher, and
- Professional Performance.



Subject Teaching

focuses upon the teaching of the student's particular specialism.

The Professional Role of the Teacher

is concerned with common aspects of teaching and the general professional role of the teacher including for example:

- the Northern Ireland Curriculum
- the education system
- assessment and recording
- classroom processes and cognition
- educational disadvantage
- the social context of teaching
- pastoral care, counselling
- general management issues
- teaching as a moral activity
- relationships with other professionals
- promotion of equal opportunities
- use and understanding of information technology
- literacy and numeracy in the classroom.

Professional Performance

focuses on developing practical teaching competence particularly through working closely with experienced teachers during periods of school placement.

1.4 Subject Specialisms

The secondary school Postgraduate Certificate in Education programme is structured broadly in line with the Northern Ireland Curriculum. Training to teach the following school subjects (or combinations of subjects) up to Advanced-level GCE, are expected to be available in 2012/2013.

- English
- Mathematics
- Information Technology/Computing
- Modern Languages (applicants including native speakers of languages other than English, should normally offer two languages from the following list: French, German, Irish, Spanish)*
- Science (Biology, Chemistry, Physics)**
- Religious Education
- Politics
- Sociology
- Irish Medium Education (IME)
Extra places are reserved to prepare those who are interested in teaching their subject through the medium of Irish in Irish medium schools. These students do a number of extra elements, including a Gaeltacht residential in the August preceding the course, which are delivered by St Mary's University College. They receive an

additional certificate in IME and applications are welcome from students wishing to do such courses in one of the subjects listed above.

- Main subject with Special Needs Education and Inclusion
A limited number of places are available for interested and creative trainee teacher, who may have had a range of relevant prior life experiences, to develop additional competencies to meet the diversity of learning needs within the context of their main subject. The module is aimed at trainee teachers preparing to teach young people in ordinary schools – it is not about preparation to teach in special schools or units. You will graduate with a PGCE in a 'main subject' (English, Mathematics etc.) with Special Needs Education and Inclusion.

* Modern Languages students should state specific language(s) on the application form.

** Science students should state clearly their specialist science subject or combination on the application form.



Supplementary Courses

Optional supplementary courses may be offered in the teaching of Citizenship, Drama, Employability, Personal Development and in Religious Education. These are for professional development and interest only and are neither assessed nor recorded for the purposes of qualification.



1.5 The Student Experience



School Placements

The number of students following the Postgraduate Certificate in Education course makes it difficult to place all students in schools in greater Belfast throughout their course. Prospective students should therefore be aware that the course programme may involve a significant period of time (up to 24 weeks) away from Belfast. Course participants will have extended placements in two different schools; normally one such block is spent in a school catering for pupils in the 11 – 16 years range and the other in an 11 – 18 years age range school, enabling students to work with pupils from the whole ability range. (In some subjects, students may be placed in Institutes of Further and Higher Education).

The Course Programme

The course has a duration of 36 weeks and commences in early September with enrolment and registration. This is followed by a two week block experience in a primary school. The next block of the course is devoted to University-based tuition (an induction week, taught sessions and directed independent study). This is followed by the first extended period of professional placement based in a school arranged by the Initial Teacher Education office. This block

practice straddles the Christmas vacation, so students will only be free to take the same holiday as that of the school in which they happen to be placed. About the beginning of February, students return to University-based tuition in preparation for their second professional period in a school different from that of their first placement. This second placement straddles the Easter period and again the vacation is determined by the school in which the student happens to be placed. A final week of university-based tuition completes the course at the beginning of June.

Successful completion of the course depends on achieving satisfactory standards in both practical teaching and in course work. At the end of the course each student will be provided with a Career Entry Profile which will report the levels of teaching competence achieved. For master's level assessment purposes, they will also receive a grade/percentage equivalent for each of the three modules that comprise the course i.e. 'Education Studies', 'Subject Methods', and 'School Placement'.

Tutorial Support

Every student belongs to a Tutorial (Discussion) Group, which meets with the same tutor once

each week during the University-based parts of the course. The students in any one group normally come from a variety of subject backgrounds. During these weekly meetings, tutorial support for the general educational aspects of the course may be provided. In addition these meetings provide a forum for the discussion of issues of general educational interest and for mutual support in a multi-disciplinary context.

Course Materials

At the beginning of the course students are supplied with the PGCE Course Handbook and with a subject-based booklet which will include subject coursework requirements.

PGCE SCC Committee

At the beginning of the year elections are held for the PGCE Staff-Student Consultative Committee (SCC). Each subject area is represented. The committee is concerned with academic and pastoral matters related to the course.

Course Evaluations

Evaluations of the course are an important component of the course management and during the year students are asked to complete a number of comprehensive course evaluation questionnaires.

1.6 Assessment and Award of the Certificate and Prizes



The award of the Postgraduate Certificate in Education of Queen's University Belfast is made to candidates who have conscientiously attended and actively participated in the course. They must also satisfy the examiners in practical teaching and in the coursework set. Successful students will be issued with a profile, indicating the levels of competence they have achieved in various attributes of the professional teacher. This profile will provide the basis upon which further professional development activities may be planned. For master's assessment purposes they will also be graded in each of the three course modules.

There is no formal graduation ceremony for PGCE students, but successful students are normally invited to an informal presentation of certificates held during an evening in the September following the completion of the course.

Prizes

There are three prizes awarded annually as a result of high achievement in the PGCE course.

Elizabeth M. Fulton Prize:

The Elizabeth M. Fulton Prize was established in 1990 by Professor J F Fulton

The prize is awarded annually to the student(s) who achieve(s) the best performance in the course leading to the award of the Postgraduate Certificate in Education in the School of Education provided that there is a candidate whose performance is sufficiently meritorious. In the event of there being two or more candidates of equal merit the prize shall be divided.



GTCNI Prize

The General Teaching Council for Northern Ireland Prize is chosen from amongst the winners of the Elizabeth M. Fulton Prize by an interview process which will include a short presentation. The GTCNI awards one of these prizes to the top performing student in each of the Northern Ireland teacher education HEIs.

Last academic year the General Teaching Council for Northern Ireland awarded two Prizes. One prizewinner was chosen from amongst the winners of the Elizabeth M Fulton Prize by an interview process which included a short presentation. Another prize was awarded for achievement in the Education Studies module and was also decided by a presentation and interview.

Excellence in Teaching Prize

The Prize is awarded annually and chosen from amongst those students who perform best in the teaching placement module in their subject and who are not recipients of the Elizabeth M. Fulton Prize. It will be decided by an interview process which will also include a short micro-teaching session.

1.7 Candidates with Special Needs (all candidates should read this section)



Please ensure that you complete the box provided on the application form.

The University is very willing to help students with disabilities. However, we need to have information from you to enable us to do this effectively. This will not affect judgements concerning your academic suitability for a course and will be treated confidentially by us. It is recommended that you contact us as early as possible about your special needs to ensure that we can provide the support you may need.

If you have a disability and require extra support in your study or accommodation please enter, in the box provided, the code from the list below which is most appropriate to you. **If you have no needs arising from your disability (e.g. you are short-sighted but your vision is corrected by spectacles), or if you have no disabilities, please use code 0.**

0 You do not have a disability or special needs or are not aware of any additional support requirements in study or accommodation

- 1 You have dyslexia**
- 2 You are blind/partially sighted**
- 3 You are deaf/hard of hearing**
- 4 You are a wheelchair user/have mobility difficulties**
- 5 You need personal care support**
- 6 You have mental health difficulties**

- 7 You have an unseen disability e.g. diabetes, epilepsy, asthma**
- 8 You have two or more of the above disabilities/special needs**
- 9 You have a disability or special need not listed above.**

In the section labelled "SPECIAL NEEDS" please also provide a brief description of your disability if appropriate.



2.1 How to apply - Grant aid.

Eligibility

Prospective students for the Postgraduate Certificate in Education should be honours graduates or have qualifications that are recognised as honours degree equivalent. Their degree will normally be in their chosen subject specialism or in a closely related subject.

All students must hold, at the time of application, passes in GCSE or O-level GCE(Grades C or better) in Mathematics and in English Language, or equivalent qualifications. Applications will not be processed without documentary evidence of these qualifications. **Applications will not be processed without documentary evidence of these qualifications.**

How to Apply

Application packages are available from September for admission the following year and should be completed according to the instructions issued. You must clearly state the subject teaching area(s) for which you are making application. **The closing date for receipt of completed applications is 1 November 2011.** Early application is encouraged to enable arrangements to be

made for the collection of confidential reports and for interviews where appropriate. Applications received after 1 November will be regarded as 'late' and will only be considered if vacancies exist.

Please refer to website for details on how to apply:

www.qub.ac.uk/edu.

Progress

Applicants are normally informed during December/January if they are to be invited for interview. Interviews normally take place from Mid-January onwards. Successful applicants will normally be offered a place on the course by the end of March preceding the commencement of the course.



Tuition fees and Student Support Arrangements

From September 2006 new arrangements for the payment of university fees came into effect. Fees will become part of a loan which will be paid back, via the United Kingdom tax system, when graduates are working and earning more than £15,000 a year. Students on courses of initial teacher training (ITT) in Queen's University are presently charged £3,375. ITT students can apply to their local Education and Library Board (ELB) for a tuition fee loan and help towards living costs. A single application form (PN1) is used for applying for a fee loan, loans for living costs and Government maintenance grants.

Further details can be found on the Student Finance Northern Ireland website www.studentfinancenir.co.uk, or on the Queen's homepage.

Non-United Kingdom EU students will pay the same fees as UK-resident students, and will also be able to defer payment. They are not entitled to government grants, bursaries or loans for living costs. When offered a place they should apply to the European Team, Student Loans Company,

Mowden Hall, Staindrop Road, Darlington, Co Durham, DL3 9BG, Tel. 0141 243 3570 for an application form for a fee loan. Website: www.dfes.gov.uk/studentsupport/eustudents

Candidates will normally be regarded as international for 'fees purposes' if they have not been resident permanently in an EU country for reasons other than

education for three years prior to entry to the University and if they do not have 'settled status'. Evidence of settled status is normally provided by a stamp in their passport indicating that they have indefinite leave to remain. It is the country of domicile and not nationality which is one of the main factors in determining fee status.



3.1 Appendix: Staff List. School of Education

Head of School

Prof John Gardner

Director of Initial Teacher Education

Dr. William McClune

Methods Tutors

Dr Joy Alexander, English

Dr Joe Allen,
Information Technology and Mathematics

Dr Pamela Cowan,
Mathematics and Information Technology

Dr Ruth Jarman, Science

Dr William McClune, Physics and Chemistry

Ms Lesley McEvoy,
Sociology, Politics, RE and Citizenship

Dr Claire McGlynn,
Science, Diversity Education

Dr Eugene McKendry, Modern Languages

Dr Hugh Morrison, Mathematics

Dr Colette Murphy, Biology

Ms Realtan Ni Leannain,
Modern Languages

Dr Ron Smith, Special Needs

Dr Patrick Walsh, English

Secretaries to the Initial teacher Education Division

Claire Shannon

Margaret Kennedy

Technical Staff

Alastair Edwards

Alan Reid

Stephen Whiteside

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