



St Mary's
University College
Twickenham
London

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School of Education
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PGCE Primary Course Brochure



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Introduction

Thank you for your interest in training as a graduate for primary teaching at St Mary's University College. We hope that you will find the following information helpful.

In the year 2000, St Mary's celebrated 150 years in Education. Over fifty of these years have been spent on our beautiful, sheltered campus, which lies between Twickenham and Teddington in South-West London, yet within half an hour of the centre of London by train from nearby Strawberry Hill train station. The University College is located near the River Thames, sports facilities and shopping centres in Twickenham, Richmond and Kingston. Approximately 4000 students a year are taking undergraduate, postgraduate and short courses at St Mary's. Currently, a third of these are training to teach on primary and secondary full and part-time courses.

The University College's vision for ITE courses is 'Excellence in Teaching and Learning'. For St Mary's, this means promoting the highest standards of academic excellence in teaching and learning.

Course tutors are all skilful teachers, with many years of successful experience in the state primary sector and in most cases, in Higher Education. They have gained success in managing the learning of students and have built good relationships with partnership schools, mentors and other colleagues, many of whom make valued contributions to the courses in the University College.

At St Mary's there exists the strongest commitment to student support, visiting students in school and preparing students for written assignments. As well as learning to teach the National Curriculum subjects, students receive weekly support and guidance in generic issues such as professionalism, planning, assessment and class management. This aspect of the course is known as "Professional Studies". Assignments seek to integrate school-based learning with critical theory to ensure knowledge and understanding of current and effective primary practice.

Two postgraduate teaching qualifications are offered at St Mary's University College. The first is a Postgraduate Certificate in Education PGCE (M)* The second is a Professional Graduate Certificate in Education PGCE (H) **

* *masters level* ** *honours level*

University College Ethos

It is important to stress that whilst St Mary's is a Catholic University College, we welcome those from other faiths, and those of none, who feel they can share our ethos. St Mary's is proud of its record of recruiting from a wide range of backgrounds, and welcomes mature students beginning a second career as well as new graduates. Diversity provides the University College with an enriching student and tutor experience, and is one that St Mary's wishes to promote.

Students will also find a caring, supportive and collaborative approach from staff and peers, valuing the diversity of cultures, ages and talents represented on St Mary's PGCE courses.

General Course Details

St Mary's Initial Teacher Education programmes have been very successfully inspected by OFSTED over several years with some excellent grades.

The most recent inspection of Primary education programmes by OfSTED was in March 2008.

"The School of Education and the University College can be justly proud of its staff and students. The inspection showed that documentary evidence was excellent, systematically presented, and well structured and organised."
OfSTED 2008

OfSTED said the education and training provided was consistently good. In this key area, they identified that:

- the work carried out at St Mary's is a particular strength, the structure and content are very well planned and exemplify good practice;
- the links between theory and practice work well;
- inclusion is a strength and the ways in which individual needs are supported were especially good;
- a particular strength is the way students are prepared for their first teaching post;
- the students' evaluations are overwhelmingly positive, stating that there is a caring and supportive atmosphere with dedicated staff;
- school based training is good and well supported by Link Tutors – a very effective system;
- tutors have high expectations of trainees, who know exactly what is expected of them;
- assessment is systematic with good links to Newly Qualified Teacher standards and Career Entry Profiles.

OfSTED also found that:

- the selection of trainees is very good;
- the ethos and caring environment is evident all around;
- many recommendations from friends encourage students to apply;
- a higher proportion of trainees remain in teaching after leaving St Mary's when compared to many other institutions;

- the high degree of commitment and enthusiasm of staff provide an excellent model of good practice, this is a key strength of the practice at St Mary's;
- there is a comprehensive range of resources for students to use in their planning;
- the benchmarking of provision against other providers is excellent and comparative data being collected shows St Mary's is consistently ahead;
- in a large national survey, Newly Qualified Teachers who have completed their first year in teaching reflect back very positively on the experience, preparation and training they received at St Mary's.

Key Strengths reported by OfSTED in 2008:

- excellent centre based training and subject knowledge;
- productive partnership with schools over a wide area;
- cohesive and productive partnership arrangements;
- high quality pastoral support for all trainees;
- collegiate approach;
- enthusiastic trainees;
- cohesion between the elements of each programme.

St Mary's is an oversubscribed institution, so putting St Mary's first choice in an early application is advisable. All entries must be received by 1st December in the year preceeding entry. The application process is sequential and two choices are permitted. Last year 100% of our students had put St Mary's as their first choice. The course was effectively full before the end of February for both the full and the part-time courses.

Full-time study begins in September and largely follows school term dates, ending in mid to late June. Eighteen of the 38 weeks are spent in school. The University College day is normally 9-6pm. Part-time study runs over 5 school terms and commences in March/April each year depending on the timing of Easter. Core University College sessions for part-time students are usually held between 11am and 4pm although some may have a 9am start. Teaching takes place on three consecutive days a week (Wednesdays, Thursdays and Fridays); school placements are full-time for both part-time and full-time students. The amount of time spent in school is also 18 weeks. Throughout the course, whether in University College or in school, students are expected to devote evening time and parts of weekends to professional activities.

The PGCE is a modular programme. In order for students to obtain breadth of curriculum, attendance and participation for all modules is expected and is necessary to obtain Qualified Teacher Status (QTS).

Post Graduate Certificate of Education (M)

Modules

School Experiences 1 and 2
National Skills Test: Literacy
National Skills Test: Numeracy
National Skills Test: ICT
From values to vocation
The emergent teacher as reflective practitioner
English
Mathematics
Science
Cross-curricular learning
Information, Communications Technology
Physical Education
Religious Education
PSHEE
Art, Design, Technology
Communications and Languages
Historical, geographical understanding

Professional Graduate Certificate of Education (H)

Modules

School Experiences 1 and 2
National Skills Test: Literacy
National Skills Test: Numeracy
National Skills Test: ICT
From values to vocation (optional)
Professional Studies 1
Professional Studies 2
English
Mathematics
Science
Cross-curricular learning
Information, Communications Technology
Physical Education
Religious Education
PSHEE
Art, Design, Technology
Communications and Languages
Historical, geographical understanding

Modules have been organised to provide a developmental pathway through the programme, a pathway that is academically and physically challenging.

Students studying for the PGCE (M) will be required to obtain 60 M level credits.

Optional courses are offered in modern foreign languages (currently French, German and Spanish) and CCRS (Catholic Certificate of Religious Studies).

Progression through the pathway is set out overleaf.

Programme Progression

Full time pathway

When students accept a place offer for a primary PGCE, pre-course guidelines are posted on St Mary's On-line. These guidelines contain information about procedures and requirements of study. Importantly, the guidelines identify key texts as essential pre-course reading in order that students begin building up their knowledge base in the core subjects of the National Curriculum and in areas relating to the role of the primary teacher. Information about how to contact schools to arrange introductory school experience in home locations is also provided.

Ideally, introductory school experience should involve time spent with Key Stage 1 and Key Stage 2 pupils. The overall aim is for students to identify features of progression in pupils' learning as pupils move from one key stage to the next. Through guided activities in the core subjects, students are required to identify and question aspects of teaching effectiveness, with reference to contemporary strategies and pedagogies. Students log their observations and analyse them with reference to the literature listed in the pre-course guidelines. Students may also be asked to familiarise themselves within another educational context such as a museum, gallery or special school.

All students register for the PGCE (M). Following registration in University College, students receive a three-day induction programme.

- Students are introduced to members of the teaching teams and to University College personnel who may play a significant role in supporting them through their studies.
- Students are given access to the Programme Guidelines and other materials relating to these guidelines.
- Students receive information on the PGCE (M) and PGCE (H) pathways, CCRS and Modern Languages.
- Students are given an introductory talk on school experience.
- Guidance is given on academic writing.
- Students are given an introductory talk on the National Skills Tests.

Modules then commence in Professional Studies, English, Mathematics, Science, ICT and a range of foundation subjects. Audits of students' subject knowledge are undertaken in the core subjects. From these audits, plans are established which identify the students' strengths and areas where the knowledge base needs to be extended. Students are required to set targets which have a realistic time limit and identify the resources needed to address gaps in their subject knowledge.

Emphasis in the Professional Studies and core subject modules is on planning, teaching and monitoring and assessment of pupils' learning.

Following the Christmas vacation students undertake a 6-week block school experience either in KS1 or KS2. Over this period, they are required to move from participation in teaching with the class teacher mentor to substantial and sustained periods of independent teaching, as directed in an audit of requirements. Subject knowledge is built up in the core subjects through further guided activities. Students are also required to gather data for their assignments. Progress and development is monitored and documented systematically by University College staff (Link Tutors) and school staff in the Profile of Standards.

Students may be required to undertake a school placement in distant locations from the University College in other parts of the country and, for those studying modern languages in Spain, France or Germany.

Following the first block placement, further modules in Professional Studies, the core subjects, foundation subjects and cross curricular learning are undertaken. Emphasis is then given to the needs of different groups of pupils.

The second and final block of school experience commences after the Easter vacation and students are required to move quickly into substantial whole class teaching and whole school involvement. Judgements about QTS Standards are made by school and University College personnel through the Profile of Standards.

Towards the end of this school experience, students spend time observing class teachers in a number of year groups to become familiar with progression through KS1 and KS2.

In the last week of the programme students:

- reflect on their school experience(s);
- complete documentation to allow them to teach abroad;
- complete a first destination questionnaire;
- prepare for their period of induction as a Newly Qualified Teacher.

Part-time pathway

The part-time pathway addresses the same content in approximately the same order, but is organised into 5 school terms to facilitate study on a three-day week basis. During periods of school experience 5 day a week attendance is required.

Both full and part-time students spend a total of 90 days on placement.

CCRS

St Mary's offers modules of the Catholic Certificate of Religious Studies (CCRS) via additional study. This is an optional course especially helpful for those who intend to work in Catholic or other Christian faith-based schools. It may, however, be of interest to anyone interested in Christian Theology, the Catholic tradition and their relevance to education. Details of the course, which varies annually in its presentation to meet the needs of participants, can be obtained at interview.

National Skills Tests

Passes in the national skills tests for literacy, numeracy and ICT must be obtained before QTS can be recommended. These tests are part of the Standards for QTS and we strongly advise students to sit the tests early in their course.

Modern Languages

Students have the opportunity to take an introductory course in Modern Languages. The languages currently on offer are French, German and Spanish. A prerequisite is that students have a 'reasonable' level of spoken language in one of the three areas (equivalent to a good GCSE); students wishing to undertake part of their school experience abroad are normally required to hold a first degree or component of their first degree in French, German or Spanish. At the same time, assessment of individual backgrounds, qualifications and experience is taken into account when allocating school placements abroad.

Interest in promoting the development of ML in primary schools is essential.

General Entry Requirements and Expectations

The PGCE is a challenging, exciting and rigorous course. The entry requirements are, therefore, necessarily stringent, both academically and personally.

At St Mary's there is a professional requirement for a two week observation experience in a primary school that offers the National Curriculum to its pupils. This is a prerequisite to an interview at St Mary's. Observation of teaching at Key Stages 1 and 2 should be undertaken. The aim is to achieve an awareness of the nature of the roles of primary teachers and the ways in which children learn. The ability to talk and write in an informed manner about this experience will be expected at interview.

The minimum academic requirements as laid down by the Department for Children, Schools and Families (DCSF) are:

1. A first or second class degree of a United Kingdom higher education institution or equivalent qualification.
2. At least grade C or above at GCSE/O level in English Language, Mathematics and a science subject.
3. The ability to read effectively and be able to communicate accurately in spoken and written Standard English. Literacy skills will be assessed at interview, as will clarity of oral communication, important for dialogue with a range of professionals.

As previously mentioned, success in these examinations must be verified before entry to PGCE course can be registered. For all subjects you should have (and make available when you apply) a transcript or list of the relevant topics covered in your degree. This is especially important if your degree title is not obviously relevant to primary teaching.

Applicants with non-British qualifications are welcome to contact UK NARIC (telephone 01242 260010) and ask for written confirmation of having degree equivalence, but our Registry has final decisions on these.

Help may be obtained from the Teaching Information Line 0845 6000 991 or Training and Development Agency for Schools (formally TTA) website www.canteach.gov.uk.

Applicants who have undertaken the Student Associate Scheme are looked upon favourably.

Contact St Mary's Registry Department – (Postgraduate Admissions Officer 020 8240 4027, pgadmit@smuc.ac.uk) to discuss queries over subject qualification. If your qualifications are not obviously acceptable, please send a CV with a covering letter in which you justify your knowledge and experience.

An area in which prior experience is sought, even expertise, is Information and Communications Technology (ICT).

General Entry Requirements and Expectations continued

The DCSF require students to have a high level of proficiency in ICT by the end of the course for the enhancement of learning and teaching in schools for undertaking the wider professional responsibilities of teachers. Opportunities to develop your skills are available at St Mary's through taught and self-supported study sessions.

The personal and intellectual requirements for the course include:

Ability to communicate clearly and grammatically in written and spoken English

Ability to show listening skills and sufficient understanding of educational language and terminology to be able to respond appropriately at interview and later, in school

Experience of observing in state primary school (5-11 years) sufficient to be able to demonstrate your commitment to teaching and potential to benefit from the course

Awareness of and sensitivity to children's physical, social, emotional and cognitive needs and to the range of attitudes and behaviours displayed by children in school

Enthusiasm for subjects of the primary curriculum while recognising the range of ability and motivation of pupils you will encounter

Some knowledge of current educational issues, both general and subject-specific

An openness to learning, including a willingness to unlearn rules and experiences, where necessary, in order to adapt to current and future good practice in teaching and learning

Openness to advice, guidance and positive professional criticism

Personal professionalism, including diligence, organisation, smartness of dress, punctuality and attendance

Ability to shoulder individual responsibility but also to work collaboratively as a member of a team

Good health, physical and mental, with ability and strategies to cope with stress and the demands of the course and of the teaching profession

A sense of humour

Commitment to equal opportunities and sensitivity to the variety of communities represented in our partner schools.

Some self-appraisal in terms of the above criteria is recommended for all applicants.

Primary PGCE Places allocated by the TDA

The target numbers are approximately 140 full-time places and 31 part-time places. It may be possible to be offered a reserve place after interview, which does not prevent you from looking elsewhere but enables us to offer you a place without re-interview should one become available later in the application cycle. Deferred places are not offered and deferred applications are no longer accepted.

Application process

Please note that the only way to apply for PGCE courses is on the Graduate Teacher Training Registry, www.gttr.ac.uk. It is normally necessary to be in the GTTR system before any formal offer of a place can be made. Ensure you give full contact details on Page 1, including telephone numbers and any dates inconvenient for interview.

It is strongly recommended that you contact your referee just before you submit your application form to enable them to prepare your reference. If it is a current tutor try to arrange to talk to him/her about your skills, recent experiences and achievements and your future aspirations. Giving your referee a current CV can help her/him refer to your broader talents/interests.

A positive academic reference, ideally from your degree awarding institution will help. St Mary's would need good reasons why someone other than an academic referee was given. If you have been away from academic study for a long while then ensure it is a professional person, perhaps your line manager, who writes this reference. A friend is not sufficient!

Your second referee can be a professional or personal one.

Applicants should note that health and criminal record checks will need to be carried out. DCSF regulations will disqualify candidates with certain health conditions and convictions. If in doubt, these issues need to be raised before application, on the application form and certainly in the interview. Acquiring health check and police check clearance may incur small costs.

If you feel it appropriate, you may contact our Dyslexia and Disability Co-ordinator, Pat Culshaw, 020 8240 4353, email culshawp@smuc.ac.uk to discuss facilities and provision available at the University College. You will need to signal any special needs or disabilities on the first page of the GTTR form and may wish to raise relevant issues at interview.

The Pre-Interview Preparatory School Experience

In applications we look to see evidence of your awareness of the demands of primary state schooling in this country. A visit to at least one such school is a prerequisite as mentioned earlier and in our prospectus, especially important if you were educated abroad, in the independent sector or some significant time ago. An all-ability 5-11 school is best for such a visit. If you were at a single-sex school you should try to visit a mixed school. The quality of experience gained on the visit is more important than the quantity but 10 days (2 school weeks) would be considered the minimum.

Without school observation experience and an ability to discuss what you learned from it, you are unlikely to give sufficient evidence of your preparation for this profession to admit you to the course. You can contact the head teachers of your local schools to arrange such experience.

The nature of the PGCE course and the requirements of the National Curriculum for Initial Teacher Education mean that we do not normally regard visits only to preparatory or independent schools, home private tuition, or Saturday/Sunday schools as sufficient "real" school experience. The above, like youth work experience, are still valuable, but you need to prepare to be able to convince our teachers and tutors at interview that you are aware of what you are taking on.

Your own observation and experience of being in a school is very important. Many late applicants are disappointed because we will not consider them due to this lack of preparation. Do not leave it until it is too late!

When on a school observation visit, look at the role of a teacher as a general practitioner and a subject specialist. Before applying, be sure you are aware of the broad scope of the primary teacher.

In school and outside, by speaking to teachers and reading appropriate articles in the press, find out about any recent educational initiatives. Ideally get a flavour of the whole 5-11 age range for which, if you come here, you will be trained. Think also about pastoral roles and also what other knowledge, skills or interests you can offer to become a valued member of a school community. These are all issues you might address at interview, as well as conveying communication and subject knowledge skills.

The Personal Statement

Use this opportunity to write fully about yourself and your qualities. We would like to know why you wish to become a primary teacher. You should reflect on what you have gained from your primary school visit experience and any other relevant contact with school-age children. This is important! Be positive about your relevant knowledge and experiences – do not be modest. Indicate if and where you have gained transferable skills and experience of responsibility. Concentrate not only on other work you have done, but how it might be relevant to the skills needed as a teacher – including positions of responsibility and trust, and your ability to work as a team member. See the earlier comments about literacy and check your grammar, punctuation and spelling. Include dates of relevant school experience.

Optimising the Application Process

Before you submit your application form online, please print a copy as you will not be able to do so once submitted. It will help both you and us if you can indicate any dates impossible for you to attend for interview while recognising that flexibility is limited.

Selection Procedure

On receipt, your GTTR form is scrutinised by Registry to check if you have the required Mathematics, English Language and Science qualifications and a degree classification of 2.2 or above. Your form is then scrutinised by the Admissions Tutors. The quality and suitability of content of your degree, personal statement and references are checked.

Your personal statement is read carefully. We look for your considered reasons for wishing to teach, whether you have any recent relevant school experience and note the quality of your written work. We also consider whether you have an appropriate referee and a supportive reference.

St Mary's will wish to continue its successful support of government initiatives in raising the recruitment numbers of ethnic group members and men into teaching. A decision is then taken whether to invite you for interview.

Example of a well-constructed Personal Statement

Ever since I completed my own academic education at Exeter University I have wanted to teach. My reasons for wanting to teach are predominantly centred around my desire to have a positive influence on young people and to spend time in the company of children, something I thoroughly enjoy. I want to help children to grow, to learn, to develop and to achieve. This is what I can do as a teacher. Although I am aware that teaching will be a challenging career, I trust it will also be a rewarding one. My own academic experience has strengthened my belief in the great importance of education for children.

I would also like to teach as I believe I have, and can combine, all the necessary qualities for being a good teacher. My previous academic achievements, from nine GCSEs to a degree in English Literature, reveal my own thirst for learning and my conscientious nature. I have a great affinity with children of all ages and would like to use this in becoming a teacher. Any time I have spent with children, which ranges from the involvement of young children whilst co-ordinating Rag charitable events to recently teaching my niece and nephew to swim, I have found to be stimulating. I have recently completed a two-week introduction to school, observing years 4-7 in classes at a primary school in Harrow, London. The time spent in this school has confirmed my belief that I want to teach.

I am currently working in a secretarial/PA role, and have done so for the last year and a half. As a result, I have strengthened my communication, IT and organisational skills and am comfortable working in a fast-paced environment. I feel these skills would be transferrable to a teaching career.

Example of an Appropriate Academic reference

[The applicant] is currently completing a third and final year of a joint honours degree programme in Education and Employment. All courses have been successfully completed to date, including courses in another subject – English, and we look forward to a successful outcome. [The applicant] is majoring in this subject.

[The applicant] is a conscientious student who can communicate well both orally and in the written form. She attains very good grades in her academic work, on a consistent basis and can synthesize information well and present coherent arguments effectively. An enthusiastic and responsible approach to learning is noted.

She has good interpersonal skills and she contributes well to discussion activities in teaching sessions. Good relationships have been established with students and tutor staff on the programme.

She originally began a programme in initial teacher training at this University College (completed 1 year) before she transferred to the Education and Employment Programme. During this time some valuable school experience was collected. In addition, some voluntary school experience has been undertaken which all together, has secured a good basic knowledge of education practice.

[The applicant] has also engaged in some full and part time work activities including roles in office administration and financial services. These have helped her develop a range of employment related skills to a good level.

[The applicant] has the knowledge and skills to take full advantage of a programme in initial teacher training and I have pleasure in recommending her for consideration.

Interviews

Interviews are generally held on Tuesdays, Wednesdays or Thursdays from 10.00am. They take up much of the day and the interview takes the following form:

10:00-11:00

Arrival and documentation check (University College Registry). Candidates will also be required to complete a written task, a maths task and an ICT audit.

11:00-12:00

Introduction to the course by the PGCE Programme Director. Candidates will be required to complete a:

- Declaration of Professionalism

Opportunity will be given for questions relating to the course which are of a general nature.

12:30-13:45

Tour of the campus and lunch

13:45-14:45

Presentation to group

14:45-15:15

Individual interviews

15:25 (approx)

Candidates depart.

In the morning your qualifications will be checked and applicants will be given an introduction to the full-time/part-time programmes and will also be required to undertake a written task and a maths task. In the afternoon you will be required to present to a peer group of 8-10 applicants on a topic relating to teaching and learning. Details of this will be forwarded when you are called for interview.

Following the presentation, applicants will have an opportunity individually to ask any questions of either the University College tutor or school partner, or to address any skills or talents that they feel they have not had a chance to demonstrate earlier. The tutors or school partner will also have an opportunity to enquire about any areas on the GTTR form or issues arising from the presentation.

At the end of the interview, applicants are asked to complete a short evaluation of the day. The answers are respected, and help us to refine the interview process for future applicants.

A number of other forms such as health and criminal record declarations are also completed.

It is important to us that applicants see the interview as a two-way process, ensuring through questions asked that they know, by the end of the day, if teaching is really what they wish to do, and if St Mary's is where they wish to do it. We recognise that what is right for you is most important!

It is important that applicants are certain at the time of responding to an offer that they will be wishing to take up a place. St Mary's will not wish to be a reserve place for applicants to other countries' training schemes e.g., those in Northern Ireland, Scotland or in the Republic of Ireland. St Mary's will want you to be honest and informed if applicants are simultaneously applying to other teacher training systems, including the above, or the Graduate Teacher Programme, but it will not normally prejudice your opportunity to be invited to interview provided we are first choice on your GTTR form.

A commitment to accepting our Professional Code of Conduct for punctuality and attendance, dress code and organisation of school placements will be expected.

It is policy to give feedback on the results of interviews, successful and unsuccessful, fairly speedily after decisions have been taken. Applicants should hear the outcome in writing from Registry and the GTTR within two weeks.

Dates for interviews are selected after consultation with partner teachers and schools, whilst bearing in mind applicants' availability as mentioned on the GTTR form. The ideal is to have 40-50 applicants on any interview day. Applicants must be prepared to take a day off current employment.

Given that we have the co-operation of partner teachers and schools to assist in the interview process, applicants should only cancel or miss interviews in emergencies. If the date offered to an applicant is unsuitable, and sufficient notice is given, an alternative date will be offered where possible. Please contact Registry to arrange this (Email: whatmoughv@smuc.ac.uk Tel: 020 8240 4241). Unprofessional behaviour by applicants at this stage will negatively affect their selection chances.

Autumn Term

Week	Commencing	PGCE F/T Block 1	PGCE F/T Block 2
1	September		
2	September		
3	September		
4	September		
5	September		
6	October		
7	October		
8	October		
9	October		
10	November		
11	November		
12	November		
13	November	2 x Days	
14	December	2 x Days	
15	December	Prep Week	
16	December		

Spring Term

19	January	Placement	
20	January	Placement	
21	January	Placement	
22	January	Placement	
23	February	Placement	
24	February	Placement	
25	February		
26	February		
27	March		
28	March		
29	March		
30	March		
31	March		

Summer Term

34	April		Prep Week
35	April		Placement
36	May		Placement
37	May		Placement
38	May		Placement
39	May		
40	June		Placement
41	June		Placement
42	June		Placement
43	June		
44	June		
45	July		

These dates are a guide and can be subject to change.

Accommodation

It is strongly recommended that careful consideration is given to accommodation plans. There is very limited University College accommodation available for postgraduate students as the institutional priority is to cater for first-year undergraduates.

There is an Accommodation Officer (accommodation@smuc.ac.uk) who will assist in guidance for off-campus rented accommodation in houses, flats or with families after they have accepted a place on the course. Given the wide geographical distribution of our partner schools, those living some distance from University College may sometimes find it easier for us to find schools with a short travelling distance for them than those who live very near our campus.

Fees and Funding

The latest updates on variable fees can be found via TDA and DCSF websites, or the St Mary's website, www.smuc.ac.uk.

Careful consideration to your financial arrangements for the year is highly recommended. Fee payment enquiries should be made as soon as possible to applicants' Local Authority (LA) who will also have information on eligibility for the maximum Student Loan. There are also LA grants for those on lower incomes.

Arrangements with a bank for a Student Loan or a Career Development Loan will also need to be considered as appropriate. In University College there are possibilities of additional Access Funding for hardship cases for students in all subjects. With evenings and weekends often committed to meeting coursework and schoolwork demands, part-time work could seriously affect your successful progress on the course.

Additional Government Funding

All students on full-time and part-time PGCE courses are currently eligible for a Training Salary of £4000. This non-taxable amount is paid in monthly instalments. The training institution administers this automatic payment generated once you have registered for the course in September or April.

School Experience during the Course

It will be expected that you arrange school observation for two weeks prior to the start of the course in a primary school (one week if you are on the part-time course). You are advised to complete this before the summer break.

Analytical observations in school are central to the course and fellow students share individual experiences. Observations and feedback reports will add relevance to many of the University College-based sessions. For assessed block school experiences the University College will place students in partnership schools, within travelling distance of the University College or home. Students will have to be prepared to commute to get to them, although we will try to take your domestic and transport circumstances into account as allocations are decided. Students will have to be prepared to trust our judgement and attend any partner school in which they are placed. As a rule of thumb, 1 to 1.5 hours travelling from home to school is considered reasonable.

Additionally, some students will be expected to undertake one block school experience in a distant location where accommodation will be arranged for them.

St Mary's partner schools are selected, trained and monitored to ensure they consider students' welfare as a trainee teacher as well as their priority of care over their pupils.

They know that they will benefit from the "grow your own" philosophy, in that they are likely to be able to employ our students having seen how well they fit into the school. Many partner school mentors, head teachers and other staff are former St Mary's students and this helps to continue our excellent relations with them.

We have partner schools over a large area of South East England and not just in London itself. These partner schools and their staff have been trained in mentoring our students, are familiar with our procedures and give commitment to this work. Mentor development sessions occur regularly, as we update our teacher colleagues on recent government guidelines and they share good training and mentoring practice with each other. Mentors are asked to commit to planning time each week for your general professional training while you are in their school. They assist us in our selection interviews and some contribute to University College sessions. Many mentors trained at St Mary's themselves so have particular empathy for you as a one of our students, and provide role models for you and your career potential.

Thanks to the reputation of our courses, our ethos and the quality of our trainees, we have been approached by a number of schools outside the London area and St Mary's uses satellite placements in distant locations for some block experience.

First Appointments and After

St Mary's has a very successful student employment record, with a high percentage of those completing the course in jobs for September or January. Students will be given support and guidance in compiling Curriculum Vitae, letters of application, in the selection of schools to apply to and in preparation for interview. Many of the local authorities in which partner schools are situated have good induction year development programmes and are keen to build links with St Mary's via attending our internal first appointments fair and also by inviting our students to their open days.

The official conferment ceremony of the PGCE in February is a very pleasant Saturday afternoon/evening at the University College, followed by refreshments. It is a chance to catch up with familiar faces not seen for a while, and an occasion for guests to see what made so many people choose St Mary's for their training.

There is a strong Simmarian Association for former graduates and diplomats of St Mary's. There are cultural, sporting, social, religious and charitable/welfare groups in whose activities students can join to continue friendships started in their time here. Quite a number of people return to continue their studies taking Master's or Doctoral degrees, or use us for in-service training. Some get married in our lovely Chapel or make other use of delightful rooms suitable for banquets and parties. Many such exciting and pleasant events will be open to all students during and after their time at St Mary's.

Further Advice

Should you have any questions, or require further information, you are most welcome to contact the Postgraduate Admissions Officer on 020 8240 4027, email pgadmit@smuc.ac.uk, or the Postgraduate Primary Administrator, Patricia Lee on 020 8240 4144.

You can also consult our website, www.smuc.ac.uk, which is periodically updated with news of our next PGCE Open Mornings or Evenings.

You may also benefit from the advice available from the Training and Development Agency for Schools (TDA) Teaching Information Line 0845 6000 991, or their website www.canteach.gov.uk, especially if you might be considering the Graduate Teacher Programme, an employment based route into teaching, or need a taster day in a school at a location distant from our own partner schools.

We look forward to hearing from you if we can be of further assistance about any aspect of the admissions procedure. Your comments on the information made available to you in this booklet or when contacting us, on its quality and how to improve it will be very welcome.

When you have read this document carefully but still have some questions unanswered, you are welcome to raise them with the course team.

The table on the last page of this booklet gives you the contact details and the responsibilities of members of the team to help you reach the most appropriate person.

Every effort is made to ensure that the information provided in this booklet is accurate at the time of printing, but St Mary's University College reserves the right to make amendments to the course.

Useful Contact Details (St Mary's)

St Mary's 020 8240 4000

Title	Name	Ext	Room	E-mail (...@smuc.ac.uk)
Head of School of Education	Mrs Geraldine Davies			
Programme Director	Dr Maureen Glackin			
Postgraduate Admissions Officer (GTTR)	Verity Whatmough	4241	Registry	whatmoughv@smuc.ac.uk
PGCE Primary Administrator	Trish Lee	4144	K319	leep@smuc.ac.uk
Accommodation Officer		4034	E145	accommodation@smuc.ac.uk
Dyslexia & Disability Co-ordinator	Pat Culshaw	4353	E12	culshawp@smuc.ac.uk
Fees Officer	Lee Blyth	4035		blythl@smuc.ac.uk
Student Services	Sue Whitham	4189		whithams@smuc.ac.uk

Useful Contact Details (Other than St Mary's)

Training and Development Agency for Schools (TDA)

151 Buckingham Palace Road

London SW1W 9SZ

Tel 0845 6000 991

www.tda.gov.uk

Graduate Teacher Training Register (GTTR)

Tel 0844 984 1111

www.gttr.ac.uk

West London Graduate Teacher Programme and Overseas Trained Teacher Programme

Co-ordinator: Yves Posner

Tel GTP 020 8547 8342

Tel OTTP 020 8547 8789

Email admin@westlondonpartnership.co.uk

www.gtp-westlondon.co.uk

The TDA funds a number of Taster courses often based at schools, Institutions of Higher Education and Local Authority locations. Attendance at these can give you useful information and also some appropriate school experience. There are also Bridging courses for subject updates. Explore their website.

April 2010

St Mary's University College

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