



SCHOOL OF HEALTH, COMMUNITY AND EDUCATION STUDIES

www.northumbria.ac.uk/education



Why study Education?

Education is one of the essential building blocks of society, and is a fundamental right of everyone.

In our knowledge-based economy, the continuing development of high-quality education settings, staffed by enthusiastic and highly qualified individuals is important, confirming that education is a lifelong process.

Working as an educator is both a rewarding and complex business. The quality of your work can, and does, have a lasting impact upon individuals, whether they are the youngest member of our society or at a later stage in their academic career.

All our Initial Teacher Education programmes at Northumbria are rated 'outstanding' by Ofsted.

Why study Education at Northumbria?

We aim to create excellent educators. Study with us on any of our programmes described in this brochure and join us on a journey of exploration. Study with us and:

- Work with a team who are recognised for the high quality of their work as an Outstanding University provider of both secondary and primary Initial Teacher Education, as classified by the Training Development Agency from Ofsted inspections.
- Become an inspiring primary school teacher.
- Benefit from the enthusiasm and knowledge of tutors and visiting experts.
- A programme that combines child development in the early years of education with a strong and unique element of creativity.
- Develop professional awareness of inclusion, special educational needs and alternative settings.



- Scope for outdoor learning projects.
- Wide-ranging working practice with local partner schools.
- Obtain a range of qualifications designed to meet government regulations for professional practice including Qualified Teacher Status, higher level teaching assistants status and FE qualified teacher learning and skills.
- BA (Hons) Early Primary Education is designed to meet government regulations for initial teacher training and Qualified Teacher Status (QTS).
- Further experience in the multicultural London borough of Newham, plus study opportunities in Sweden.
- In the 2010 National Student Survey, 94% of Initial Teacher Education students said the course was

intellectually stimulating, 95% said overall, they were satisfied with the quality of the course and 97% said staff are enthusiastic about what they are teaching.

Placements information

All of our courses offer the opportunity for experience in educational settings. These may be the students' own working contexts or settings which are arranged by the University's placement office. Working with colleagues or experienced practitioners in educational settings offers students the opportunity to further enhance and develop their personal subject knowledge and teaching skills in order to facilitate learners to achieve their potential.

Postgraduate Certificate programmes

All of our postgraduate programmes in Initial Teacher Education give students the opportunity to study seven modules of 30 credits at Masters level, which can be used to gain credits on Masters programmes at Northumbria and other universities.

Postgraduate Certificate in Education (PGCE) Secondary Art and Design

Through partnerships with primary and secondary schools, museums, galleries, community groups and artists from a broad spectrum of disciplines, we offer students the opportunity to gain a PGCE in Secondary Art and Design with Qualified Teacher Status.

The partnerships in the programme

At Northumbria University we have a strong ethos of working with partners in schools, artist communities and museums and galleries.

University-based programme

The components offered through partnerships are complemented by lectures, seminars, workshops and tutorials held at Coach Lane Campus

and in some placement schools. A programme of general educational and specialist art and design is supported by specialist tutors.

Coursework/ assignments

Assessment is made through written assignments, school-based observations, portfolio and presentations. The award of PGCE is based upon satisfactory demonstration of meeting the Professional Standards for Qualified Teacher Status – see www.tda.gov.uk for further details.

Programme duration

One year, full-time.

Careers

The majority of students enter the teaching profession as secondary school teachers; a small number find employment in such areas as Further Education and arts administration.

Postgraduate Certificate in Education (PGCE) Primary Education

All our primary education programmes at Northumbria are rated 'outstanding' by Ofsted.

This PGCE programme forms a practical introduction to teaching, providing students with the professional expertise, knowledge and understanding to teach children aged 5–11 years. It provides students with the opportunity to study

part of the programme at Masters level to gain 60 credits towards a Masters degree.

During the year-long programme students will gain a good knowledge and understanding of the National Curriculum for Key Stage 1 and 2. The programme covers all aspects of the primary school curriculum. There is a substantial amount of school experience, covering a range of activities, such as observation, group and individual tasks, and taking responsibility for planning and teaching a significant proportion of the normal class timetable.

Coursework/ assignments

Assessment is through placements, assignments and a project.

Programme duration

One year, full-time.

Accreditation

The programme is designed to meet government regulations for Initial Teacher Education. The University will make the recommendation for the award of QTS.

Careers

The programme is aimed at preparation for teaching in maintained and independent infant, junior, primary, first and lower middle schools with the possibility of career opportunities in other areas of education.



Matthew Cleeves

BA (Hons) Early Primary Education

What course did you study?

I chose to study BA (Hons) Early Primary Education as it confers Qualified Teacher Status (QTS) and focuses on the Foundation and Key Stage 1 area of primary teaching. The course at Northumbria's School of Health, Community and Education Studies was best for my requirements and Coach Lane Campus was also a very convenient location for me to travel to. The lecturers here have a wealth of experience which is very useful and I would recommend definitely getting in touch with them for any advice or guidance you need.

What has been the most memorable experience of the course so far and also the most challenging?

During our course we get the chance to do work experience placements in schools. All of the placements have been memorable and mostly for the right reasons – the teaching experience, the children and meeting many experienced teachers are certainly highlights!

I would say my final placement was the most challenging. Most of the placements are shared, so when you are on your own in final year it's a big change. The workload was intense, and knowing that there was nobody else to help shoulder the load, sometimes made it stressful but it was all enjoyable and very worthwhile.

What three words would you use to summarise your time here?

Tiring, but, worth it!



Postgraduate Certificate in Education (PGCE) Early Years and Primary Education (flexible)

All of our primary education programmes at Northumbria are rated 'outstanding' by Ofsted.

This is a part-time, flexible distance learning programme that gives students the opportunity to study half the programme at Masters level. It can be completed in as short a time as one year or take up to two years. The subjects studied are delivered through web-based modules in two distinct parts (1 and 2), supported by the University. ICT competence and access to a personal computer with a broadband internet facility are essential requirements. Following the needs analysis and the successful completion of preliminary academic studies

combined with school experience, students have the opportunity to carry out their first assessed school placement (Part 1). Further extended study follows culminating in a final assessed block school placement. PGCE 'Flexi' students gain a good knowledge and understanding of the Early Years and Primary National Curriculum, whilst obtaining a broad range of experiences.

Coursework/ assignments

The content of the programme will reflect the curricula requirements of the National Curriculum for England. There will also be tasks and assignments that will relate to the extended life of a school, educational theory and a wider understanding of the roles and responsibilities of the teacher. Assessed school placements must be undertaken either in the North East or in the London Borough of Newham partnership schools.

Programme duration

One year full-time or two years part-time.

Applicants must have a rationale for wishing to undertake a Flexi Programme rather than a full-time PGCE and be prepared to discuss this at interview.

Accreditation

The programme is designed to meet government regulations for Initial Teacher Education. The University will make the recommendation for the award of QTS.

Careers

The programme is aimed at preparation for teaching in maintained and independent infant, junior, primary, first and lower middle schools with the possibility of career opportunities in other areas of education.

David Gregory

BA (Hons)
Early Primary Education

Why did you choose Early Primary Education?

The course is widely regarded as the best in the country. The lecturers are all experts within their fields and I wanted to get the benefit of their experience. Before I applied, all of the teachers I had come into contact with had told me that a degree from Northumbria in teaching would ensure that I received the best training and would massively help when looking for a job. In short, I intend to become the best teacher I can be and Northumbria University provided the opportunity for this ambition to become a reality.

What do you like most about the course?

The course has changed me from a student into a teacher. It has given me the tools to be a creative, reflective and influential practitioner and instilled a passion within me to teach for the rest of my life. The best experience was when I was given the opportunity to study in Sweden for three months. The exchange brought together students from around the world and I received a diploma in 'multicultural teaching and learning'. The experience as a whole impacted greatly on me and I am still in contact with the friends I made.

Do you have the opportunity for any work placements during your course?

The placements on the course have all been massively beneficial. So far, I've taught in a privately owned nursery, reception, Year 2 and Year 5/6 classes. Every one of my experiences has shaped my practice in different ways, highlighting areas of development and achieving success in that area on your next placement is very rewarding. The course ensures that you are not thrown in at the deep end, your placements progressively develop with your studies. In my final placement I will be teaching a class full-time for six weeks and I can't wait. It is perfect preparation for when I have my own class.

What would you like to do when you graduate?

I have loved my time on the course but I can't wait to get straight into the classroom and teach. The opportunity to wake up every day and impact on the lives of 30 children is phenomenal, I consider myself extremely lucky. My teaching degree will give me the opportunity to see the world whilst doing what I love.

What three words would you use to summarise your time here?

Invaluable, enlightening, rewarding.



Joe Mills

BA (Hons) Early Primary Education

Why did you choose Northumbria?

I am originally from Norwich, and the prospect of moving to a larger city appealed to me. I wanted to study at the best institution for early primary education, and the course at Northumbria University has an excellent reputation. I made the decision to study here after I came here for an interview: Newcastle is such a friendly, welcoming place, and is a city that offers a vibrant, cosmopolitan lifestyle while also being extremely close to places of outstanding natural beauty.

What do you like most about the course?

The assignments that you undertake provide a platform to study your interests in-depth. There is also the opportunity to live in Sweden for three months and to study multicultural aspects of education, funded by ERASMUS. This was an amazing experience, as it helped me grow as a person and provided me with an international perspective of education as a whole.

Can you give an example of a piece of work you've been involved in?

I recently participated in an ERASMUS project which involved fellow teacher trainees from Denmark, Belgium, The Netherlands, Portugal and Turkey, and was hosted by our university. This involved looking at the variety of ways which different countries handle the transitions a child makes, e.g. starting school for the first time. Again, this was a great opportunity to engage with fellow professionals from around the world and gain an international perspective on education.

What would you like to do when you graduate?

My ambitions have changed during my time at Northumbria: I can't wait to get stuck in and teach for a year, and then I plan to enrol on a PhD programme, as this will provide me with the opportunity to study my interests within education at a deeper level.

What three words would you use to summarise your time here?

Enriching, broadening, inspiring.

Professional Graduate Certificate of Education (PGCE)

We offer a range of Professional Graduate Certificates (Level 6) to support the professional development of educators working in a range of settings.

Professional Graduate Certificate of Education (PGCE) - Post Compulsory Education and Training (PCET)

(Including the Diploma to Teach in the Lifelong Learning Sector at Level 6)

This is a programme for those working in the Post Compulsory Sector (work-based learning, education community and voluntary sector, wider workforce). A programme of generic professional studies is offered by a range of highly professional and experienced lecturers; their aim is to develop students' understanding of educational policy and procedures, teaching and learning theory and practice and planning, assessment and evaluation procedures. More subject specific approaches are explored through curriculum studies sessions.

The programme reflects the national structure, which identifies two exit points. The first is the successful completion of the first module, which confers Threshold Status, as required by Lifelong Learning UK (LLUK). The second is the successful completion of the programme.

Coursework/ assignments

There are six modules across the two years of the programme, each worth a value of 20 credits. Assessment is carried out through written assignments, observations of teaching practice, presentations and portfolio.

Programme duration

Two years, part-time. Direct entry in to the second year of the programme is available for those with appropriate qualifications.

Accreditation

The programme incorporates Threshold Status and is equivalent to the SVUK Diploma (Level 6).

Careers

The programme supports those already working in the Post Compulsory Sector to gain qualified status. It will also support career development and progression within the sector.



Professional Graduate Certificate of Education (PGCE) Literacy - Post Compulsory Education and Training (PCET)

(Including the Diploma to Teach in the Lifelong Learning Sector at Level 6)

This is a programme for those working in the Post Compulsory Sector (work-based learning, education community and voluntary sector, wider workforce), who are either teaching literacy or embedding literacy into their teaching. A programme of subject specific professional studies is offered by a range of highly professional and experienced lecturers; their aim is to develop students' understanding of educational policy and procedures, teaching and learning theory and practice and planning, assessment and evaluation procedures with literacy specific emphasis. Through a highly successful timetable of workshops, students expand their subject knowledge and address any skills gaps that they may initially have.

The programme reflects the national structure, which identifies two exit points. The first is the successful completion of the first module, which confers Threshold Status, as required by LLUK. The second is the successful completion of the programme.

Coursework/ assignments

There are six modules each of 20 credit value, across the two years of the programme. Assessment is carried out through written assignments, observations of teaching practice, presentations and portfolio.

Programme duration

Two years part-time. Direct entry in to the second year of the programme is

available for those with appropriate qualifications.

Accreditation

The programme incorporates Threshold Status and is equivalent to the SVUK Diploma (Level 6).

Careers

The programme supports those already working in the Post Compulsory Sector to gain qualified status. It will support career development and progression within the sector.

Professional Graduate Certificate of Education (PGCE) Secondary Design and Technology - School Centred Initial Teacher Training (SCITT)

This programme recruits to and develops students' specialist skills in two of the five areas of Design and Technology, or one vocational subject. Candidates study one strand from the five offered:

Strand 1 – Food and Textiles 11–16

Strand 2 – Product Design and Textiles 11–16

Strand 3 – Food and Health and Social Care 11–16

Strand 4 – Health and Social Care and Food 14–19

Strand 5 – Material Component Technology and Product Design 11–16

Candidates enter the programme with one area of specialism, which they will train to teach to the higher key stage in the Strand. The programme enables the development of knowledge and skills in the second subject to teach Key Stage 3 but for Strand 3, Key Stage 4. Students' individual needs are identified and met via audit, individualised training programmes and review.

The programme is predominately school-based. Students join other secondary teacher students at the University from three other programmes, for shared general professional studies. These are delivered by a range of highly professional and experienced teachers, lecturers, and consultants.

Coursework/ assignments

Assessment is via directed tasks – written and practical. Teaching competence is assessed at the end of both block placements. ICT is an integral part of the programme and its use, and the student's competence with it, is routinely monitored.

Programme duration

One year, full-time.

Accreditations

The programme simultaneously meets the Government's requirement for the award of Qualified Teacher Status (QTS), and successful students gain a Professional Graduate Certificate of Education (PGCE) validated by the University and a recommendation for QTS.

Careers

Most graduates will enter teaching as secondary school teachers. Employment prospects are very good.



Professional Graduate Certificate in Education (PGCE) Secondary Physical Education - School Centred Initial Teacher Training (SCITT)

The programme will be delivered by a consortium of local secondary schools with Northumbria University acting as managing agent. This specialist Physical Education programme is designed for those wishing to achieve Qualified Teacher Status at secondary level. The programme is structured to develop the skills required to teach across the spectrum of activities in the National Curriculum for physical education, with students acquiring the knowledge, skills, understanding and professional standards necessary to teach pupils within Key Stage 3, Key Stage 4 and beyond.

Coursework/ assignments

Students are assessed against the standards for the award of Qualified Teacher Status. Professional practice is undertaken and assessed in two different schools within the North East region. In addition, coursework assignments, a curriculum project and a professional portfolio provide further evidence of suitability to enter the teaching profession.

Programme duration

One year, full-time.

Careers

Most graduates are expected to enter the teaching profession as secondary school teachers.



Noor-us-Sabah Bodla

BA (Hons) Early Primary Education

Noor has recently been awarded the Xcel Student of the Year Award following her consistently excellent academic results and contribution to community cohesion.

What course are you studying and why did you choose to study it?

I am studying Early Primary Education with Qualified Teacher Status. Initially I wanted to join the medical profession, however, a gap year of working in an international school in Pakistan changed my plans when I realised I had a real passion for teaching.

Why did you choose to study at Northumbria?

I chose Northumbria University because it is one of the top universities in the UK, especially for my chosen teaching course which has an Ofsted 'Outstanding' rating. It is a three-year degree instead of four and after this you are not required to do a PGCE, so it

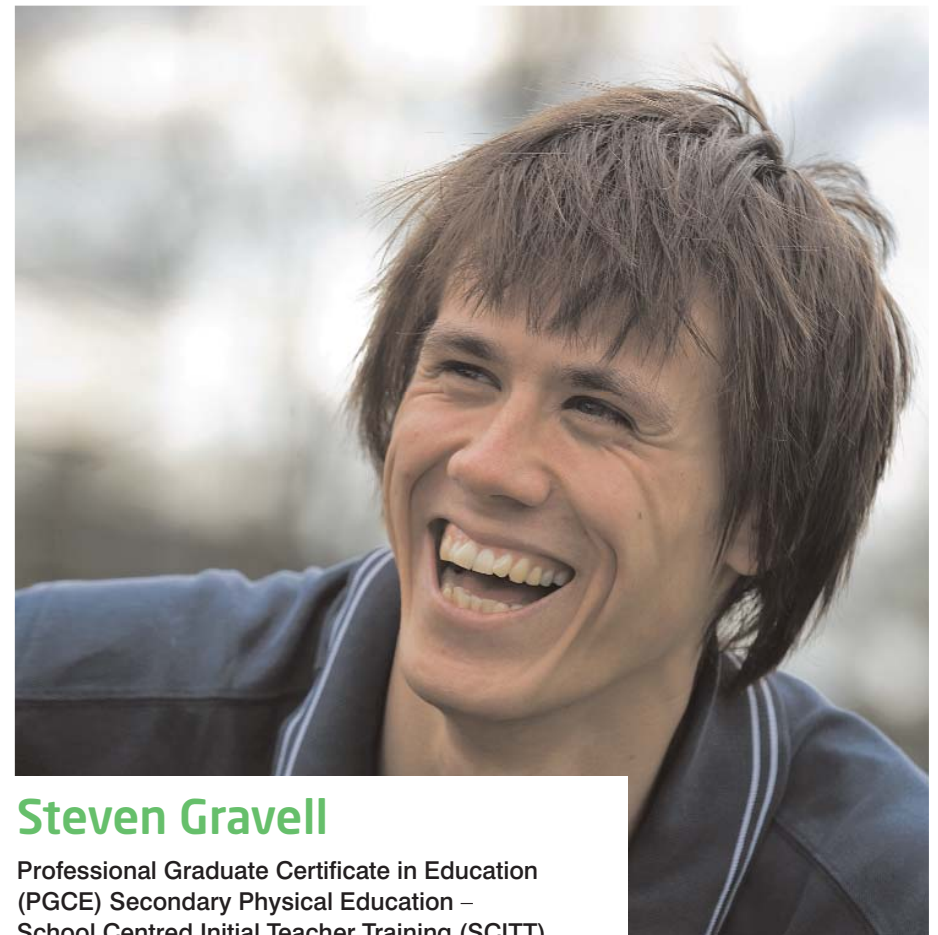
saves time and money and the learning is based on practical experiences through carefully designed lectures, workshops, and an excellent variety of placements. There are also opportunities to go abroad for wider experience.

How do you get on with your tutors?

They are the most inspiring and passionate human beings you will meet during your time at university. For me they have not only been my teachers but also my friends; being there to support me, to encourage me and to celebrate my successes. I can't thank them enough; I can only wish that one day I can become as great as them.

Where do you see your career in five years time?

Back in school where I started about 18 years ago, but this time only on the other side of the classroom!



Steven Gravell

Professional Graduate Certificate in Education (PGCE) Secondary Physical Education – School Centred Initial Teacher Training (SCITT)

What are you doing now?

I am currently teaching Physical Education full-time at Haydon Bridge High School and Sports College in Northumberland and am finishing my second year of teaching. I have found teaching a great challenge and extremely satisfying. It is so dynamic and two days are never the same. I have recently gained a promotion to Assistant Learning Area Leader in PE and will start my new post at a different Northumberland school soon.

What did you most enjoy about your course, and why?

The thing I most enjoyed about the course was the professional placement which provided an opportunity for me to relate all of the theoretical knowledge that I had gained in my academic programme of study and apply it to real life teaching contexts. In addition, I think the diversity of study (containing both practical and academic elements) in the year-long programme made the course interesting and very relevant to teaching secondary Physical Education. The academic programme was delivered by leading experts in their field, which allowed me to have a clear understanding of the most traditional and contemporary educational issues.

What is special about being a student at Coach Lane?

As a student at Coach Lane, I enjoyed making use of the excellent study facilities. You really feel that you are in a positive learning environment which makes studying feel a lot less like a chore. Lecture rooms are modern and up-to-date, the library has an excellent supply of books and there are always more than enough computers to work on. Student support and study skills were always available and accessible which I think is important. Staff at Coach Lane are all very friendly and overall it is an excellent place to learn.

Graduate Teacher Programme (GTP)

The Graduate Teacher Programme (GTP) suits mature people who want to train to be a teacher while working within a school context and continuing to earn as they train. It is a non award-bearing programme and training is tailored to the student's individual needs.

The GTP programme sits within an accredited Employment Based Initial Teacher Training provision (EBITT) as part of the diverse range of Northumbria's ITE provision.

Entry to the GTP is highly competitive and places are allocated to the best schools and graduates. In secondary education the Government give priority to subjects that have a shortage of appropriately qualified teachers such as Mathematics, Chemistry, and Physics. Northumbria University's GTP programme provides both primary and secondary places to highly motivated and well qualified graduates.

Students must be employed as an unqualified teacher by the school once the selection process has been undertaken. The school pays a salary at the rate for an unqualified teacher. Some places are available as self-funded or with a training grant only where the school meets the full employment cost. Northumbria University has been accredited to provide GTP places and therefore has an EBITT as part of the ITE portfolio of programmes.

Programme duration

The programme normally takes one year. Students with teaching experience may be able to complete the programme in less time.



BA Hons programmes

The following BA programmes provide an excellent opportunity for those undertaking extended study to develop as an educator, in a range of settings.

BA (Hons) Early Primary Education

This course is rated outstanding by Ofsted. The Early Primary Education programme is based on the principle that the development of children in their earliest stages is of great significance, and therefore the study of the young child is at its heart. Through the integrated study of children, the school and its curriculum, this principle is brought to life. The course will develop the understanding and skills required to become a creative early years specialist teacher of the future. It is designed to meet government regulations for initial teacher training and successful students will be recommended for Qualified Teacher Status as accredited by the Department for Education.

Coursework/ assignments

Teaching is via a combination of lectures, seminars, practical experience and school experience. Independent study is a significant element of the programme.

Programme duration

Three years, full-time.

Careers

Nationally, Northumbria has one of the highest success rates for graduates entering the profession at the end of the programme. In particular, local schools employ a large number of teachers trained at Northumbria. However, this degree is a useful qualification for many careers that demand a range of skills including communication, leadership and presentation.

Past experience indicates that teacher education degrees compete on equal terms with other degrees as entrance qualifications for a wide range of occupations.

BA (Hons) Post Compulsory Education and Training (PCET)

The BA (Hons) PCET programme equips learners for careers in the Post Compulsory Education and Training sector. The programme is a part-time evening programme for lecturers and trainers working in the field of Post Compulsory Education and Training.

The programme is made up of a series of modules, and to be awarded the BA (Hons) students will achieve 120 credits worth of accredited learning at Level 6 over the two years.

Coursework/ assignments

There are no formal examinations, instead learners are assessed by written assignments. There are four assignments in Year One and two assignments in Year Two.

Programme duration

Two years, part-time.

Careers

The BA (Hons) PCET programme equips learners for careers in the Post Compulsory Education and Training sector. Students are encouraged to investigate their own practice in light of current teaching and learning theory and policy. Attaining the BA (Hons) PCET provides those wishing to further their careers in the sector with the progression requirements for the MA in Lifelong Learning.



Higher Education Diploma programmes

The Higher Education Diploma programmes we offer support and enhance the professional development of those already working in a range of educational settings.

Diploma in Higher Education - Post Compulsory Education and Training (PCET)

(Including the Diploma to Teach in the Lifelong Learning Sector at Level 5)

This is a programme for undergraduates working in the Post Compulsory Sector (work-based learning, education community and voluntary sector, wider workforce).

A programme of generic professional studies is offered by a range of highly professional and experienced lecturers.

The programme reflects the national structure, which identifies two exit points. The first is the successful completion of the first module, which confers Threshold Status, as required by LLUK. The second is the successful completion of the programme.

The requirements of the National Standards for Teachers/Trainers/Tutors have been embedded into this fully endorsed (by SVUK) programme and will support applications for QTLS.

There are six modules each of 20 credit value, across the two years of the programme. Assessment is carried out through written assignments, observations of teaching practice, presentations and portfolio.

Programme duration

Two years, part-time. Direct entry into the second year of the programme is available for those with appropriate qualifications.

Careers

The programme supports undergraduates already working in the Post Compulsory Sector to gain qualified status. It will support career development and progression within the sector.



staff profile

Chris Million

Senior Lecturer

What subject do you teach?

I am a Senior Lecturer with responsibility for Inclusive Practice and Special Educational Needs (SEN), and teach curriculum music within the Early Years and Primary Contexts of Initial Teacher Education as well as Postgraduate MA programmes. I also teach an undergraduate programme for teaching assistants.

Before you became a lecturer what job did you do and where?

The majority of my career has been as a teacher, advisor and head teacher in various diverse contexts, working within the Primary and SEN/Early Years sectors of education.

What are the most rewarding aspects of your job?

Undoubtedly being with, and working with, the students. I cannot get enough of this! It is a great pleasure to work alongside them, both in school on placement, and whilst on campus.

How would you describe your philosophy of teaching?

My philosophy of teaching is student-centred, driven by an overarching desire to empower each individual student to become the best possible professional teacher that they can become.

What is your favourite seminar/lecture you deliver and why?

Our second year students have an option to undertake a three-week placement in a special school. I am always thrilled and emotionally moved when they present at our conference week what they have learned from working with the children on this placement, and the sense of purpose for their future career as a teacher.

If you have one piece of advice for those who are going to study at Northumbria, what would it be?

Future generations need people who work extremely hard within the wider context of a truly balanced approach to life... Work hard, play hard.

Diploma in Higher Education (Literacy) - Post Compulsory Education and Training

(Including the Diploma to Teach in the Lifelong Learning Sector at Level 5)

This is a programme for undergraduates working in the Post Compulsory Sector (work-based learning, education community and voluntary sector, wider workforce), who are either teaching literacy or embedding literacy into their teaching. A programme of subject specific professional studies is offered by a range of highly professional and experienced lecturers; their aim is to develop students' understanding of educational policy and procedures, teaching and learning theory and practice and planning, assessment and evaluation procedures with literacy specific emphasis.

The programme reflects the national structure, which identifies two exit points. The first is the successful completion of the first module, which confers Threshold Status, as required by LLUK. The second is the successful completion of the programme.

The requirements of the National Standards for Teachers/Trainers/Tutors have been embedded into this fully endorsed (by SVUK) programme and will support applications for QTLS.

Coursework/ assignments

There are six modules across the two years of the programme, each worth a value of 20 credits. Assessment is carried out through written assignments, observations of teaching practice, presentations and portfolio.

Programme duration

Two years, part-time.

Direct entry in to the second year of the programme is available for those with appropriate qualifications.



Accreditations

The programme incorporates Threshold Status and is equivalent to the SVUK Diploma (Level 5).

Careers

The programme supports undergraduates already working in the Post Compulsory Sector to gain qualified status. It will support career development and progression within the sector.

Advanced Diploma for Teachers in the Lifelong Learning Sector - English Literacy - Continuing Professional Development (CPD) (Level 6)

The Advanced Diploma is a one-year, part-time programme of study for practising teachers, lecturers and trainers who work in the field of adult literacy. The Advanced Diploma has been designed to reflect the professional demands upon adult

literacy subject specialists and the changing contexts in which they work. The Advanced Diploma is derived from the National Qualifications Framework for Adult Subject Specialists at Level 6 and has been written in consultation with Lifelong Learning UK (LLUK).

Coursework/ assignments

There are three modules each of 20 credit value. Assessment is carried out through written assignments, observations of teaching practice, presentations and a portfolio.

Programme duration

One year, part-time.

Accreditations

The programme incorporates the SVUK Units of Assessment and is equivalent to the SVUK Diploma (Level 6).

Careers

The programme supports those already working in the Post Compulsory Sector to gain their Adult Subject Specialist (Literacy) qualification at Level 6. It will support career development and progression within the sector.

Advanced Diploma for Teachers in the Lifelong Learning Sector - Mathematics Numeracy (CPD) (Level 6)

The Advanced Diploma is a programme of study for practising teachers, lecturers and trainers who work in the field of adult numeracy. The Advanced Diploma has been designed to reflect the professional demands upon adult numeracy subject specialists and the changing contexts in which they work.

The Advanced diploma is derived from the National Qualifications Framework for Adult Subject Specialists at Level 6 and has been written in consultation with Lifelong Learning UK (LLUK).

Coursework/ assignments

There are three modules each of 20 credit value. Assessment is carried out through written assignments, observations of teaching practice, presentations and a portfolio.

Programme duration

One year, part-time.

Accreditations

The programme incorporates the SVUK Units of Assessment and is equivalent to the SVUK Diploma (Level 5).

Careers

The programme supports those already working in the Post Compulsory Sector to gain their Adult Subject Specialist (Numeracy) qualification at Level 6. It will support career development and progression within the sector.



Diploma in for Teachers in the Lifelong Learning Sector - English Literacy (CPD) (Level 5)

The Diploma is a programme of study for practising teachers, lecturers and trainers who work in the field of adult literacy. The Diploma has been designed to reflect the professional demands upon adult literacy subject specialists and the changing contexts in which they work. The Diploma is derived from the National Qualifications Framework for Adult Subject Specialists at Level 6 and has been written in consultation with Lifelong Learning UK (LLUK).

Coursework/ assignments

There are three modules each of 20 credit value. Assessment is carried out through written assignments, observations of teaching practice, presentations and a portfolio.

Programme duration

One year, part-time.

Accreditation

The programme incorporates the SVUK Units of Assessment and is equivalent to the SVUK Diploma (Level 5).

Careers

The programme supports those already working in the Post Compulsory Sector to gain their Adult Subject Specialist (Literacy) qualification at Level 5. It will support career development and progression within the sector.

Diploma for Teachers in the Lifelong Learning Sector - Mathematics Numeracy (CPD) (Level 5)

The Diploma is a programme of study for practising teachers, lecturers and trainers who work in the field of adult numeracy. The Diploma has been designed to reflect the professional demands upon adult numeracy subject specialists and the changing contexts in which they work.

The Diploma is derived from the National Qualifications Framework for Adult Subject Specialists at Level 6 and has been written in consultation with Lifelong Learning UK (LLUK).

Coursework/ assignments

There are three modules each of 20 credit value. Assessment is carried out through written assignments, observations of teaching practice, presentations and portfolio.

Programme duration

One year, part-time.

Accreditation

The programme incorporates the SVUK Units of Assessment and is equivalent to the SVUK Diploma (Level 5).

Careers

The programme supports those already working in the post compulsory sector to gain their Adult Subject Specialist (Numeracy) qualification at Level 6. It will support career development and progression within the sector.



Higher Education Certificate Programmes

Certificate in Teaching Adult Learners with Learning Difficulties and/or Disabilities (Level 4)

The Certificate is an evening programme of study for practising teachers, lecturers and trainers who work in the field of Learning Difficulties and/or Disabilities (LLD) and is designed to support teachers in this area of specialism. The Certificate has been designed to reflect the professional demands upon subject specialists in LLD and the changing contexts in which they work. The programme is delivered by highly qualified, motivational lecturers who continue to maintain their own practice with learners with LDD. The opportunity for sharing practice and lively debate in a collegiate group extends both subject knowledge and its relation to practice.

Coursework/ assignments

There are three modules each with a value of 20 credits. Assessment is carried out through written assignments, observations of teaching practice, presentations and a portfolio.

Programme duration

One year, part-time.

Careers

This programme has already supported participants to gain higher status within the sector. It gives participants the opportunity to specialise in one or more areas of disability.

Certificate in Higher Education Level 4 Teaching Assistants

The programme will cover many aspects and expectations of the role and issues a Level 4 Teaching Assistant needs to be aware of in the current school climate. This can include the opportunity to acquire Higher Level Teaching Assistant Status (if requested in consultation with your local authority). The programme requires you to attend one twilight session 3pm-7.30pm for one day each week.

Professional Development for Teaching Assistants

Students will be encouraged to reflect upon the role and responsibilities of the Level 4 Teaching Assistant to include observation and assessment strategies. They will be introduced to and reflect upon Higher Level Teaching Assistants standards of practice.



Rachael Bunney

BA (Hons) Early Primary Education

Why did you choose to study this course?

I chose to study this course as I knew I wanted to be a teacher and I was very interested in the development and education of children, especially in the early years.

Why did you choose Northumbria?

I chose to study at Northumbria as the course they offered was exactly the one I wanted to study. I knew that the course had an excellent reputation and I love the city of Newcastle.

What has been the most memorable experience of the course so far?

There have been so many highlights of the course so far. All my placements have been brilliant. Something that sticks in my mind is on a placement recently when I was called 'Miss' for the first time and I taught my first full lessons by myself, that was my 'realisation moment' when I suddenly thought 'I am going to be a teacher!'

What has been your most challenging moment so far?

My most challenging moment so far was probably the lead up to work due dates last year. It was pretty intense and the feeling of relief after I handed everything in was brilliant, I felt so proud of myself and even more so when I received confirmation in the summer that I had officially passed my first year!

What piece of advice would you give to students thinking about coming onto this course?

I would say that they need to be sure that this is what they want to get into. You need to be passionate about what you study. It is such an interesting and rewarding course but you have to come ready for a lot of hard work.

What would you like to do when you graduate?

I would love to go straight into a teaching job when I graduate. I'm open to which year I teach as I have had a range of experience with different year groups and I loved every one of them.

Do you do work experience on your course?

I have had a range of placements so far, including a primary school, a nursery, working with year 6 and one in London. I am looking forward to a nine-week placement at the beginning of next year. I think placements on a course like this are really important as you learn so much in the classroom.

Sum up your experience at Northumbria in three words

Enlightening, enjoyable and valuable.

Application details

Course	Entry requirements
Postgraduate Certificate programmes	
Postgraduate Certificate in Education (PGCE) Secondary Art and Design	<p>Applications to Graduate Teacher Training Registry (GTTR). Applicants will normally be expected to have a 2.1 degree or equivalent qualification, containing a significant art element of appropriate level and scope. In addition, applicants should have attained GCSE grade C (or equivalent) in English Language and Mathematics.</p> <p>Other entry requirements</p> <p>Relevant degrees might include: Fine Arts; Arts; Art and Design; Art and Textile Design; Fashion Design; Historical and Critical Studies, etc.</p> <p>Competence in information and communication technology is essential as is some relevant experience with young people.</p> <p>GTTR Code: W1X1</p>
Postgraduate Certificate in Education (PGCE) Primary Education	<p>Applications to GTTR. Applicants must hold a good Honours degree (normally 2.1 or above) from a UK university or a recognised equivalent qualification.</p> <p>Other entry requirements</p> <p>The content of the applicant's previous education must provide the necessary foundation for work as a primary school teacher. Applicants should have the equivalent of a GCSE grade C or above in Mathematics, English Language and a science subject, but applications may be made before these have been obtained.</p> <p>Within the previous year, and prior to application, applicants must normally have at least 15 days of experience in mainstream UK schools in Key Stage 1 and/or Key Stage 2 and this should be itemised on the application form.</p> <p>No applicant can be offered a place on the programme without being interviewed. Selection for interview includes a consideration of the applicant's personal and academic profile, the reference, and experience of working with children in the primary sector, together with outside interests and activities. The interview provides an opportunity for candidates to meet staff and to explore the facilities and accommodation at first hand. At interview, candidates will undertake a written task, maths test and presentation. An individual interview will be conducted with a member of the University education staff and representation from a partnership school. Interview results are communicated as soon as possible after the interview takes place.</p> <p>GTTR Code: X100</p>
Postgraduate Certificate in Education (PGCE) Early Years and Primary (flexible)	<p>Applications to Graduate Teacher Training Registry (GTTR). Applicants should have attained GCSEs in English Language, Mathematics and a science at grade C or above and a good Honours degree from a UK university (normally at 2.1 or above) or a recognised equivalent qualification</p> <p>Other entry requirements</p> <ul style="list-style-type: none"> Recent experience in mainstream UK schools in the chosen age range is essential. Within the previous year, and prior to interview, applicants must have at least 10–15 days of experience in mainstream UK schools in Foundation Stage and Key Stage 1 and/or Key Stage 1/2 which should be clearly described on the application form. Any prior experience in supporting the educational opportunities of children in the 3–11 year age range should also be given in detail. Candidates should be aware that this is a programme designed for students unable to access traditional ITE programmes who have the skills or experience to be a motivated distance learner. Candidates must be in a position to undertake two assessed placements in our Partnership Schools either in the greater Newcastle area or the London Borough of Newham for five weeks (Part 1) and 8 weeks (Part 2). At interview applicants will attend a detailed presentation about the programme and then be expected to make a brief presentation, enter into group discussion and complete written tasks. An individual interview will be conducted with a member of the University education staff and a local head teacher. Applicants must have a rationale for wishing to undertake a Flexi Programme rather than a full-time PGCE and be prepared to discuss this at interview.

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Course	Entry requirements
Professional Graduate Certificate of Education (PGCE)	
Professional Graduate Certificate of Education (PGCE) – Post Compulsory Education and Training (PCET) (including the Diploma to Teach in the Lifelong Learning Sector at Level 6)	<ul style="list-style-type: none"> A first degree (at 2.2 or above) Regular access to a group of learners. The appropriate qualification in your subject area at a minimum of Level 3 having access to 75 hours reflective teaching practice for each year of the programme. The ability to fulfil the academic requirements for the programme, which includes being able to communicate clearly and grammatically in spoken and written English and the ability to demonstrate the appropriate levels of literacy/numeracy and ICT. <p>Applications to be made direct to Northumbria University.</p>
Professional Graduate Certificate of Education (PGCE) Literacy – Post Compulsory Education and Training (PCET) (including the Diploma to Teach in the Lifelong Learning Sector at Level 6)	<ul style="list-style-type: none"> A first degree (at 2.2 or above) Regular access to a group of learners. The appropriate qualification in your subject area, i.e. literacy, at a minimum of Level 3. Having access to 75 hours reflective teaching practice for each year of the programme. The ability to fulfil the academic requirements for the programme, which includes being able to communicate clearly and grammatically in spoken and written English. The ability to demonstrate the appropriate levels of numeracy and ICT. The ability to pass the Entry test to demonstrate your personal literacy skills at L3. <p>Applications to be made direct to Northumbria University.</p>
Professional Graduate Certificate of Education (PGCE) Secondary Design and Technology – School Centred Initial Teacher Training (SCITT)	<ul style="list-style-type: none"> Applicants should normally hold a 2.1 degree from a UK university or an equivalent qualification in a subject that strongly relates to at least one of the two subjects in the chosen strand, plus GCSEs or equivalent in Mathematics and English Language at a grade C or above. Entrants will be expected to test their career choice by visiting secondary schools, preferably prior to the interview. Longer periods of time in school with secondary age pupils are highly desirable. Vocational Experience is increasingly desirable especially for Strand 4. <p>Applications to GTTR.</p> <p>Other entry requirements</p> <ul style="list-style-type: none"> Applicants will normally be interviewed in a partnership school. Suitability for a place will be supported by portfolio evidence (essential for Textiles, Product Design and Material Component technology applicants), dissertation/project and references (all applicants), proof of qualifications and prior learning/life/work experiences. Interview results are communicated through the GTTR. All offers are conditional upon receipt of a satisfactory medical report, Police clearance, General Teaching Council suitability plus qualifications. <p>GTTR Code: W9X1/LX5C</p>
Professional Graduate Certificate in Education (PGCE) Secondary Physical Education School Centred Initial Teacher Training (SCITT)	<ul style="list-style-type: none"> GCSE grade C or equivalent, in English and Mathematics. An Honours degree at 2.1 level or above or equivalent with substantial sport or physical education content. Applicants must have a broad and balanced physical education, sport or dance background, particularly in activities associated with the National Curriculum for physical education. Be able to swim a minimum of 400 metres continuously using two different strokes (evidence of swimming ability required). Work experience in a secondary school physical education department. Competence in Information and Communication Technology. <p>GTTR Code: X9C6</p>
Graduate Teacher Programme (GTP)	<p>Application to the Northumbria University EBITT for the GTP is made via an online application form. Candidates are strongly recommended to produce a personal statement prior to completing the form which can then be pasted into the appropriate section. It is advantageous for candidates to have identified a lead school which should be named on the application form. However, schools have to be quality assured by the EBITT as part of the University's Education programmes.</p> <p>Priority will be given to suitable candidates wishing to teach secondary Mathematics, Physics, Chemistry, ICT, Design and Technology, Modern Foreign Languages, Music and RE.</p> <p>Applications to be made direct to Northumbria University.</p>

Course	Entry requirements
BA Hons programmes	
BA (Hons) Early Primary Education	<p>Applications should be made through the University and College Admissions Service (UCAS)</p> <p>UCAS code: X120 BA / PREAR</p> <p>All candidates must have recent relevant experience in mainstream UK primary schools (including work in an early years setting). Five GCSEs at grade C or above which must include English Language, Mathematics and a Science. Plus one from the following: GCE and VCE Advanced Level 280 UCAS tariff points – from subjects which reflect the content of the Primary National Curriculum. General Studies is excluded. Applications are particularly welcome from candidates holding appropriate qualifications in Early Years and Childhood Studies education.</p> <p>Edexcel/BTEC National Diploma Distinction, Merit, Merit from subjects which reflect the content of the National Curriculum.</p> <p>Scottish Highers/Advanced Highers BBCCC at Higher level, BCC at Advanced Higher. Subjects must reflect the content of the Primary National Curriculum.</p> <p>Irish Highers BBBBC in subjects which reflect the content of the Primary National Curriculum.</p> <p>HEFC Access One Distinction, three Merits, plus Toolbox. Subjects should reflect the content of the Primary National Curriculum and must include English Language, Quantitative Methods and Science if not held at GCSE grade C or above.</p> <p>Other QAA-recognised Access programme Full Access Award, with some units achieved at Distinction and some at Merit. Subjects should reflect the content of the Primary National Curriculum.</p> <p>Return to Learning We welcome applications from mature students and are willing to consider, on an individual basis, those who do not meet traditional entry criteria. We are strongly supportive of the University's Higher Education Foundation Course (HEFC), which provides an excellent basis for preparing adult students for entry to Higher Education – more details are available from the Return to Learning Service.</p> <p>Non-standard entry Non-standard entry qualifications will be assessed on an individual basis.</p>
BA (Hons) Post Compulsory Education and Training (PCET)	<p>Certificate in Education or equivalent.</p> <p>Applications to be made direct to Northumbria University.</p>
Higher Education Diploma programmes	
Diploma in Higher Education – Post Compulsory Education and Training (PCET) (including the Diploma to Teach in the Lifelong Learning Sector at Level 5)	<p>Entry is via:</p> <ul style="list-style-type: none"> regular access to a group of learners the appropriate qualification in your subject area at a minimum of Level 3 having access to 75 hours reflective teaching practice for each year of the programme the ability to fulfil the academic requirements for the programme, which includes being able to communicate clearly and grammatically in spoken and written English the ability to demonstrate the appropriate levels of literacy/numeracy and ICT <p>Applications to be made direct to Northumbria University.</p>
Diploma in Higher Education (Literacy) – Post Compulsory Education and Training (including the Diploma to Teach in the Lifelong Learning Sector at Level 5)	<p>Entry is via:</p> <ul style="list-style-type: none"> regular access to a group of learners the appropriate qualification in your subject area, i.e. literacy, at a minimum of Level 3 having access to 75 hours reflective teaching practice for each year of the programme the ability to fulfil the academic requirements for the programme, which includes being able to communicate clearly and grammatically in spoken and written English the ability to demonstrate the appropriate levels of numeracy and ICT the ability to pass the Entry test to demonstrate your personal literacy skills at Level 3 <p>Applications to be made direct to Northumbria University.</p>

Course	Entry requirements
Higher Education Diploma programmes (continued)	
Advanced Diploma for Teachers in the Lifelong Learning Sector – English Literacy – Continuing Professional Development (CPD) (Level 6)	Entry is via: <ul style="list-style-type: none"> • degree • GCSE English or equivalent • demonstrate Level 3 in personal literacy skills • PGCE/Cert Ed (or be studying for either of these qualifications) • currently or be willing to study for either qualification concurrently) • accessing to a group of literacy learners • the ability to reflect on 75 hours of teaching practice Applications to be made direct to Northumbria University.
Advanced Diploma for Teachers in the Lifelong Learning Sector – Mathematics Numeracy (CPD) (Level 6)	Entry is via: <ul style="list-style-type: none"> • degree • GCSE Mathematics or equivalent • demonstrating Level 3 in personal literacy skills • a PGCE/Cert Ed (or be studying for either of these qualifications) • currently or be willing to study for either qualification concurrently) • access to a group of numeracy learners • the ability to reflect on 75 hours of teaching practice Applications to be made direct to Northumbria University.
Diploma in for Teachers in the Lifelong Learning Sector – English Literacy – English Literacy (CPD) (Level 5)	Entry is via: <ul style="list-style-type: none"> • GCSE English or equivalent • demonstration of Level 3 in personal literacy skills • a PGCE/Cert Ed (or be studying for either of these qualifications) • currently or be willing to study for either qualification concurrently) • access to a group of literacy learners • the ability to reflect on 75 hours of teaching practice Applications to be made direct to Northumbria University.
Diploma for Teachers in the Lifelong Learning Sector – Mathematics Numeracy (CPD) (Level 5)	Entry is via: <ul style="list-style-type: none"> • GCSE Mathematics or equivalent • demonstrating Level 3 in personal literacy skills • a PGCE/Cert Ed (or be studying for either of these qualifications) • currently or be willing to study for either qualification concurrently) • access to a group of numeracy learners • the ability to reflect on 75 hours of teaching practice Applications to be made direct to Northumbria University.
Higher Education Certificate programmes	
Certificate in Teaching Adult Learners with Learning Difficulties and/or Disabilities (Level 4)	Entry is via: <ul style="list-style-type: none"> • possession of a Certificate of Education or PGCE qualification • access to individual and groups of learners – minimum 30 hours logged teaching /training in each year • attending an interview where you will be required to undertake a literacy and numeracy assessment • submitting a written commentary demonstrating awareness of your role (1,500 words) Applications to be made direct to Northumbria University.
Certificate in Higher Education Level 4 Teaching Assistants	<ul style="list-style-type: none"> • GCSE Grade C or above in Mathematics and English Language, or equivalent Applications to be made direct to Northumbria University.

Any offer of a place is conditional upon satisfactory Police clearance, medical report and General Teaching Council suitability.

Susan Edgar

Senior Lecturer

What subject do you teach?

I teach on the BA (Hons) Early Primary Education, the PGCE Primary and the Flexible PGCE Early Years and Primary. I have a variety of roles which include teaching History and English and leading modules in Integrated Topic Planning. I am also a professional tutor and particularly enjoy this role as it involves working closely with students in my tutor groups, and providing both pastoral and academic support for them.

Why would you recommend studying your course?

I would recommend our Initial Teacher Education courses as the staff here are learner-centred and totally committed to the success of our students. Both the academic support and the pastoral support are second to none. I believe Northumbria students leave with an excellent grounding in education and as a former headteacher, I would have no hesitation in recruiting such high calibre students.

What jobs do students graduating from your course generally go into?

Student employment rates are high on our courses. Our students go on to be early years and primary school teachers. Some stay in the North East, whilst others go further afield to other parts of Great Britain. We also have an increasing number of graduates who are successful in gaining teaching positions abroad.

“ I believe Northumbria students leave with an excellent grounding in education ”



Living and studying in Newcastle

Newcastle is a fantastic city to live and study in – it's a great place to be a student!

One of the most vibrant, exciting and friendly cities in the UK, Newcastle is fast becoming an internationally renowned centre of culture and science. From its world-famous nightlife and fascinating heritage, to its awe-inspiring buildings and fun-loving character, it truly is an amazing place to live, study and work.

How to apply

Applications should be made through the Universities and Colleges Admissions Service (UCAS), www.ucas.ac.uk

For course enquiries:

Tel: 0191 243 7420
Fax: 0191 227 4561
Email: er.admissions@northumbria.ac.uk

International students

Not only is Northumbria University the largest university in the North East of England, but we are also a truly international university with students from all over the world studying on our programmes. The University has a 'Meet and Greet' service and dedicated support for international students, which can give help and advice on welfare, careers and study skills during your time with us.

Further information is available at International Enquiries:

Tel: +44 (0)191 227 4274
Fax: +44 (0)191 243 7850
Email: international@northumbria.ac.uk

International Admissions:

Tel: +44 (0)191 243 7906
Fax: +44 (0)191 243 7850
Email: internationaladmissions@northumbria.ac.uk

Return to Learning

We welcome applications from mature students and will consider on an individual basis, those who do not meet traditional entry criteria but have an appropriate level of relevant experience. We are supportive of the University's Access to HE course, the HEFC, which provides an excellent basis for preparing adult students for entry into Higher Education. More details are available from the Return to Learning Service.



The Angel of the North



Newcastle Gateshead Quayside



Coach Lane Campus