

This booklet has been prepared by The Open University (OU) to help prospective and current students who are seriously considering teaching as a career.



The Open
University

Becoming a teacher



2012



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This booklet has been produced by the Faculty of Education and Language Studies, the Careers Advisory Service and the Student Services Communications Team of The Open University. It is available in electronic format at www.open.ac.uk/becoming-a-teacher.

The University wishes to emphasise that, while every effort is made to ensure accuracy, the material in this booklet is subject to alteration or amendment in the light of changes in regulations or in policy or of financial or other necessity.

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1 Introduction: considering teaching as a career

This booklet has been prepared by The Open University (OU) to help prospective and current students who are seriously considering teaching as a career. The contents are subject to change, so please make sure that you check all information carefully and regularly before making any decisions. There are many factors that can affect whether you achieve your goal or not, such as the type of teaching you want to do, where you want to do it, or where you live. This booklet outlines some of these issues but it is important that you continue to seek advice throughout your studies.

For many people a commitment to teaching as a career develops before leaving school, providing ample opportunity to plan for appropriate higher education. For others, such a decision is made later in life, so that alternative routes are needed into the profession – ones that can maximise the value of previous experience. Mature entrants have experience that is welcomed and of great value to the teaching profession.

For all who plan to enter teaching, however, the essential qualities needed are:

- a well-developed desire to understand and to work with children and young people
- an appreciation of the paramount importance to individuals and society of the role of education
- a flexibility of mind to be able to adapt as education evolves during a teacher's professional career.

Before you make your final decision to teach, you will need to test out your commitment by gaining some experience of, and insight into, working with children. It is useful to have some experience in an educational setting, although other settings such as after school clubs, holiday clubs, brownies, sports clubs, etc, are all good ways of gaining experience. Such experience is good preparation for entry to Initial Teacher Education and most institutions offering teacher training courses require that you show your commitment to a career as a teacher in this way. See page 8 for more information about ways to get more classroom experience.

Enthusiasm for teaching is not enough. The work of a teacher is complex, demanding and sometimes stressful. The rewards, however, are enormous for those to whom job satisfaction is important.

Choosing your career is a process that involves understanding your values and motivations, recognising your skills, and knowing how to find information on opportunities. It generally needs time,

commitment and serious research to be successful. One important step in making any career choice is to identify the kinds of skills that you will need to be effective and successful in that career. If you are an OU student, you can do this by requesting our *Career Planning and Job Seeking Workbook* or by looking at this publication on the Careers Advisory Service website at www.open.ac.uk/careers. If you want to do a more in-depth analysis of your skills and achievements, look in the 'About you' section under 'Features' on this site. You can also contact one of our careers advisers via the 'Contact' tab on the website, or through your regional or national centre, for an individual interview.

If you are not an OU student yet, we have a number of resources to help you with your choice of modules. Contact our Student Registration & Enquiry Service for more information. You may also wish to speak to an educational adviser about your choice of modules and you can look at the OU Careers Advisory Service website, where you will find useful sources of information about planning your career.

Whatever your current situation, you should thoroughly research the appropriate choice of modules for your degree and check the entry requirements with each Initial Teacher Education provider you are applying to. Trainee teachers will be subject to CRB checks before starting their courses.

Primary or secondary?

Please note that the OU does not currently offer a training course for teaching in primary schools.

Before you apply for entry to teacher training, you will need to decide whether you wish to teach in primary or secondary schools. There are significant differences: in secondary schools you will normally specialise in one subject; in primary schools you will teach across the range of subjects. However, in England and Wales primary teachers are now expected to develop a subject specialism, and modern foreign languages has been identified as a new area for development for 7 to 11 year-olds. (Note that this does not apply to Scotland.) In Wales, Initial Teacher Education for Primary also includes Welsh, as it is a National Curriculum subject.

Availability of teaching posts

The availability of teaching posts and the supply of qualified teachers to fill them varies from area to area. You are advised to check the likelihood of employment in areas where you wish to work before committing

yourself to an Initial Teacher Education course. Visit www.prospects.ac.uk/education for an overview of the education sector and links to teaching vacancies in the UK and Northern Ireland. Students in the Republic of Ireland should go to www.gradireland.com/teaching.

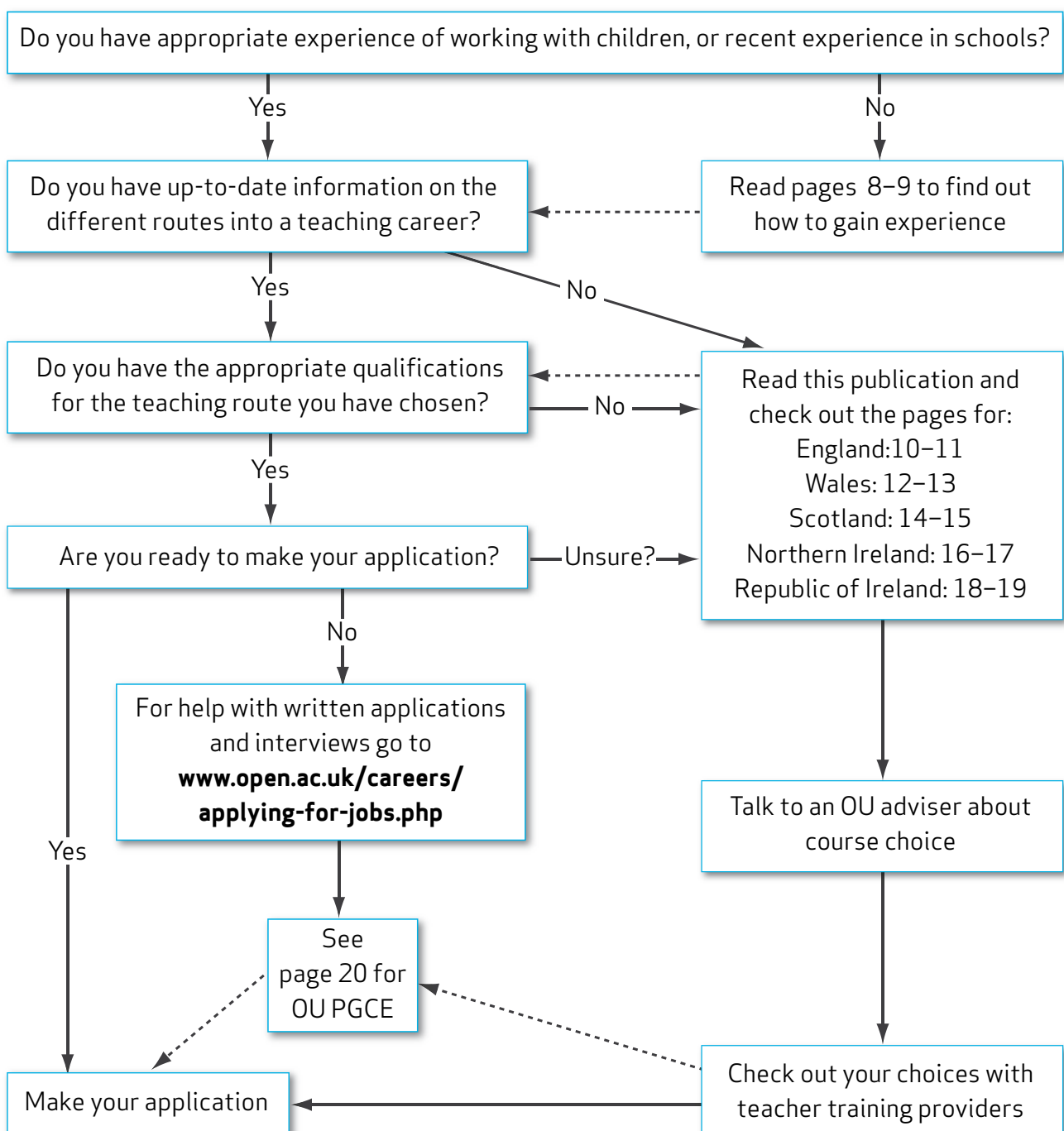
Opportunities will also be influenced by shortfalls in particular subject areas. In some areas, there are shortages in both primary and secondary teaching, although they are generally more serious in the latter. Shortage subjects at secondary level are currently identified in two groups, with the most acute shortages in maths, physics, chemistry and modern foreign languages. There are also less acute shortages in music, religious education, design & technology, and ICT.

In Scotland the majority of newly qualified teachers (i.e. after achieving PGDE and completing the induction year) cannot expect to walk into a full-time teaching post in their home area. They may have to consider moving to a different region of Scotland or undertaking supply teaching to gain further experience.

Remember to check the situation wherever you live by contacting your local teacher training provider or local education authorities.

So you want to become a teacher?

This diagram represents the questions you need to ask yourself in relation to getting into teaching. Use this as a starting point.



Finding out more about teaching

All the OU's regional and national centres have educational advisers who can help you look at the most appropriate modules and structure for your degree. If you are a current student, you may want to talk in more depth to one of the OU's careers advisers about your application for teacher training. Contact details for our regional and national centres are on our website at www.open.ac.uk/local.

Have a look in Appendices 2 and 3 at the range of sources of information on teaching as a career. Some local authorities and many teacher training institutions run 'taster' courses that show you the variety of schools and types of teaching that are available in your area. These courses last from two to four days, with time spent in schools and in the institution. See Appendix 3 for where to find further information depending on where you live.

There are no age limits for entry to teacher training. Older candidates who have excellent qualifications, extensive relevant work experience and exceptional skills are often viewed as strong applicants for teacher training.

Students should investigate a number of providers early on in their study and should check back regularly to change direction if rules change.

For further information on all routes into teaching, wherever you are in the UK or Ireland, please see Appendix 3 on page 37 and look at some of the advice that follows in this publication.

OU students should be aware that, depending on when you take your final module, your degree may not be awarded until December. Some Initial Teacher Education providers will expect you to officially have your degree **before** you start on their course. Please check the rules of entry with any teacher training providers you are considering as rules can change every year.

2 Where to start

General advice

Many OU students enter teaching and, in general, an OU degree is a very appropriate preparation for teaching. However, the choice of what you study can be critical in ensuring that you gain entry to a teacher training course and ultimately get a job in the teaching profession. The BA/BSc Open (Honours), tailored to your own requirements (also known as the Open degree), might be a useful choice for teaching but you must ensure that the modules within the degree are appropriate for either primary or secondary, and for the country in which you live. A degree in your specialist subject area is particularly appropriate for the secondary sector.

You need to ensure that any choice you make equips you with the necessary entry requirements for either primary or secondary, and for the country you live in. Look at the following sections for more information. If you are unsure, you are advised to contact the provider you intend applying to and if necessary ask for advice from your national or regional centre.

The choice of what you should study may depend on where you live, as entry requirements do differ across the UK and in the Republic of Ireland. It is essential that you are aware of these requirements so that you choose your modules appropriately.

If you are in any doubt, you should check with the institution/s you intend to apply to for teacher training. You may also seek advice from a member of advisory staff in your regional or national centre (see Appendix 1). They can often advise you about the most appropriate degree content for entry to teacher training generally. However, you should make sure you check with the institutions you want to apply to, as they will have information that relates specifically to their courses.

You also need to ensure that you keep regularly up-to-date with changing requirements in this area. You may need to do this **each year** that you are studying with the OU to ensure that you are still on the right track towards a teaching career.

If you have an overseas qualification, an incomplete qualification from another institution or a professional qualification, you are advised to contact advisory staff in your regional or national centre, who may also need to consult more widely in the University if your profile is complex.

Information and advice on choosing qualifications and modules at the OU can be found at www.open.ac.uk.

Examples of possible routes through OU study to teaching

Most students who come to the OU without experience of studying at higher education level are encouraged to begin with a Level 1 module. These modules carry 30 or 60 credits, which contribute towards the degree or other qualification.

Many of the modules provide a broad introduction to a number of subjects in a broader field – for example AA100 *The arts past and present* provides an introduction to English language, English literature,

history, philosophy, religious studies, classical studies, history of art, music and media studies. However, all of these Level 1 modules are designed to provide a good introduction to Higher Education level study, and how the OU works, as well as developing the study skills to support you in your later study.

Some students who don't feel ready for one of these modules will start with a short module, or one of the modules from the Openings programme – although these usually only carry 10 or 15 credits towards a degree and are unlikely to meet specific requirements towards a qualification.

If you want to teach ...	You could do an OU degree in ...	Starting with the module ...
English	English language and literature	AA100
Mathematics	Mathematics	MU123 (or MST121)
Science	Natural sciences	S104
ICT	Computing	TU100
Design and technology/ Technological studies	Technology (If combined with craft experience)	U101
History	History	AA100
Geography	Social sciences with geography *	DD101
Music	Humanities with music	AA100
Languages	Modern language studies	L192/ L193/ L194
Religious education	Humanities with religious studies	AA100

* To teach Geography in Scotland you may need to have studied elements of both physical and human geography at university.

It is important to remember to ensure that the degree profile you are putting together will meet the requirements of teacher training providers you might apply to. It may be possible to put together a degree as above that would not meet a provider's requirement. In some areas, the OU does not offer sufficient modules in relevant areas to meet these requirements.

If you are considering doing a work-based qualification, such as a foundation degree (or Diploma of Higher Education in Scotland) as a way to gain entry to becoming a teacher, you are **strongly advised to seek advice** from your regional or national centre beforehand. If you are already on a foundation degree or Dip HE programme, we **strongly recommend that you seek advice** on the most appropriate Level 3 modules to study if you are considering topping up from a foundation degree to an honours degree. In some cases students may need additional Level 2 study before progressing to the Level 3 modules, in order to provide the necessary national curriculum content.

All the OU's regional and national centres have educational advisers who can help you look at the most appropriate modules and structure for your degree. If you are a current student, you may want to

talk in more depth to one of the OU's careers advisers about your application for teacher training. Contact details for our regional and national centres are on our website at www.open.ac.uk/local.

GCSE equivalents

To become a teacher in the UK you must also be able to communicate effectively and grammatically in written and spoken English and be numerate. In England, Wales and Northern Ireland you must have a GCSE (or an equivalent qualification) at grade A–C or equivalent in English language and mathematics. Additionally, for primary teaching, a GCSE (or an equivalent qualification) in science, at grade A–C or equivalent is required. Certain OU modules and other qualifications such as Access courses and BTECs in relevant subjects may be acceptable alternatives to GCSE requirements to some ITT providers. It is therefore important to check whether the institution to which you wish to apply has specific requirements. **The OU does not accept Access courses as alternatives to GCSE requirements.** This applies to Level 2 key skills in the application of number and communication, as well as certificates in adult literacy and adult numeracy.

An option for OU students who need a GCSE in English or maths, is to take this at the National Extension College via distance learning. (See www.nec.ac.uk). It is also possible to do GCSEs via an evening class at a local further education college or adult education provider.

For entry onto the OU PGCE, many OU modules would be seen as equivalent to a GCSE in English or maths. For example, maths Level 1 modules (30 or 60 credits) and some science and technology modules would be acceptable as a maths GCSE equivalent. Many of the 30 or 60 credit Level 1 arts and humanities modules (such as AA100) or the social science modules (such as DD100) and some management or education modules would be acceptable instead of GCSE English.

For more information about the OU maths modules and their equivalence to GCSEs and other qualifications, go to the OU Maths Choices website at <http://mathschoices.open.ac.uk>.

Other providers of PGCE courses may not accept OU modules as GCSE equivalents. Before you embark on study for any alternative qualifications, it is important that you check whether the institutions you wish to apply to will accept these instead of GCSEs.

3 Skills and experience

As well as the knowledge gained from OU study, students develop many transferable skills that are highly valued by employers such as time management, self-reliance, problem-solving, the ability to understand and evaluate new concepts, and prioritising effectively. Skills required include:

- effective communication skills – both written and oral (These are extremely important, as is the ability to work well as part of a team.)
- taking the initiative in the classroom but also allowing the pupils enough freedom to further develop their own personality and abilities
- working closely with other teachers, parents and other education professionals
- creativity in presenting ideas
- time management both inside and outside the classroom
- enthusiasm, patience, a good sense of humour and a genuine interest in children.

Newly qualified primary and secondary school teachers are given responsibility for delivering the curriculum material to their class and they also assume all the other duties of a teacher from the beginning of their appointment. The support of more experienced staff members will be available and it is often helpful to discuss issues of concern with other staff members, benefiting from their knowledge and experience.

You may want to do a more in-depth analysis of your skills and achievements on the Careers Advisory Service website at www.open.ac.uk/careers and look in the 'About you' section under 'Features'. If you are a current OU student, you can also contact one of the OU's careers advisers via the website or your regional or national centre, to arrange an individual interview.

How to gain classroom experience

The Training and Development Agency for Schools (TDA) has a programme of school visits and taster courses in schools in England and Wales. Visit www.tda.gov.uk/get-into-teaching.aspx.

The Open University in Wales, in collaboration with other Welsh teacher training providers, offers a short taster course in secondary teaching entitled *Prepare to teach*. The course is free and is offered in the medium of English and Welsh in the following subject areas: Cymraeg, design and technology, English, information technology, mathematics, modern foreign languages, music, religious education, and science. It includes a series of face-to-face tutorials, together with six days' supervised school experience. Further information and application forms are available from The Open University in Wales: email wales-teaching@open.ac.uk.

You could contact your local authority to see if they offer a scheme for voluntary mentors to work in schools with pupils on a one-to-one basis. Try contacting schools in your local area. They are often happy to arrange for you to spend a day or more observing classes or shadowing one of the teachers. If you have more time available, then you could speak to a local school about becoming a regular volunteer – perhaps as a classroom assistant. If you are undecided between primary or secondary teaching, gain classroom experience in both, as this can help you make a decision. You may also be able to obtain paid work in schools as a teaching assistant, lab technician, learning mentor, etc. Posts are usually advertised on local authority websites.

Keep a diary of any work experience you do, and reflect on any experiences, good or bad, that you had. This will help you when you start to make applications for teacher training courses and go for interviews.

To use your experience effectively when completing your personal statement or at interview, it is a good idea to refer to the following points:

- in what way you enjoyed working with the children
- how you communicated with other teachers and parents

- how you engaged the students in your specialist subject knowledge
- how you enjoyed responding to the challenges of working in a classroom
- how you motivated and engaged the pupils.

There are also other ways of experiencing working with children, such as volunteering to work in a youth club or as a scout or guide leader. This can give you the kind of appreciation and experience to make your teacher training application stand out from the crowd.



4 Training to teach in England

Entry requirements

To teach in state or grant-maintained schools you must have a degree and qualified teacher status (QTS). Most teaching staff in independent schools and colleges also have QTS.

QTS is obtained by undertaking Initial Teacher Education. Increasing competition means that degree classification is often used as a criterion in selection. You can search institutions by degree classification requirements, as well as by age range, subjects or provider, on the Graduate Teacher Training Registry (GTTR) website www.gttr.ac.uk. **Note: The Open University is not on the GTTR and all applications for the OU PGCE should be made directly to the OU.**

You can obtain Qualified Teacher Status (QTS) via these routes:

After completing a degree:

- **Professional Graduate Certificate in Education at degree level.** For example, the OU offers the Professional Graduate Certificate in Education: available in mathematics, modern foreign languages, music, design and technology, geography, and science, which is for the secondary sector only.
- **Postgraduate Certificate in Education at masters level.** For example, the OU offers the optional 60-credit masters module that will enable students to achieve a Postgraduate Certificate in Education if they already have a Professional Graduate Certificate from the OU or another provider.
- **School-centred Initial Teacher Training (SCITT)**
- **Subject conversion PGCE:** two-year full-time courses that offer both subject conversion and professional training in the secondary age-range shortage subjects of art, design and technology, mathematics, and physics.
- **TeachFirst:** a two-year training programme designed to deliver social and economic change by addressing educational disadvantage. Teachers will work in a challenging secondary school in the North West, East Midlands, Yorkshire, the West Midlands or London. See www.teachfirst.org.uk or phone +44 (0)844 880 1800.

Employment based routes:

- **The Graduate Teacher Programme (GTP)** is an on-the-job training programme that allows graduates to qualify as a teacher while they work.
- **The Registered Teacher Programme (RTP)** is available if you have a minimum of 240 credits of study in Higher Education and are already working in a school.

A qualifying degree:

- Another option is to study for a Bachelor of Education (BEd) or BA/BSc with QTS, which includes degree study and a teaching component. **This is not available with the OU.**

Entry to all courses of Initial Teacher Education is governed by national regulations.

See the information on page 7 about the GCSE (or equivalent qualification) requirements for English and maths.

Please note that if you are studying for an OU degree, you should contact local institutions who offer courses of Initial Teacher Education to check if your degree profile is acceptable to them.

Primary teaching

All institutions offering PGCE courses must satisfy themselves that **the content of applicants' previous education provides the necessary foundation for work as a primary teacher**. It is therefore very important that you check with a primary PGCE provider that your proposed degree will be appropriate. This does not mean that your degree has to have covered all or even most of the subjects in the primary curriculum, since it is the task of a PGCE course to familiarise students with the National Curriculum requirements and to prepare them to plan and teach lessons in them.

Although not essential, it is advantageous to have a degree which is clearly and substantially relevant to at least one of the subjects of the primary curriculum. These are:

- Art and Design
- Design and Technology
- English
- Geography
- History
- ICT
- Mathematics
- Music
- Physical Education
- Science
- Religious Education

For more information on the National Curriculum, see: <http://curriculum.qcda.gov.uk>.

Please note that the change of government in May 2010 has led to some changes in policy. Although the QCDA website contains some useful information on the curriculum, the government has indicated its intention to conduct a review of the primary and secondary national curriculum and abolish this organisation. Therefore policy on the curriculum is liable to change.

Many teacher training providers recommend that a minimum of one third of your degree should relate to your chosen subject specialism and that at least half your degree in total should be relevant to one or more of the above subjects.

However, it may be helpful for an OU degree (360 credits) that you take at least 240 credits as a single subject core. Although 180 credits can be regarded as a minimum, many head teachers welcome job applicants with a stronger subject background who will be capable of taking the curriculum lead in a specific subject area within the school. If you apply for a primary PGCE, you will be asked to nominate your subject specialism on your application form.

It is for you to decide whether to take your remaining credits in other school subject areas, or further strengthen your subject expertise in your main area of study. We strongly advise you not to spread your modules too widely across the school curriculum, but to cluster them in one or two areas (for example, science and design & technology), so that the specialism you offer to any future employer is clear.

Please note that some primary PGCE providers may accept non-curriculum based degrees, e.g. psychology, social sciences, etc. However, you are strongly encouraged to check this out with individual providers you may wish to apply to. In these cases you may have to provide evidence of strength in other areas such as A-levels in National Curriculum subjects and/or school experience or working with young people.

Although an honours degree is not at present a requirement for entry to teacher training, the extra depth of subject knowledge you are likely to gain through an honours degree is likely to be of considerable advantage in your teaching career.

If you decide to include some Faculty of Education and Language Studies modules in your degree, this may have some advantages, such as enabling you to make a more deliberate and informed decision about entering teaching and demonstrating a serious and long-standing interest in education. However, you should ensure that you meet all the other requirements for entry to primary teaching. You must have a GCSE (or equivalent qualification) grade A–C or equivalent in English language, mathematics, and science.

If you are in any doubt, you should seek advice from the institution you are applying to for teacher training and/or your regional centre.

Secondary teaching

For admission to a secondary PGCE course in England (for pupils aged 11–18) you will need to ensure a clear core of study in your degree in subjects relevant to the one you wish to train to teach (although relevant experience will also be taken into consideration). Further information on the secondary curriculum can be obtained from the National Curriculum website <http://curriculum.qcda.gov.uk>.

The most recent regulations do not specify how many years' equivalence of subject study your degree should have. However, we recommend that for an OU degree (360 credits) you take at least 240 credits' worth of modules that are appropriate to the subject you intend to teach. Furthermore, to ensure your modules give you a good grounding in the subject, especially for the requirement to be able to teach up to A-level/BTEC National/NVQ level 3, you are advised to consider taking more than 240 credits in your chosen subject.

If you decide to include some Faculty of Education and Language Studies modules in your degree this may have some advantages, as outlined for primary PGCE courses. However, you need to be cautious about this decision, particularly when you are constructing a strong degree profile in one main subject.

Applications for most PGCE courses in England (except the OU Initial Teacher Education courses) should be made through the Graduate Teacher Training Registry (GTTR), which enables you to make a single application for PGCE courses at up to four institutions. The GTTR publishes an annual *Guide for Applicants*. Further details are available from www.gttr.ac.uk.

Application literature is usually available from 1 September for courses beginning in the following September or October. OU students should be aware that, depending on when you take your final module, your degree may not be awarded until December. If you are hoping to complete your OU degree at the end of 2012, you are not eligible to enter training until September or October 2013 when your degree results are known. Some courses (including the OU's Initial Teacher Education courses) have a rolling registration with several start dates throughout the year. Please check the rules of entry with any teacher training providers you are considering, well in advance of applying, as rules can change every year.

You must also have at least a grade C (or equivalent) in mathematics and English language at GCSE (or equivalent qualification).

If you are in any doubt, you should seek advice from the institution you are applying to for teacher training and/or your regional centre.

5 Training to teach in Wales

Entry requirements

As a result of a recent review of Initial Teacher Education and Training, Wales now has three training providers in addition to The Open University: the South-East Centre (formerly UWIC and Newport); the South-West Centre (formerly Swansea Metropolitan and Trinity St David's); and the North-Mid Centre (formerly Bangor and Aberystwyth Universities). Applications for any of these three providers should be made to the individual institutions through the Graduate Teacher Training Registry (GTTR) but applications for the OU PGCE must still be made directly to the OU and not through the GTTR.

Teacher education in Wales is organised in a similar way to England, with three- or four-year BA Hons Education programmes, a PGCE or a shortened two-year BEd (in specialist secondary shortage subjects or for teaching Welsh). The review commissioned by the Welsh Assembly Government has resulted in the reduction of the numbers of primary trainees and numbers in non-shortage secondary subjects. This has meant that applications for places have become increasingly competitive. Subjects such as physics, mathematics, modern foreign languages and Welsh are less competitive.

Entry requirements for teacher training in Wales are very similar to those for England (see page 10), but Welsh is also a National Curriculum subject. All students undergoing Initial Teacher Education in primary education will have to study some Welsh but do not necessarily need to have a prior knowledge.

The Open University in Wales has received accreditation as a Welsh ITE provider and is offering the secondary PGCE course in mathematics, modern foreign languages, music, design and technology, geography and science. Applicants for the course can undertake 100 per cent of their school experience in Wales and will be awarded QTS by the General Teaching Council for Wales (GTCW) on behalf of the Welsh Assembly Government.

Applications for the employment-based Initial Teacher Training route – known as the Graduate Teacher Programme (GTP) – should be made directly to the provider i.e. one of the three centres mentioned above. The OU does not currently offer the GTP. For 2011/12, there were approximately thirty funded GTP places available for secondary teaching and thirty funded primary places. For more information on the 2012–13 allocation, go to <http://teachertrainingcymru.org/gtp>. The Registered Teacher Programme (RTP) has now ceased in Wales.

Most of these routes are available through the medium of Welsh, depending on the provider.

Please note that if you are studying for an OU degree, you should contact local institutions who offer courses of Initial Teacher Education to check that your degree profile is acceptable to them.

Primary teaching

All institutions offering PGCE courses must satisfy themselves that the content of applicants' previous education provides the necessary foundation for work as a primary teacher. **It is therefore very important that you check with a primary PGCE provider that your proposed degree will be appropriate.** This does not mean that your degree has to have covered all or even most of the subjects in the primary curriculum, since it is the task of a PGCE course to familiarise students with the National Curriculum requirements and to prepare them to plan and teach lessons in them.

Although not essential, it is advantageous to have a degree which is clearly and substantially relevant to at least one of the subjects in the primary curriculum. This encompasses the core subjects – English, Welsh, modern foreign languages, mathematics and science – and the foundation subjects: ICT, design and technology, history, geography, art and design, music, physical education, and religious education. See <http://wales.gov.uk/topics/educationandskills/schoolshome/>. Click on 'curriculum and assessment' for information on the Welsh National Curriculum.

Many teacher training providers recommend that a minimum of one third of your degree should relate to your chosen subject specialism and that at least half your degree in total should be relevant to one or more of the above subjects.

However, it may be helpful for an OU degree (360 credits) that you take at least 240 credits as a single subject core. Although 180 credits can be regarded as a minimum, many head teachers welcome job applicants with a stronger subject background who will be capable of taking the curriculum lead in a specific subject area within the school. If you apply for a primary PGCE, you will be asked to nominate your subject specialism on your application form.

It is for you to decide whether to take your remaining credits in other school subject areas, or further strengthen your subject expertise in your main area of study. We strongly advise you not to spread your modules too widely across the school curriculum, but to cluster them in one or two areas (for example, science and design & technology), so that the specialism you offer to any future employer is clear.

Please note that some primary PGCE providers may accept non-curriculum based degrees, e.g. psychology, social sciences, etc. However, you are

strongly encouraged to check this out with individual providers you may wish to apply to. In these cases you may have to provide evidence of strength in other areas such as A-levels in National Curriculum subjects and/or school experience or working with young people.

Although an honours degree is not at present a requirement for entry to teacher training, the extra depth of subject knowledge you are likely to gain through an honours degree is likely to be of considerable advantage in your teaching career.

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If you are in any doubt, you should seek advice from the institution you are applying to for teacher training and/or your national or regional centre.



Secondary teaching

For admission to a secondary PGCE course in Wales (for pupils aged 11–18) you will need to ensure a clear core of study in your degree in subjects relevant to the one you wish to train to teach (although with mature students, relevant experience will also be taken into consideration). See <http://wales.gov.uk/topics/educationandskills/schoolshome/>. Click on 'curriculum and assessment' for information on the Welsh National Curriculum.

The most recent regulations do not specify how many years' equivalence of subject study your degree should have. However, we recommend that for an OU degree (360 credits) you take at least 240 credits' worth of modules that are appropriate to the subject you intend to teach. Furthermore, to ensure your modules give you a good grounding in the subject, especially for the requirement to be able to teach up to A-level/BTEC National/NVQ level 3, you are advised to consider taking more than 240 credits in your chosen subject.

If you decide to include some Faculty of Education and Language Studies modules in your degree, this may have some advantages as outlined for primary PGCE courses. However, you need to be cautious about this decision, particularly when you are constructing a strong degree profile in one main subject.

Applications for most PGCE courses (except the OU Initial Teacher Education courses) should be made through the Graduate Teacher Training Registry (GTTR), which enables you to make a single application for PGCE courses at up to four institutions. The GTTR publishes an annual *Guide for Applicants*. Further details are available from www.gttr.ac.uk.

Application literature is available from 1 September for courses beginning in the following September or October. OU students should be aware that, depending on when you take your final module, your degree may not be awarded until December. If you hope to complete your OU degree at the end of 2012, you will not be eligible to enter training until September or October 2013 when your degree results are known. Some part-time courses (including the OU's Initial Teacher Education courses) have a rolling registration, with several start dates throughout the year. Please check the rules of entry with any teacher training providers you are considering, well in advance of applying, as rules can change every year.

You must also have at least a grade C in mathematics and English language at GCSE (or equivalent qualification) level.

If you are in any doubt, you should seek advice from the institution you are applying to for teacher training and/or your national or regional centre.

6 Training to teach in Scotland

Entry requirements

There are three ways to enter the teaching profession in Scotland:

- A four-year undergraduate BEd or a combined degree course at a Scottish university.
- A one-year full-time Professional Graduate Diploma in Education (PGDE) at an institution that offers the Teaching Qualification (Secondary Education) or the Teaching Qualification (Primary Education).
- There are also a few opportunities for part-time and distance learning PGDE courses e.g. the Universities of Dundee, Strathclyde and Aberdeen offer such a Teaching Qualification (Secondary Education) in certain subjects. The University of Aberdeen has a distance learning Teaching Qualification (Primary Education) for applicants in remote areas; Strathclyde offers a part-time programme for people employed as nursery nurses and classroom assistants.

The Open University Professional Graduate Diploma in Education (PGDE) course in mathematics has been accredited by the General Teaching Council for Scotland. This is currently the only teaching qualification available through The Open University in Scotland. It can be studied as a one or two year course.

Teaching in Scotland requires you to have a degree. Teacher Education institutions will also be looking for evidence that candidates have the necessary qualities for, and commitment to, teaching as a career. Some courses are very popular and may ask for additional qualifications.

The education system in Scotland is different to that in the rest of the UK. The National Curriculum does not apply and there are no Key Stages. A curriculum, called the Curriculum for Excellence, see www.ltscotland.org.uk/curriculumforexcellence has been introduced into Scottish schools since 2009/10. It provides a curriculum for all pupils from the age of three to eighteen and has an emphasis on enabling each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

Registration with the General Teaching Council Scotland (GTCS) is required in order to teach in any local authority nursery, primary, secondary and special school. Those training outside Scotland should contact the GTCS (+44 (0)131 314 6000) and request their leaflet *The Pathway to Teaching in Scotland* or download it from <http://www.gtcs.org.uk>

In Scotland the number of PGDE places has been significantly reduced (particularly for primary teaching) so competition for entry is very keen. The majority of newly qualified teachers (i.e. after graduating and

completing the induction year) are likely to find it difficult to get a full-time teaching post in their home area and they may have to consider moving to a different region of Scotland or undertaking supply teaching to gain further experience.

Please note that if you are studying for an OU degree, you should contact local institutions who offer courses of Initial Teacher Education to check that your degree profile is acceptable to them.

Primary teaching

It is important to recognise that the following are minimum entry requirements for post-degree teacher training. For entry into PGDE (primary), Teacher Education institutions do not specify any particular degree but will normally ask for evidence that applicants have studied at least two of the following areas of the primary curriculum as well as English and mathematics: science, social studies, expressive arts, religious and moral education, technology, and modern languages. You do need to have a credit pass in standard grade mathematics or equivalent (SCQF level 5) as well as a pass in Higher English at grade C or above or equivalent (SCQF level 6). Information on equivalent qualifications is available on the Scottish Government website www.teachinginScotland.com Relevant OU modules e.g. AA100 and MU123 may be accepted in place of the latter but always check with the Teacher Education Institution first.

How OU study can prepare you for entry into primary teaching

When Teacher Education Institutions in Scotland are considering applications, they will want to make sure that the candidate's educational background provides the necessary foundation for working as a primary teacher. One way of planning your degree might be to work towards at least 360 credits balanced across the range of the primary curriculum. However, there are several dangers in doing so:

- You will end up with a broad-based OU degree, which may be relevant to primary teaching, but could close off other career options. This is fine if you are absolutely sure that this is your chosen career – otherwise you might be wise not to close all other options, including entry into secondary teaching.
- Spreading yourself thinly over a range of subjects may make it difficult for you to achieve your best performance. A good degree classification may not be the most important criterion, but competition among graduates can be intense, especially at institutions with strong reputations in a particular area, which will be particularly important if the choice of location is limited.

If you decide to include some Faculty of Education and Language Studies modules in your degree, this may have some advantages, such as enabling you to make a more deliberate and informed decision about entering teaching and demonstrating a serious and long-standing interest in education. However, you should ensure that you meet all the other requirements for entry to primary teaching.

Secondary teaching

Secondary teaching in Scotland requires you to have a degree. Teacher Education Institutions will also be looking for evidence that candidates have the necessary qualities for, and commitment to, teaching as a career. It is important to recognise that the following are minimum entry requirements for post-degree teacher training. Some courses are very popular and may ask for additional qualifications.

For entry to PGDE (Secondary), you should hold a relevant degree that contains at least 80 credits in modules relevant to the teaching qualifications being studied, of which 40 credits must be at SCQF level 8 or above. It is important to note that there are specific requirements for certain subjects, for example, English, modern studies, modern languages, technological education and business studies. Up-to-date information on these can be obtained from the Scottish Government Education Department website www.teachinginScotland.com. Students are always advised to confirm choices with the Teacher Education Institution they are intending to apply to. It is advisable to aim for an honours degree, as many other applicants will be competing with this level of qualification. Applicants for secondary teaching must have a pass at Higher English or equivalent (SCQF level 6). Relevant OU modules may be accepted in place of the latter but always check with the Teacher Education Institution first.

The Open University Professional Graduate Diploma in Education course in mathematics has been accredited by the General Teaching Council for Scotland. This is currently the only teaching qualification available through The Open University in Scotland. It can be studied as a one or two year course.

Graduates will only be allowed to top up their degree with a maximum of 20 credits to meet the 80 credit requirement and these must be obtained **before** entering a PGDE course. Universities have the discretion to delay the introduction of this requirement until the intake for 2012–2013.

Chartered Teacher status has been introduced into Scotland as a means of rewarding teachers who wish to continue their career in the classroom, not in management. The Chartered Teacher Programme focuses on the enhancement of teaching and learning. Further information is available from the General Teaching Council Scotland website www.gtcs.org.uk.

OU students should be aware that, depending on when you take your final module, your degree may not be awarded until December. Some Initial Teacher

Education providers (including the OU), will expect you to officially have your degree **before** you start on their course. Please check the rules of entry with any teacher training providers you are considering, well in advance of applying as rules can change every year.

How OU study can prepare you for entry into secondary teaching

Your degree must include the minimum requirements relevant to at least two of the appropriate graduating passes for the subject you are training for as specified on the Scottish Government website www.teachinginScotland.com. However, it can be attractive to Teacher Education Institutions and employers if you can teach more than one secondary school subject. The PGDE courses normally offer the opportunity of obtaining the Teaching Qualification (Secondary) in two (but not more than two) subjects. It is, therefore, advisable to plan your choice of modules so that you have the academic qualifications necessary to undertake training in a second subject.

When deciding whether or not to include one of the Faculty of Education and Language Studies modules in your degree, the first consideration must be to meet the subject requirements for secondary teaching. The amount of 'space' in your degree profile may be restricted, particularly if you are aiming to achieve the necessary academic qualifications in two subjects. Nevertheless you may find yourself with a slot to spare, in which case an education module would be more relevant than an excursion into another unrelated subject.

If you are in any doubt, you should seek advice from the institution you are applying to for teacher training and/or your national or regional centre.



7 Training to teach in Northern Ireland

Entry requirements

To teach in Northern Ireland you need to have either of the following:

- A recognised teaching degree awarded after finishing an approved teacher training course (usually lasting four years) at a university or college of education in the UK.
- A recognised degree or equivalent qualification plus a PGCE awarded after finishing an approved one-year full-time course at a university or college of education in Northern Ireland or the UK.

You must also have at least a grade C in mathematics and English language at GCSE (or equivalent qualification) level.

The Open University Professional Graduate Certificate in Education course (secondary only) is available in Northern Ireland in the following subjects: mathematics, modern foreign languages, design and technology, geography, science (biology, chemistry, physics), and music.

Having been granted eligibility to teach by the Department of Education in Northern Ireland (DENI), the teacher must apply to register with the General Teaching Council for Northern Ireland. See Appendix 3 for details.

In contrast with the rest of the UK, there are no shortage subjects in Northern Ireland. The school system in Northern Ireland has been experiencing a major reduction in pupil numbers, resulting in a decline in demand for teachers. There has been a decline of almost 13% in the primary sector and 10% in the secondary sector up to 2011, and this is expected to continue. Competition for posts is therefore very high and many newly qualified teachers take up temporary posts.

Institutions that offer PGCE courses in Northern Ireland do not participate in the GTTR scheme, so you need to contact institutions directly for application forms and information.

The education system in Northern Ireland consists of different types of schools under control of 'management committees' who are the employers of teachers:

- **Controlled** (primary, special, secondary and grammar schools) are under the management of five Education and Library Boards – addresses can be obtained from the OU centre in Belfast: phone +44 (0)28 9024 5025 or email ireland@open.ac.uk.
- **Maintained** (primary, special and secondary) are under the management of the Council for Catholic Maintained Schools (CCMS) – the address can be obtained from the OU centre in Belfast. See above for contact details.
- **Voluntary** (grammar), **Integrated** (primary and secondary) and Institutions of Further and Higher Education are under the management of Boards of Governors – addresses are available from the Department of Education in Northern Ireland.

Please note that if you are studying for an OU degree, you should contact local institutions who offer courses of Initial Teacher Education to check if your degree profile is acceptable to them. You should do this as early as possible in your OU study so that you can make appropriate choices within the OU.

Primary teaching

All institutions offering PGCE courses must satisfy themselves that the content of applicants' previous education provides the necessary foundation for work as a primary teacher. **It is therefore very important that you check with a primary PGCE provider that your proposed degree will be appropriate.** This does not mean that your degree has to have covered all or even most of the subjects in the primary curriculum, since it is the task of a PGCE course to familiarise students with the National Curriculum requirements and to prepare them to plan and teach lessons in them.

Although not essential, it is advantageous to have a degree which is clearly and substantially relevant to at least one of the subjects in the primary curriculum. The Northern Ireland Curriculum is set out in seven areas of learning:

- languages and literacy
- mathematics and numeracy
- the arts (including art and design, drama and music)
- the world around us (focusing on the development of knowledge, skills and understanding in geography, history, and science and technology)
- personal development and mutual understanding (focusing on emotional development, social skills, learning to learn, health, relationships, and sexuality education and mutual understanding in the local and global community)
- physical education
- religious education.

For more information see www.nicurriculum.org.uk and click on 'Key stages 1 & 2'.

Many teacher training providers recommend that a minimum of one third of your degree should relate to your chosen subject specialism and that at least half your degree in total should be relevant to one or more of the above subjects.

However, it may be helpful for an OU degree (360 credits) that you take at least 240 credits as a single subject core. Although 180 credits can be regarded as a minimum, many head teachers welcome job applicants with a stronger subject background who will be capable of taking the curriculum lead in a specific subject area within the school. If you apply for a primary PGCE, you will be asked to nominate your subject specialism on your application form.

It is for you to decide whether to take your remaining credits in other school subject areas, or further strengthen your subject expertise in your main area of study. We strongly advise you not to spread your modules too widely across the school curriculum, but to cluster them in one or two areas (for example, science and design & technology), so that the specialism you offer to any future employer is clear.

Please note that some primary PGCE providers may accept non-curriculum based degrees, e.g. psychology, social sciences, etc. However, you are strongly encouraged to check this out with individual providers you may wish to apply to. In these cases you may have to provide evidence of strength in other areas such as A-levels in National Curriculum subjects and/or school experience or working with young people.

Although an honours degree is not **at present** a requirement for entry to teacher training, it is increasingly becoming so – and, in any case, the extra depth of subject knowledge you are likely to gain through an honours degree is likely to be of considerable advantage in your teaching career.

If you decide to include some Faculty of Education and Language Studies modules in your degree, this may have some advantages, such as enabling you to make a more deliberate and informed decision about entering teaching and demonstrating a serious and long-standing interest in education. However, you should ensure that you meet all the other requirements for entry to primary teaching. You must have a GCSE (or equivalent qualification) grade A–C or equivalent in English language, mathematics, and science.

If you are in any doubt, you should seek advice from the institution you are applying to for teacher training and/or your national or regional centre.

Secondary teaching

Admission to a secondary PGCE course in Northern Ireland is similar to England (see page 10) apart from the following:

- Having been granted eligibility to teach by the Department of Education in Northern Ireland (DENI), the teacher must apply to register with the General Teaching Council for Northern Ireland. See Appendix 3 for details.

You must also have at least a grade C in mathematics and English language at GCSE (or equivalent qualification) level.

OU students should be aware that, depending on when you take your final module, your degree may not be awarded until December. Some Initial Teacher Education providers (including the OU), will expect you to officially have your degree **before** you start on their course. Please check the rules of entry with any teacher training providers you are considering, well in advance of applying as rules can change every year.



8 Training to teach in the Republic of Ireland

Entry requirements

In the Republic of Ireland, teachers must hold teacher training qualifications. A Postgraduate Diploma in Education is required for posts in secondary-level schools, and you must also have studied at degree level at least one subject or area of study relevant to the curriculum. The Bachelor of Education degree, or alternatively the Graduate Diploma in Education, is required for posts in primary-level schools. A teaching qualification is not currently mandatory for appointment to posts in further education; however from 2013, all teachers in primary, secondary and further education will be required to have a degree and a teacher education qualification.

For both primary and secondary teaching you will need to have an honours degree – so bear this in mind when choosing modules.

UK Initial Teacher Education courses are not automatically recognised in the Republic of Ireland. The OU Initial Teacher Education course is not available there. OU graduates seeking to enter a Postgraduate Diploma in Education for secondary teaching, should apply to The Teaching Council under the 'individual case' assessment route to have the content of their degree approved for teaching at second level. The OU BSc Hons Mathematics and BSc Hons Mathematics and Statistics have been approved by The Teaching Council for Maths Teaching. The BSc Hons Chemistry has been approved for secondary teaching. We are hoping to have approval for other subjects in the future. You should contact The Teaching Council of the Department of Education and Science (01 6517900 or www.teachingcouncil.ie).

Primary teaching

Teacher training for primary level is a three-year full-time BEd or an eighteen-month full-time postgraduate diploma, the Higher Diploma in Education or the Graduate Diploma in Education. There are no part-time routes to a BEd in Ireland. Requirements for both courses include proficiency in Irish, English and maths. For the postgraduate diploma you will need to have an honours degree.

Mature applicants can apply direct to teacher training colleges providing they have the minimum entry requirements. A number of places are set aside for applications from the Gaeltacht (Irish-speaking regions) and up to ten per cent of places can be reserved for mature students. In the case of mature students, application procedures may vary between institutions, so it is advisable to contact colleges of education directly for application information.

A distance learning postgraduate Higher Diploma in Arts in Primary Education is delivered by Hibernia College over two academic years through a blend of online and face-to-face tuition and includes blocks of teaching practice (contact 01 661 0168 or www.hiberniacollege.com). Entry to this course is competitive, with many more applicants than places.

While there is no shortage of primary school teachers, current studies indicate that junior infant enrolments are likely to increase until 2015 and the current government is planning for 500 new teaching posts over the next three years (over and above additional posts that will arise due to demographic increases). However the current economic conditions may reduce this number to some extent.

Please note that if you are studying for an OU degree, you should contact local institutions who offer courses of Initial Teacher Education to check if your degree profile is acceptable to them.

Secondary teaching

For admission to secondary teaching in the Republic of Ireland you need a relevant honours degree (2:1 usually) followed by a Postgraduate Diploma in Education. The degree must include at least one subject from the second level curriculum.

Routes into secondary teaching are as follows:

- Postgraduate Diploma in Education after a degree: the one-year full-time course is offered by Trinity College Dublin, and the four National University of Ireland colleges (Cork, Galway, Maynooth and University College Dublin).
- Graduate Diploma in Education: a two-year part-time training programme run by Dublin City University for people who are already working in second-level schools but who need to obtain a recognised teaching qualification. The part-time nature of the programme will allow students to continue to work full time while studying.
- Four-year degree in the subject area with concurrent teacher education.
- Business studies degree followed by Graduate Diploma in Education (Business) from the University of Limerick, which also offers the Graduate Diploma in Education specialising in languages, music, physical education (PE), and technology.
- Art and design degree followed by a specialist art and design diploma.

- A new distance learning postgraduate Higher Diploma in Arts in Post Primary Education is now being offered by Hibernia College over two academic years through a blend of online and face-to-face tuition and includes blocks of teaching practice (contact 01 661 0168 or www.hiberniacollege.com)

For both levels of teaching you will need to have an honours degree, so bear this in mind when choosing modules.

UK Initial Teacher Education courses are not automatically recognised in the Republic of Ireland.

The Open University Professional Graduate Certificate in Education course is not available there. OU graduates seeking to enter a Postgraduate Diploma in Education for secondary teaching should apply to The Teaching Council under the 'individual case' assessment route to have the content of their degree approved for teaching at second level. The OU's BSc Hons Mathematics and BSc Hons Mathematics and Statistics have been approved by The Teaching Council for Maths Teaching. The BSc Hons Chemistry has been approved for secondary teaching. We are hoping to have approval for other subjects in the future. You should contact The Teaching Council of the Department of Education and Science (01 6517900 or www.teachingcouncil.ie).

Permanent posts within the secondary sector are not always easy to find in the non-shortage subjects. Many newly qualified teachers in non-shortage subjects take

up a 'substitution' post, before securing a permanent post. While there is a current shortfall in teachers qualified in particular subjects (especially mathematics), this does not necessarily translate into job opportunities. Subjects such as physics, chemistry, design and engineering are now suffering from a fall in student demand. A significant rise in the number of students in second level school is, however, predicted over the coming years, which should lead to an increase in teaching posts. While anyone considering teaching needs to bear in mind the employment prospects associated with their choice of subjects, the most important consideration in your choice of degree programme for a teaching career should always be genuine interest in teaching the subject.

Those considering secondary teaching should consider their choice of teaching subject and degree subject studied very carefully. In planning your degree, particularly if your studies are building on HETAC Certificates and Diplomas, you should contact The Teaching Council of the Department of Education in Athlone (09 0648382), who should be able to advise you on the required content of your degree for specific secondary subjects.

For up-to-date information on teaching and curriculum changes, contact the Department of Education and Science (01 8846900).

9 Fees and grants

There is a range of grants, loans, bursaries and awards available to trainee teachers in the UK. In England and Northern Ireland, universities are able to charge variable fees. Initial Teacher Education students are eligible to apply for student loans and students in England, for example, are eligible for a Training Bursary for certain shortage subjects. In Wales postgraduate ITE students may be eligible for a tax-free bursary while they train. Students who plan to teach secondary shortage subjects may also be eligible for a teaching grant in England and Wales.

It should be noted that financial support varies from country to country, so all prospective students to teacher training are advised to seek up-to-date information from the appropriate contacts – some of which are listed here and in Appendix 3 on page 37.

The OU course is treated as a part-time course for the purposes of financial support and the situation for the 2011–2012 academic year is that OU PGCE students cannot obtain tuition fee loans or maintenance loans, although they are still eligible for Training Bursaries and Training Grants. However, as we prepare this publication (November 2011), financial support arrangements for the 2012–2013 academic year have

not yet been confirmed. There may be significant changes so it's important that you consult the relevant websites (below) for the most up-to-date information.

- Training and Development Agency for Schools (TDA): www.tda.gov.uk
- Scottish Government Education Department: www.teachinginscotland.com
- Teacher Training and Education in Wales <http://teachertrainingcymru.org>
- Department of Education (Northern Ireland): www.deni.gov.uk
- Department of Education and Science (Republic of Ireland): www.education.ie

Further information on financial support is available from:

- England: www.direct.gov.uk/studentfinance
- Wales: www.studentfinancewales.co.uk
- Scotland: www.saas.gov.uk
- Northern Ireland: www.studentfinanceni.co.uk
- Republic of Ireland: www.studentfinance.ie

10 The Open University Initial Teacher Education courses

The OU Initial Teacher Education courses are available in England, Wales and Northern Ireland. The OU is currently offering a Mathematics Initial Teacher Education course in Scotland.

Applicants are usually required to hold a degree where at least 50% is directly related to the subject in which they wish to train, and at least a grade C or equivalent in GCSE mathematics and English (or equivalent), but you should check our prospectus for specific requirements. Some subject specialisms have limited places and there may be other requirements.

Please ensure that you refer back to details on routes into teaching so that you are clear about whether the OU Initial Teacher Education course is appropriate for where you live and where you will be applying for jobs. For more detailed information about the OU Initial Teacher Education courses, a prospectus can be obtained from the *Study at the OU* website at www.open.ac.uk/study or from our Student Registration & Enquiry Service on +44 (0)845 300 60 90. Further details of the courses may also be found at the website.

Six lines of study are currently available:

- secondary mathematics
- secondary design and technology (note: no textiles or food technology in Northern Ireland)
- secondary science (biology, chemistry and physics)
- secondary music, including an 'Instrumental Option' available only to those who are employed by local authority music services.
- secondary modern foreign languages (French, German and Spanish)
- secondary geography.

After registration on to the course you will audit your subject knowledge, which will determine your route through the course. The full course includes three blocks of study with linked school experience, and will take you between one and two years to complete.

- **Level 1: *Familiarisation***: includes five weeks school experience in a partner school (can be organised flexibly) working with individual children and small groups.
- **Level 2: *Consolidation***: includes eight weeks school experience (in Scotland it's six weeks) in a partner school, which involves closely supported teaching of short sequences of lessons to whole classes and an additional week in a linked primary school.
- **Level 3: *Autonomy***: includes ten weeks school experience (in Scotland it's six weeks) in a second

partner school, which involves solo, supported teaching of extended sequences of lessons to whole classes. The partner school for Level 2 is a different secondary school from Levels 1 and 3.

Before applying to the PGCE or PGDE course, you are advised to spend some time in a local school to ensure that you are aware of what teaching involves and that embarking on the course is a positive and well informed choice.

Planning your preparation for entry onto the OU PGCE or PGDE

The section contains information to help you think about and plan for entry to one of the OU PGCE/PGDE courses. While the undergraduate modules listed in the following tables all have some relevance for entry to teaching, certain modules have much stronger relevance than others to the school curriculum and represent a much more appropriate basis for entry to ITE courses. Note that we have only listed **undergraduate** modules in the tables below but of course many of our **postgraduate** modules also have subject relevance for the OU PGCE/PGDE courses. We suggest that you read the subject guidance on the following pages and seek advice as to the most appropriate modules to study. Make sure you check individually with other PGCE providers as these modules may not be acceptable to all universities. Some providers may accept other OU modules for entry to their PGCEs that are not listed here. Please note that if you have studied OU modules that had their final presentation more than ten years ago, they will not be listed here. Note too that the end-dates for some of the modules listed may change during the life of this publication. Please contact your regional or national centre to find out if your OU module is acceptable.

Mathematics

For entry to the mathematics PGCE or PGDE we would consider each of the following groups of applicants:

- **England, Wales and Northern Ireland**: graduates with at least 180 credits in mathematics, but not all of the undergraduate study of mathematics needs to be within the degree.
- **Scotland**: graduates with at least 80 credits of their degree in mathematics of which 40 must be at SCQF Level 8 or Year 2 level or above.
- Credit is given for significant mathematics enhancement through five or more years of teaching or other work experience.
- Credit is given for a related higher degree.

At the time of writing (November 2011), candidates who are graduates and have experience of mathematics to at least A-level standard (this could be through holding an A-level, having an element of it in their degree course and/or through exposure to A-level standard mathematics in their working or academic life), but who need additional degree-level study in order to develop their subject knowledge to teach mathematics, may apply to follow a Subject Knowledge Enhancement (SKE) module prior to starting their PGCE (see the PGCE prospectus and page 25 of this booklet for more information). They can also apply to do a SKE module with other providers. SKE modules are only available to graduates resident in England and who satisfy the residency rules and this will be

subject to availability of places and to the continuation of the scheme by the TDA.

Applicants seeking advice on suitable OU modules for mathematics teaching are advised to study mathematics modules from the undergraduate programme as follows:

- Those wishing to teach the 11–16 age group should consider studying *Using mathematics* (MST121) followed by *Exploring mathematics* (MS221). These two 30-credit modules could be studied simultaneously, although this is not advised.
- Those wishing to teach the 11–18 age group should consider studying *Pure mathematics* (M208), but there are pre-requisites for this 60-credit module.

Current and recent OU undergraduate modules considered to have direct subject-relevance to our PGCE in mathematics

Code	Title	Credits	From	To
B301	<i>Making sense of strategy</i>	60	2010	2017
BD131	<i>Introduction to financial services</i>	10	2010	2018
BM240	<i>Quantitative methods in business</i>	30	2003	2007
DB123	<i>You and your money: personal finance in context</i>	30	2006	2015
DB234	<i>Personal investment in an uncertain world</i>	30	2010	2019
DD309	<i>Doing economics: people, markets and policy</i>	60	2010	2019
E230	<i>Ways of knowing: language, mathematics and science in the early years</i>	30	2005	2012
M150	<i>Data, computing and information</i>	30	2004	2011
M203	<i>Introduction to pure mathematics</i>	60	1980	2005
M208	<i>Pure mathematics</i>	60	2006	2016
M246	<i>Elements of statistics</i>	30	1995	2002
M248	<i>Analysing data</i>	30	2003	2012
M249	<i>Practical modern statistics</i>	30	2007	2013
M261	<i>Mathematics in computing</i>	30	1988	2003
M263	<i>Building blocks of software</i>	30	2004	2012
M301	<i>Software systems and their development</i>	60	2000	2007
M336	<i>Groups and geometry</i>	30	1994	2015
M337	<i>Complex analysis</i>	30	1993	2014
M338	<i>Topology</i>	30	2005	2012
M343	<i>Applications of probability</i>	30	1988	2011
M346	<i>Linear statistical modelling</i>	30	1998	2015
M347	<i>Mathematical statistics</i>	30	2012	2018
M359	<i>Relational database: theory and practice</i>	30	2007	2012
M361	<i>Modelling computer processes</i>	30	2003	2006
M371	<i>Computational mathematics</i>	30	1988	2002
M372	<i>Numerical methods for differential equations</i>	30	1997	2003
M373	<i>Optimization</i>	30	2002	2014
M381	<i>Number theory and mathematical logic</i>	30	1986	2014
M433	<i>Aspects of abstract algebra</i>	30	1997	2002
M435	<i>Metric and topological spaces and geometric topology</i>	30	1994	2003

MA290	<i>Topics in the history of mathematics</i>	30	2004	2007
MDST242	<i>Statistics in society</i>	30	1983	2006
ME624	<i>Teaching mathematical thinking at Key Stage 3</i>	20	2004	2011
ME625	<i>Developing algebraic thinking</i>	30	2005	2013
ME626	<i>Developing statistical thinking</i>	30	2006	2013
ME627	<i>Developing geometric thinking</i>	30	2005	2012
MEXR624	<i>Developing mathematical thinking at Key Stage 3</i>	10	2004	2011
MS221	<i>Exploring mathematics</i>	30	1997	2011
MS323	<i>Introduction to non-linear dynamics</i>	30	1991	2002
MS324	<i>Waves, diffusion and variation principles</i>	30	2005	2012
MS325	<i>Computer algebra, chaos and simulations</i>	30	2008	2012
MST121	<i>Using mathematics</i>	30	1997	2012
MST207	<i>Mathematical models and modelling methods</i>	60	1999	2004
MST209	<i>Mathematical methods and models</i>	60	2005	2013
MST322	<i>Mathematical methods and fluid mechanics</i>	30	1984	2007
MST326	<i>Mathematics methods and fluid mechanics</i>	30	2009	2016
MSXR209	<i>Mathematical modelling</i>	10	2005	2014
MT127	<i>Accreditation of Certificated Practitioners 1</i>	30	2006	2014
MT365	<i>Graphs, networks and design</i>	30	1995	2012
MU120	<i>Open mathematics</i>	30	1996	2009
MU123	<i>Discovering mathematics</i>	30	2010	2019
S104	<i>Exploring science</i>	60	2008	2015
S151	<i>Maths for science</i>	10	2002	2012
S189	<i>Understanding the weather</i>	10	2008	2013
S282	<i>Astronomy</i>	30	2003	2013
S283	<i>Planetary science</i>	30	2003	2013
S357	<i>Space, time and cosmology</i>	30	1997	2004
S382	<i>Astrophysics</i>	30	2010	2017
S383	<i>The relativistic universe</i>	30	2010	2017
SDK125	<i>Introducing health sciences: a case study approach</i>	30	2007	2014
SM355	<i>Quantum mechanics</i>	30	1986	2003
SM358	<i>The quantum world</i>	30	2007	2015
SMT356	<i>Electromagnetism</i>	30	1991	2004
T198	<i>Engineering at work 1</i>	30	2010	2017
TXR220	<i>Engineering in action</i>	10	2004	2013

If you are using this list of modules to plan your OU study with a view to applying for the OU PGCE in mathematics, we suggest that you discuss your module choice with an educational adviser early on in your studies. You can contact an educational adviser in your regional or national centre.

Design and technology

Design and technology embraces a number of ‘focus areas’ and these inform the selection of applicants to the OU PGCE. The focus areas within design and technology are:

- Electronics and communications technology (ECT)
- Food technology (FT)
- Resistant materials technology (RMT) (work with wood, metals and plastics)
- Textiles technology (TT).

Applicants should be aware of these focus areas and realise that design/graphics is not considered a separate focus area but is required in all the designated areas. Design and technology is also not the same as ICT – while use is made of ICT, the subject focuses on the application of ICT rather than on software and programming.

If you have an OU degree, we look for 180 credits from relevant modules. Short (10-credit) modules do not carry much significance. Applicants must have obtained good grades. Applicants with OU degrees will also need to provide evidence of their practical ability in their specialist area.

Current and recent OU undergraduate modules considered to have direct subject relevance to our PGCE in design and technology

Code	Title	Credits	From	To
M253	<i>Team working in distributed environments</i>	10	2005	2013
M450	<i>The computing project</i>	30	2008	2011
MST322	<i>Mathematical methods and fluid mechanics</i>	30	1984	2007
MT365	<i>Graphs, networks and design</i>	30	1995	2012
S103	<i>Discovering science</i>	60	1998	2008
S104	<i>Exploring science</i>	60	2008	2015
S280	<i>Science matters</i>	30	1993	2002
S343	<i>Inorganic chemistry</i>	30	1989	2009
S344	<i>Organic chemistry: a synthesis approach</i>	30	1989	2008
SMT356	<i>Electromagnetism</i>	30	1991	2004
SMT359	<i>Electromagnetism</i>	30	2006	2014
ST240	<i>Our chemical environment</i>	30	1995	2002
ST291	<i>Images and information</i>	30	1977	2004
T160	<i>Science, engineering and technology a course for returners</i>	10	2005	2007
T161	<i>Return to science, engineering and technology</i>	10	2008	2011
T172	<i>Working with our environment: technology for a sustainable future</i>	30	2000	2009
T173	<i>Engineering the future</i>	30	2002	2013
T184	<i>Robotics and the meaning of life: a practical guide to things that think</i>	10	2004	2011
T185	<i>Practical thinking: an online course</i>	10	2004	2006
T198	<i>Engineering at work 1</i>	30	2010	2017
T202	<i>Analogue and digital electronics</i>	60	1990	2002
T203	<i>Materials: engineering and science</i>	60	1994	2002
T204	<i>Design: principles and practice</i>	60	1996	2003
T205	<i>Systems thinking: principles and practice</i>	60	2002	2007
T206	<i>Energy for a sustainable future</i>	60	2003	2018
T207	<i>Engineering: mechanics, materials, design</i>	60	2005	2011
T210	<i>Environmental control and public health</i>	60	2003	2010
T211	<i>Design and designing</i>	60	2005	2012
T214	<i>Understanding systems: making sense of complexity</i>	60	2008	2012
T223	<i>Microprocessor-based computers</i>	30	1992	2004
T224	<i>Computers and processors</i>	30	2005	2012

T235	<i>Engineering mechanics: solids</i>	30	1990	2003
T302	<i>Innovation: design, environment and strategy</i>	60	1996	2003
T305	<i>Digital telecommunications</i>	60	1999	2008
T307	<i>Innovation, designing for a sustainable future</i>	60	2005	2013
T323	<i>Logic design</i>	30	1995	2004
T327	<i>Radio-frequency engineering</i>	30	2000	2004
T331	<i>Engineering mechanics: solids and fluids</i>	30	1985	2004
T333	<i>Heat transfer: principles and applications</i>	30	1991	2002
T353	<i>Failure of stressed materials</i>	30	1983	2005
T354	<i>Inside electronic devices: engineering of information technology</i>	30	1997	2005
T355	<i>Manufacturing technology</i>	30	2000	2005
T357	<i>Structural integrity: designing against failure</i>	30	2007	2014
T396	<i>Artificial intelligence for technology</i>	30	1995	2004
T450	<i>The engineering project</i>	30	2005	2015
T455	<i>The information and communication project</i>	30	2008	2011
TXR174	<i>Technology in action</i>	10	2004	2009
TXR120	<i>Engineering: an active introduction</i>	10	2010	2017
TXR220	<i>Engineering in action</i>	10	2004	2013
U101	<i>Design thinking: creativity for the 21st century</i>	60	2010	2018
U116	<i>Environment: journeys through a changing world</i>	60	2009	2016
U205	<i>Health and disease</i>	60	1985	2003

If you are using this list of modules to plan your OU study with a view to applying for the OU PGCE in design & technology, we suggest that you discuss your module choice with an educational adviser early on in your studies. You can contact an educational adviser in your regional or national centre.

Science (specialising in chemistry, biology or physics)

Applicants will be expected to have good knowledge across the sciences in order to teach science to Key Stage 3. Students specialise in teaching chemistry, biology or physics, and will be expected to teach their specialist science to Key Stage 4. In many cases, students have to teach outside their specialism at Key Stage 4.

Applicants should be aware that many factors are taken into account when assessing an application to the course, such as:

- Degree (result, subject)
- Science background, including pre-degree qualifications and work experience
- Evidence in relation to commitment to teaching children of a wide range of attainment across the 11–16 age range
- Evidence in relation to commitment to, and interest in, science and science specialism
- Teaching experience and experience working with adolescents
- Written communication
- Evidence of academic ability and professionalism.

Applicants need a degree with a good classification. **At least** half of the applicant's degree must be relevant to the National Curriculum science specialism applied for, but any other evidence of high-level engagement with science through work or other courses is taken into consideration.

For applicants with an OU degree, a minimum of 180 credits of relevant science is necessary. Short (10-credit) modules are not considered significant. Level 2 and 3 modules are of particular significance, and applicants must have obtained good grades. Applicants should have in their degree the core Level 2 modules for their specialism – *The molecular world* (S205) for chemistry; *The physical world* (S207) for physics; *Biology: uniformity and diversity* (S204) for biology; – and should have gained practical science experience either through OU modules such as *Practising science* (SXR103) or through work experience.

Applicants should recognise the need for breadth in their science knowledge (to teach across Key Stage 3) and depth in the specialism applied for (to teach a subject specialism at Key Stage 4, and possibly at post-16), and should bear this in mind in their selection of modules. Good A-level (or equivalent) grades in sciences outside their specialism will provide a good foundation. The science module, *Exploring science* (S104) also provides a general introduction to the different sciences.

Those wishing to select modules that are particularly useful should look at the modules listed in the table below. Many of the second level modules have a broad range of relevant science content within one of the science specialisms, e.g. *The physical world* (S207), *Biology: uniformity and diversity* (S204) or *The molecular world* (S205).

Students with a biology-based degree should be aware that PGCE students often experience particular difficulty in developing their understanding of physics, even at Key Stage 3, and may wish to bear that in mind when choosing modules.

Students with physics-related degree level study may, equally, find teaching biological topics problematic, and would be well advised to choose a module that will give them a broad background in biology.

At the time of writing, The Open University PGCE Subject Knowledge Enhancement (SKE) is available to graduates who need to develop their subject knowledge in order to teach physics or chemistry – this includes graduates with a degree in biological sciences who wish to develop a physics or chemistry specialism, or graduates of related subjects such as geology.

Students applying to the SKE scheme will already hold a UK bachelors degree or equivalent, and have relevant academic or employment experience of science. Successful SKE applicants are accepted to train on the OU PGCE with the requirement that they undertake subject knowledge enhancement through studying specified OU subject modules **before** commencing their PGCE course. Physics and chemistry SKE involves the study of a 60-credit second level module, S207 or S205. Successful completion will provide the necessary background for the teaching of the subject to A-level, although students who undertake the PGCE on the basis of a SKE course will need to develop their knowledge of practical science in school, making use of the five days additional educational experience which is part of the course.

SKE places are available only to graduates resident in England and to those who satisfy the residency rules. Full-time face-to-face enhancement courses for chemistry and physics, lasting six months or twelve months, are available from other providers and there are further details on the TDA website.

Current and recent OU undergraduate modules considered to have direct subject relevance to our PGCE in science

Code	Title	Credits	From	To
MST322	<i>Mathematical methods and fluid mechanics</i>	30	1984	2007
S103	<i>Discovering science</i>	60	1998	2008
S104	<i>Exploring science</i>	60	2008	2015
S154	<i>Science starts here</i>	10	2007	2013
S171	<i>Empire of the microbes</i>	10	2009	2013
S173	<i>Plants and people</i>	10	2010	2015
S180	<i>Life in the oceans – exploring our blue planet</i>	10	2002	2010
S182	<i>Studying mammals</i>	10	2005	2007
S186	<i>Volcanoes, earthquakes and tsunamis</i>	10	2007	2012
S187	<i>Elements of forensic science</i>	10	2008	2012
S190	<i>Global warming – the science behind the headlines</i>	10	2001	2004
S191	<i>Food and health</i>	10	2001	2005
S193	<i>Fossils and the history of life</i>	10	2001	2010
S194	<i>Introducing astronomy</i>	10	2001	2011
S195	<i>An introduction to the human genome</i>	10	2001	2005
S196	<i>Planets: an introduction</i>	10	2005	2008
S197	<i>How the universe works</i>	10	2005	2008
S198	<i>Exploring Mars</i>	10	2003	2005
S199	<i>Modelling the climate</i>	10	2005	2008
S204	<i>Biology: uniformity and diversity</i>	60	2001	2011
S205	<i>The molecular world</i>	60	2002	2013
S207	<i>The physical world</i>	60	2000	2012
S216	<i>Environmental science</i>	60	2002	2013
S250	<i>Science in context</i>	30	2006	2015
S260	<i>Geology</i>	30	1999	2009
S267	<i>How the earth works: the earth's interior</i>	30	1993	2005
S268	<i>Physical resources and environment</i>	30	1994	2004
S269	<i>Earth and life</i>	30	1997	2006
S278	<i>Earth's physical resources: origin, use and environmental impact</i>	30	2005	2009
S279	<i>Our dynamic planet; earth and life</i>	30	2007	2015
S280	<i>Science matters</i>	30	1993	2002
S281	<i>Astronomy and planetary science</i>	30	1994	2002
S282	<i>Astronomy</i>	30	2003	2013
S283	<i>Planetary science</i>	30	2003	2013
S288	<i>Level 2 practical science</i>	30	2012	2019
S293	<i>The fats of life</i>	10	2005	2006
S294	<i>Cell biology</i>	30	2012	2021
S320	<i>Infectious diseases</i>	30	2003	2011
S324	<i>Animal physiology</i>	30	1985	2005
S327	<i>Living processes</i>	30	1995	2002
S328	<i>Ecology</i>	30	1996	2004
S330	<i>Oceanography</i>	30	1989	2012
S339	<i>Understanding the continents</i>	30	1990	2012

S342	<i>Physical chemistry: principles of chemical change</i>	30	1985	2009
S343	<i>Inorganic chemistry</i>	30	1989	2009
S344	<i>Organic chemistry: a synthesis approach</i>	30	1989	2008
S345	<i>Chemical change and environmental applications</i>	20	2010	2017
S346	<i>Drug design and synthesis</i>	20	2009	2016
S347	<i>Metals and life</i>	20	2009	2016
S357	<i>Space, time and cosmology</i>	30	1997	2004
S365	<i>Evolution</i>	30	1992	2004
S366	<i>Evolution</i>	30	2007	2014
S369	<i>The geological record of environmental change</i>	30	2002	2013
S377	<i>Molecular and cell biology</i>	30	2005	2013
S381	<i>The energetic Universe</i>	30	2002	2008
S382	<i>Astrophysics</i>	30	2010	2017
S383	<i>The relativistic Universe</i>	30	2010	2017
S396	<i>Ecosystems</i>	30	2008	2015
SA188	<i>Archaeology: the science of investigation</i>	10	2008	2013
SD226	<i>Biological psychology: exploring the brain</i>	30	2004	2013
SD329	<i>Signals and perception: the science of the senses</i>	30	2002	2012
SDK125	<i>Introducing health sciences: a case study approach</i>	30	2007	2014
SK121	<i>Understanding cardiovascular diseases</i>	15	2007	2014
SK183	<i>Understanding human nutrition</i>	10	2005	2013
SK185	<i>Molecules, medicines and drugs: a chemical story</i>	10	2006	2013
SK195	<i>Human genetics and health issues</i>	10	2005	2013
SK220	<i>Human biology and health</i>	30	1997	2004
SK277	<i>Human biology</i>	30	2004	2013
SKYN277	<i>Human biology</i>	30	2004	2013
SM355	<i>Quantum mechanics</i>	30	1986	2003
SM358	<i>The quantum world</i>	30	2007	2015
SMT356	<i>Electromagnetism</i>	30	1991	2004
SMT359	<i>Electromagnetism</i>	30	2006	2014
SMXR355	<i>Quantum mechanics: experiments, applications and simulations</i>	10	2003	2005
SMXR358	<i>Quantum mechanics: experiments, applications and simulations</i>	10	2007	2011
SMXR359	<i>Electromagnetism: experiments, applications and simulations</i>	10	2006	2012
ST174	<i>Inside nuclear energy</i>	10	2011	2014
ST240	<i>Our chemical environment</i>	30	1995	2002
ST291	<i>Images and information</i>	30	1977	2004
SXG390	<i>Science project course: geohazards</i>	30	2005	2012
SXL390	<i>Researching biology and health science</i>	30	2010	2020
SXM390	<i>Science project course: frontiers in chemistry</i>	30	2005	2012
SXN390	<i>Science project course: science in society</i>	30	2005	2012
SXP390	<i>Science project course: radiation and matter</i>	30	2005	2012
SXR103	<i>Practising science</i>	10	2004	2012
SXR205	<i>Exploring the molecular world</i>	10	2002	2011
SXR207	<i>Physics by experiment</i>	10	2004	2011

SXR208	<i>Observing the universe</i>	15	2004	2011
SXR216	<i>Environmental science in the field</i>	10	2004	2011
SXR260	<i>The geological history of the British Isles</i>	10	2005	2011
SXR270	<i>Investigative biology</i>	10	2004	2008
SXR339	<i>Ancient mountains: practical geology in Scotland</i>	10	2005	2012
SXR342	<i>Physical chemistry: measurement of chemical change</i>	10	2006	2011
SXR343	<i>Transition metal chemistry: synthesis and structure</i>	10	2006	2011
SXR344	<i>Organic synthesis: strategy and techniques</i>	10	2007	2012
SXR369	<i>Environmental change: the record in the rocks</i>	10	2005	2011
SXR370	<i>Brown adipose tissue: physiology</i>	10	2002	2004
SXR372	<i>Muscle mechanics and functionality</i>	10	2002	2004
SXR373	<i>Muscle biochemistry</i>	10	2002	2005
SXR374	<i>Fat – the physiology of adipose tissue</i>	15	2005	2009
SXR375	<i>Plants, pigments and light</i>	15	2005	2012
SXR376	<i>Molecular basis of human disease</i>	15	2006	2012
T172	<i>Working with our environment: technology for a sustainable future</i>	30	2000	2009
T203	<i>Materials: engineering and science</i>	60	1994	2002
T206	<i>Energy for a sustainable future</i>	60	2003	2018
T235	<i>Engineering mechanics: solids</i>	30	1990	2003
T265	<i>Renewable energy</i>	30	1996	2003
T303	<i>Environmental modelling</i>	60	1997	2004
T308	<i>Environmental monitoring, modelling and control</i>	60	2005	2012
T331	<i>Engineering mechanics: solids and fluids</i>	30	1985	2004
T333	<i>Heat transfer: principles and applications</i>	30	1991	2002
T354	<i>Inside electronic devices: engineering of information technology</i>	30	1997	2005
U116	<i>Environment: journeys through a changing world</i>	60	2009	2016
U205	<i>Health and disease</i>	60	1985	2003
U206	<i>Environment</i>	60	1991	2002
U216	<i>Environment</i>	60	2004	2012

If you are using this list of modules to plan your OU study with a view to applying for the OU PGCE in science, we suggest that you discuss your module choice with an educational adviser early on in your studies. You can contact an educational adviser in your regional or national centre.

Music

Applicants for the OU PGCE course in music are generally expected to have a degree or degree equivalent qualification in which music is a substantial element. Acceptable qualifications include graduate diplomas from conservatoires. However applicants with degrees in subjects other than music but who have substantial experience as a professional musician (performer or composer) or music teacher are welcome to apply. All applicants must provide

evidence that they can perform on an instrument/voice at the equivalent of the Grade 8 examination of the Royal Schools of Music.

The OU offers an 'instrumental option' within the PGCE music course. This is available only to those who are employed by local authority music services and allows those following this option to spend part of the required time in school as an instrumental/voice teacher.

Current and recent OU undergraduate modules considered to have direct subject relevance to our PGCE in music

Code	Title	Credits	From	To
A179	<i>Start listening to music</i>	10	2007	2014
A206	<i>The enlightenment</i>	60	1993	2003
A207	<i>From Enlightenment to Romanticism c.1780-1830</i>	60	2008	2015
A214	<i>Understanding music: elements</i>	60	1994	2010
A224	<i>Inside music</i>	60	2011	2022
AA100	<i>The Arts past and present</i>	60	2008	2019
AA301	<i>Philosophy of the arts</i>	60	1992	2005
AA302	<i>From composition to performance: musicians at work</i>	60	1998	2007
AA305	<i>The renaissance in Europe: a cultural enquiry</i>	60	2000	2008
AA314	<i>Studies in music 1750–2000: interpretation and analysis</i>	60	2002	2007
AA317	<i>Words and music</i>	60	2008	2011
TA212	<i>The technology of music</i>	60	2007	2014
TA225	<i>The technology of music</i>	30	2004	2006

If you are using this list of modules to plan your OU study with a view to applying for the OU PGCE in music, we suggest that you discuss your module choice with an educational adviser early on in your studies. You can contact an educational adviser in your regional or national centre.

Modern foreign languages

The course is run in French, German and Spanish.

- Applicants will need a degree in at least one of these languages or a degree in which one of these features as a substantial part (at least 50 per cent in the first language offered). Applicants wishing to offer Spanish or German as their first language **must** be able to offer French as their second one, and ideally should be qualified up to A-Level standard (or the relevant OU Level 2 language module), or have spent several years living and working in a Francophone country.
- Furthermore, to ensure a good grounding in the subject, in order to teach up to A-level or equivalent, applicants should be advised to take at least 240 credits in their chosen language.

As many schools do not offer all of the languages offered by the OU PGCE, being able to offer a second modern foreign language is very important in securing school placements and also helps in securing a job

at the end of the PGCE course as teachers who can offer a second foreign language are particularly sought by schools.

Preference on the course will therefore be given to applicants who can offer main and subsidiary languages as follows:

- main Spanish with subsidiary French
- main German with subsidiary French
- main French with either subsidiary German or subsidiary Spanish.

Note that the OU's BA (Hons) in Modern Language Studies has a complex menu of possible combinations of language modules, but it is possible for students to take 180 credits of study in their first modern language and 120 credits in their second, plus a module in English. This would provide a sufficient level of study for an applicant to offer a combination of two out of the three languages (French, German and Spanish) which we offer on the PGCE.

Current and recent OU undergraduate modules considered to have direct subject relevance to our PGCE in modern foreign languages

Code	Title	Credits	From	To
L120	<i>Ouverture: intermediate French</i>	30	1995	2016
L130	<i>Auftakt: get ahead in German</i>	30	1997	2016
L140	<i>En rumbo: intermediate Spanish</i>	30	1999	2016
L192	<i>Bon départ: beginners' French</i>	30	2004	2021
L(ZX)193	<i>Rundblick: beginners' German</i>	30	2003	2008
L(ZX)194	<i>Portales: beginners' Spanish</i>	30	2003	2008
L203	<i>Motive: moving on in German</i>	60	2002	2018
L204	<i>Viento en popa: moving on in Spanish</i>	60	2000	2018
L210	<i>Mises au point: French language and culture</i>	60	1997	2004
L211	<i>Nouvel envol: take off in French</i>	60	2004	2018
L213	<i>Variationen: German language and society</i>	60	2000	2004
L221	<i>Envol: take off in French</i>	30	1996	2002
L230	<i>Motive: moving on in German</i>	30	1998	2003
L231	<i>Motive: top up</i>	30	2002	2004
L302	<i>Réflexions</i>	60	2004	2004
L310	<i>Nouvelles mises au point</i>	60	2004	2020
L313	<i>Variationen: German language and society</i>	60	2004	2008
L314	<i>A buen puerto: fast forward in Spanish</i>	60	2001	2020
LL120	<i>Ouverture: a fresh start in French [accreditation of prior experiential learning]</i>	30	2002	2003
LL130	<i>Auftakt: get ahead in German [accreditation of prior experiential learning]</i>	30	2002	2003
LL221	<i>Envol: take off in French [accreditation of prior experiential learning]</i>	30	2002	2002
LXR123	<i>French in business</i>	10	2002	2002
LXR132	<i>Kapriolen: action in German</i>	10	2001	2003
LZX120	<i>Ouverture – intermediate French</i>	30	2006	2008
LZX130	<i>Auftakt: get ahead in German</i>	30	2005	2008
LZX140	<i>En rumbo: intermediate Spanish</i>	30	2005	2007
LZX192	<i>Bon départ: beginners' French</i>	30	2005	2008
LZX203	<i>Motive: moving on in German</i>	60	2004	2008
LZX204	<i>Viento en popa</i>	60	2007	2009
LZX211	<i>Nouvel envol</i>	60	2004	2008
LZX310	<i>Nouvelles mises au point</i>	60	2005	2009
LZX313	<i>Variationen: German language and society</i>	60	2004	2009
LZX314	<i>A buen puerto: fast forward in Spanish</i>	60	2008	2010

If you are using this list of modules to plan your OU study with a view to applying for the OU PGCE in modern foreign languages, we suggest that you discuss your module choice with an educational adviser early on in your studies. You can contact an educational adviser in your regional or national centre.

Geography

The OU Geography PGCE course aims to develop the professional skills, knowledge and attitudes needed by teachers in order to help pupils engage with the learning of the subject.

In particular, the course helps students to develop:

- An understanding of the nature of geography as it is taught in school today, and the links between geography and other subjects and initiatives (such as citizenship and literacy).
- A broad personal subject knowledge base that covers human, physical and environmental geographies.
- A range of subject-specific learning and teaching strategies including fieldwork, ICT, enquiry and map work.

Applicants, therefore, need an understanding of the basic concepts of geography. The minimum requirement is that 180 credits of the student's undergraduate degree have clear 'geography' content:

- A geography degree or a degree in a specialist geography area, e.g. human geography, physical geography or environmental geography, would meet this requirement without question.

- Degrees in related subject areas such as earth science, geology, environmental science, urban studies normally also meet this requirement.

For OU degrees, the modules in the following table are the ones that are acceptable in terms of their geography content. OU students who are choosing modules with a view to applying for the geography PGCE in the future need to bear the 180 credits of 'geography content' rule in mind.

- Modules leading to a diploma in geography, human geography, geosciences or environmental studies, or any other environment diploma, together with its introductory module, would be a very good preparation for the PGCE and would provide the required 'geography' content. Then additional modules could be chosen that would enable the student to broaden their 'geographical' experience; either would be useful.

For example, a student who had studied for a diploma in geography plus its recommended introductory module, could then study a module such as *A world of whose making?* (DU301) to further specialise in human geography, or could add other relevant modules to gain a broader geographical perspective. There is a multitude of acceptable combinations.

Current and recent OU undergraduate modules considered to have direct subject relevance to our PGCE in geography

Code	Title	Credits	From	To
B300	<i>Business behaviour in a changing world</i>	60	2001	2008
D214	<i>The United States in the twentieth century</i>	60	1994	2004
D215	<i>The shape of the world: explorations in human geography</i>	60	1995	2004
DD100	<i>An introduction to the social sciences: understanding social change</i>	60	2000	2009
DD101	<i>Introducing the social sciences</i>	60	2009	2019
DD121	<i>An introduction to the social sciences: understanding social change part 1</i>	30	2003	2008
DD122	<i>An introduction to the social sciences: understanding social change part 2</i>	30	2004	2008
DD200	<i>Governing Europe</i>	60	2002	2010
DD202	<i>Economics and social change</i>	60	2003	2012
DD205	<i>Living in a globalised world</i>	60	2006	2015
DD302	<i>Pacific studies</i>	60	1998	2005
DD304	<i>Understanding cities</i>	60	1999	2011
DU301	<i>A world of whose making?</i>	60	2004	2013
DU310	<i>Environmental policy in an international context</i>	60	2000	2003
DU311	<i>Earth in crisis: environmental policy in an international context</i>	60	2009	2018
S103	<i>Discovering science</i>	60	1998	2008
S104	<i>Exploring science</i>	60	2008	2015
S175	<i>Understanding the frozen Planet</i>	10	2011	2015
S186	<i>Volcanoes, earthquakes and tsunamis</i>	10	2007	2012

S189	<i>Understanding the weather</i>	10	2008	2013
S190	<i>Global warming – the science behind the headlines</i>	10	2001	2004
S199	<i>Modelling the climate</i>	10	2005	2008
S216	<i>Environmental science</i>	60	2002	2013
S260	<i>Geology</i>	30	1999	2009
S267	<i>How the earth works: the earth's interior</i>	30	1993	2005
S268	<i>Physical resources and environment</i>	30	1994	2004
S269	<i>Earth and life</i>	30	1997	2006
S276	<i>Geology</i>	30	2010	2018
S279	<i>Our dynamic planet; earth and life</i>	30	2007	2015
S280	<i>Science matters</i>	30	1993	2002
S328	<i>Ecology</i>	30	1996	2004
S330	<i>Oceanography</i>	30	1989	2012
S339	<i>Understanding the continents</i>	30	1990	2012
S369	<i>The geological record of environmental change</i>	30	2002	2013
S396	<i>Ecosystems</i>	30	2008	2015
SXG390	<i>Science project course: geohazards</i>	30	2005	2012
SXR216	<i>Environmental science in the field</i>	10	2004	2011
SXR260	<i>The geological history of the British Isles</i>	10	2005	2011
SXR339	<i>Ancient mountains: practical geology in Scotland</i>	10	2005	2012
SXR369	<i>Environmental change: the record in the rocks</i>	10	2005	2011
T206	<i>Energy for a sustainable future</i>	60	2003	2012
T237	<i>Environmental control and public health</i>	30	1993	2002
U116	<i>Environment: journeys through a changing world</i>	60	2009	2016
U205	<i>Health and disease</i>	60	1985	2003
U206	<i>Environment</i>	60	1991	2002
U213	<i>International development: challenges for a world in transition</i>	60	2002	2011
U216	<i>Environment</i>	60	2004	2012
U316	<i>The environmental web</i>	60	2003	2013

If you are using this list of modules to plan your OU study with a view to applying for the OU PGCE in geography, we suggest that you discuss your module choice with an educational adviser early on in your studies. You can contact an educational adviser in your regional or national centre.

11 Specialisms in teaching and other education-related careers

This publication is mainly about teaching in schools, but this section contains information on other areas of teaching, and careers related to teaching that you might want to consider.

Some people want to specialise in different areas of teaching (e.g. further or tertiary education, inclusive education). You should ensure that you carefully research how you can train for these and what the implications might be for planning your OU study.

Look in Appendix 1 for further information. The OU's *Education Prospectus* outlines the range of modules in education that lead to recognised qualifications. You can request this from the *Study at the OU* website at www.open.ac.uk/study or our Student Registration & Enquiry Service on +44 (0)845 300 60 90.

Further education teaching

Teachers in further education (FE) work mainly with post-16 and/or adult learners. They teach at all levels, from basic skills to HNC/D, degrees and professional diplomas. Courses may lead to general or vocational qualifications to prepare students for work or higher education. A teaching qualification is now a mandatory requirement for teachers operating in this sector in England and Wales.

For new entrants to the profession in England and Wales the usual route is a PGCE in Further Education or Post Compulsory Education. This can be a full-time university-based course, or part-time in-service course. To find details of courses, go to the Graduate Teacher Training Registry website at www.gttr.ac.uk. It may be possible to secure a job in FE without taking a PGCE. Those who are involved in planning and preparing teaching sessions and assessing students' progress will need to complete the Diploma in Teaching in the Lifelong Learning Sector (DTLLS), which is available part-time. This leads to Qualified Teacher Lifelong Learning Sector (QTLS), which is the FE sector equivalent of the Qualified Teacher Status (QTS) needed to teach in schools. We suggest that you approach FE colleges for their views on this qualification. You are more likely to get a positive response if you are looking to teach subject areas where there is a shortage.

Another alternative would be to enter further education teaching after having done secondary teaching, as teachers holding Qualified Teacher Status are eligible to teach in the FE sector but note that an FE teaching qualification does not give Qualified Teacher Status for teaching in schools.

Visit the Lifelong Learning UK (LLUK) website for more information about the FE sector www.lluk.org.

For new entrants to the profession in Scotland, the Teaching Qualification in Further Education (TQFE) is usually undertaken by lecturers post-employment through one of the three approved universities – Aberdeen, Dundee and Stirling. The qualification can be taken at either undergraduate or postgraduate level depending on whether the lecturer has a degree, HND or professional qualification. Further information can be obtained from the Professional Development Forum Scotland website via: www.fepdfscotland.co.uk.

In the Republic of Ireland, teachers working in further or adult education do not need to have a professional teaching qualification. From 2013 in accordance with *The Teaching Council [Registration] Regulations, 2009*, all teachers in further education will be required to hold a level 8 degree on the Nation Qualifications Framework, and a teacher education qualification. Further information is available from www.teachingcouncil.ie.

Higher education lecturing

To become a university lecturer you will normally need to study for masters or PhD qualifications in the subject you want to teach. Lecturers for more specialised or vocational subjects can often enter with experience of that field, and a teaching qualification, rather than a PhD. Some research students undertake part-time teaching responsibilities while still registered as students, which is a valuable way to build up teaching experience. In the early stages of a career, it may be very difficult to gain a permanent contract as an HE lecturer and many are on fixed-term contracts. For more information go to: www.prospects.ac.uk/links/education.

OU associate lecturer

Students on OU modules organise their own study time, which can be a difficult skill to master. As an associate lecturer you become the 'face' of the OU for a group of students whose learning you support. As an associate lecturer you would offer learning support to students through:

- teaching and assessment (online and for some modules by post)
- individual contact by email, phone or post
- group tutorials and day schools (face-to-face or online).

To become an associate lecturer with the OU you will need to have a degree or a professional or vocational qualification in the subject area you wish to teach. Your academic specialism or professional experience must be complemented by a personal commitment to the education of adults, and an appreciation of the challenges for adult learners who are studying at a distance. It is essential that associate lecturers understand and accept the diversity of OU students and their learning needs. Many OU associate lecturers teach full- or part-time at other education institutions.

Not all modules ask for previous teaching experience, so it is important that you read the person specification to find out if it is a requirement for the module(s) you apply to tutor. For more information go to www.open.ac.uk/jobs.

Teaching/classroom assistants

Some schools in England and Wales now employ specialist teaching assistants and, in England, Higher Level Teaching Assistants (HLTA). Please look at the TDA website for up-to-date information on training providers at www.tda.gov.uk/support-staff. Please note that these specialisms do not currently exist in Scotland, Northern Ireland and the Republic of Ireland.

The OU offers a certificate module for teaching/classroom assistants in primary schools in the UK, *Supporting learning in primary schools* (E111). Please see www.open.ac.uk/study or ask for a prospectus from our Student Registration & Enquiry Service on +44 (0)845 300 60 90. You need to note the entry requirements and how the qualification fits within other OU qualifications. This is a compulsory Level 1 (SCQF Level 7) module in the Foundation Degree/Dip HE in Primary Teaching and Learning, so if you achieve the certificate, you have the option to go on to further study on the Foundation Degree/ Diploma of Higher Education.

If you are considering doing a foundation degree (or Diploma of Higher Education in Scotland) as a way to gain entry to becoming a teacher, you are **strongly advised to seek advice** from your regional or national centre, an Initial Teacher Education provider, your national agency for teacher education and training, or your local education authority beforehand. (See Appendix 3 for contact details.) If you are already on a foundation degree programme, **we strongly recommend that you seek advice** on the most appropriate Level 3 (SCQF level 10) modules to study if you are considering topping up from a foundation degree/Dip HE to an honours degree. In some cases students may need additional Level 2 (SCQF Levels 8 or 9) study before progressing to the Level 3 (SCQF level 10) modules, in order to provide the necessary national curriculum content.

Teaching English as a Foreign Language

Teaching English as a Foreign Language (TEFL) involves teaching English, either in the UK or overseas, to students whose first or main language is not English. TEFL teachers work in commercial language schools, primary and secondary schools, and in FE. There are also opportunities in development organisations, government departments, volunteer organisations, multinational companies and The British Council. Some may also teach in industry while others are self-employed. Students may be of all ages and levels, and in various class sizes, depending on where you teach. Classes are usually taught in English, even with beginners.

TEFL is increasingly a graduate role and it is now more difficult for those with no formal qualifications to obtain posts, and almost impossible in the UK. If you have a good basic education and an excellent command of English, it is still sometimes possible to find work in the private sector abroad with no training or experience, but a degree is often required.

Many language schools in the UK and abroad offer training courses ranging from short introductions lasting a couple of days to intensive certificate courses lasting four to six weeks. The standard qualification for entry into TEFL and for work in an accredited school in the UK is a certificate-level qualification. Most employers tend to favour courses of a minimum of 100 hours' teaching input plus observed teaching practice. The most commonly accepted courses are:

- Trinity College London CertTESOL (Teaching English to Speakers of Other Languages)
- Cambridge CELTA (Certificate in English Language Teaching to Adults).

For more information, go to:

www.prospects.ac.uk/education.

Other education-related careers

If you are interested in other education-related careers or any specialist area of teaching such as special needs teaching, adult education, private music teaching, learning mentor, English as a second language teacher, etc, please seek further advice from your regional or national centre. If you are an OU student, they may refer you for an individual interview with one of our careers advisers.

Other sources of information can be found in Appendix 3.

12 Disability and additional requirements

Many employers have well-developed equal opportunities policies to help them recruit a more diverse workforce. New guidance for providers of teacher training in England and Wales on disability discrimination and 'fitness to teach' is given in a publication called *Able to teach*. The publication is designed to help providers meet the disability discrimination requirements of the 2010 Equality Act. It is available to download from www.tda.gov.uk. Many disabled students and graduates are able to work without the need for specific adjustments or support but for some students, additional support can help to enable access to work.

If you have a disability or additional requirement, some of the following resources and organisations may be useful to you:

- If you are an OU student, ask for a copy of the *Career Planning and Job Seeking Workbook* from your regional or national centre (contact details are on our website at www.open.ac.uk/local). Section 5 is about equality and diversity issues in job seeking. It is also available to view or print from the OU Careers Advisory Service website at www.open.ac.uk/careers by using your OU computer username and password. You may also find some helpful information at www.open.ac.uk/disability.
- **Royal National Institute for the Blind (RNIB)**
105 Judd Street
London WC1H 9NE
Phone: +44 (0)20 7388 1266
Helpline: +44 (0)303 123 9999
Website: www.rnib.org.uk
- **The Royal National Institute for Deaf People (RNID)**
19–23 Featherstone Street
London EC1Y 8SL
Phone: +44 (0)20 7296 8000
Textphone: +44 (0)20 7296 8001
Fax: +44 (0)20 7296 8199
Website: www.rnid.org.uk
- **The National Bureau for Students with Disabilities** in the UK closed in April 2011 but, as we go to press (November 2011) some parts of their website www.skill.org.uk continue to be hosted as a free information archive and their website currently includes some information about getting into teacher training if you are disabled.



Appendix 1: The Open University contact information

Contact details for the OU's thirteen regional and national centres are on our website at www.open.ac.uk/local.

For advice about choosing OU qualifications and modules visit our website at www.open.ac.uk/study or call our Student Registration & Enquiry Service (contact details below).

Student Registration & Enquiry Service

The Open University

PO Box 197

Milton Keynes

MK7 6BJ

Phone: +44 (0) 845 300 60 90

Email: general-enquiries@open.ac.uk

Our lines are open:

Monday to Friday: 08:00 to 20:00 (UK time)

Saturday: 09:00 to 17:00

Calls to this line are charged at the UK local rate when calling from a UK landline.

For Welsh speakers

If you would prefer to discuss your study needs in Welsh, please contact The Open University in Wales in Cardiff, where we will be pleased to offer you personal guidance as well as information about the services available. You may contact us by letter, phone or email, or you are welcome to visit us. We recommend that you make an appointment first to make sure an appropriate adviser will be available.

Although we are able to offer a range of services for Welsh speakers, our study materials and teaching are normally in English.

Phone: +44 (0) 29 2047 1170

Email: wales@open.ac.uk

I siaradwyr Cymraeg

Os yw hi'n well gennych drafod eich anghenion astudio yn Gymraeg mae croeso i chi gysylltu â'r Brifysgol Agored yng Nghymru yng Nghaerdydd lle byddwn yn falch o roi cyfarwyddyd personol i chi yn ogystal â gwybodaeth am y gwasanaethau sydd ar gael. Gallwch gysylltu â ni drwy lythyr, galwad ffôn neu neges ebost, neu, os yw hi'n well gennych, mae croeso i chi ymweld â ni. Byddem yn argymhell i chi wneud apwyntiad gyntaf i sicrhau y bydd arbenigwr priodol ar gael.

Nodwch, os gwelwch yn dda, er ein bod yn gallu cynnig ystod o wasanaethau i siaradwyr Cymraeg, bod ein deunyddiau cwrs ac addysgu fel arfer yn Saesneg.

Rhif ffon: + 44 (0) 29 2047 1170

Ebost: wales@open.ac.uk

Republic of Ireland

Phone our Enquiry and Advice Centre in Dublin on 01 6785399 or The Open University in Ireland on +44 (0)28 9032 3722.

Email: ireland@open.ac.uk

Appendix 2: Careers websites and publications

The Open University

For careers information, visit the OU Careers Advisory Service website at www.open.ac.uk/careers. This website also contains a number of case studies of current and former OU students who have gone into teaching. You'll find these on www.open.ac.uk/careers/student-stories.php. You can also access video clips of our careers advisers talking about getting into teaching on www.open.ac.uk/careers/getting-into-teaching.php. You will need your OU computer username to view these.

Universities and colleges are required to publish short 'employability statements' describing what they offer to students to support their employability and their transition into employment and beyond. You'll find The Open University's employability statement on our careers website at www.open.ac.uk/employability

For details of OU qualifications and modules, visit www.open.ac.uk.

Association of Graduate Careers Advisory Services (AGCAS)

AGCAS Job Sectors provide a comprehensive career guide to your chosen subject. View information on Teaching and Education at www.prospects.ac.uk/teaching_education_sector.htm. You can view the full range of job sectors at www.prospects.ac.uk/sectors.htm.

AGCAS Types of Jobs enables you to search types of jobs alphabetically (such as early years teacher, primary/secondary school teacher, or further/ higher education lecturer) or by category under *Education*

(e.g. English as a Foreign Language teacher, special educational needs teacher). See www.prospects.ac.uk/types_of_jobs.htm

Relevant subjects in the **AGCAS Options Series** include education. These are available at www.prospects.ac.uk/options_with_your_subject.htm.

Information on applying for a PGCE or PGDE and getting a teaching job is available at www.prospects.ac.uk/teaching_advice.htm.

Graduate Careers Ireland (GCI) career sector information for Teaching and Education is available at <http://gradireland.com/career-sectors/teaching-and-education>.

Appendix 3: Other organisations offering information

England and Wales

Training and Development Agency for Schools (TDA)

The agency produces a range of publications covering primary and secondary level teaching and teacher training, and the various subject specialisms of the school curriculum.

To contact the TDA for further information about teaching and the routes into teaching, call the Teaching Information Line on: +44 (0)800 389 2500 (for English speakers), +44 (0)800 085 0971 (for Welsh speakers) or +44 (0)117 915 8161 (minicom). The website for the agency is at www.tda.gov.uk, where you'll find a range of resources to support applicants for teacher training. For example:

- an interactive interview to help you practise and prepare for your face-to-face interview
- online guidance and tips to help you with your application
- online events – live interactive sessions with specialist advisers.

Teacher Training and Education in Wales

Website: www.teachertrainingwales.org

The TDA also works on behalf of the National Assembly for Wales to promote Initial Teacher Education in Wales.

General Teaching Council for Wales

Phone: +44 (0)29 2055 0350
Website: www.gtcw.org.uk

Teach First

4 More London
Riverside
London SE1 2AU
Phone: +44 (0)844 880 1800
Website: www.teachfirst.org.uk

A two-year teacher training and leadership development programme involving working in a challenging secondary school in the North West, East Midlands, Yorkshire and the Humber, the West Midlands or London. The programme involves focusing on the achievements and aspirations of pupils and their access to further opportunities both in education and beyond. Teach First takes outstanding graduates and transforms them into inspiring leaders.

Teacher Net

Phone: +44 (0)870 000 2288
Website: www.teachernet.gov.uk

A site developed by the Department for Children, Schools and Families as a resource to support the education profession.

Lifelong Learning UK

8th Floor, Centurian House
24 Monument Street
London EC3R 8AQ
Phone: +44 (0)300 303 8077
Adviceline: +44 (0)300 303 1877
Website: www.lluk.org

Information on working in the FE sector, including a list of teacher training qualifications.

University and College Union

Carlow Street
London, MW1 7LH
Phone: +44 (0)20 7756 2500
Website: www.ucu.org.uk

A professional association of staff working in further and higher education who can offer advice on training to teach and work in this field.

Graduate Teacher Training Registry (GTTR)

Phone: +44 (0)871 468 0469
Website: www.gttr.ac.uk

Offers information on all PGCE courses and the application process. GTTR publishes an annual handbook and Guide to applicants. Further information on financial support is available from www.direct.gov.uk/studentfinance (England) and www.studentfinance.wales.co.uk (Wales)

NASUWT

Hillscourt Education Centre
Rose Hill
Rednal
Birmingham B45 8RS
Phone: +44 (0)121 453 6150
Fax: +44 (0)121 457 6208
Website: www.nasuwt.org.uk

NASUWT is the largest teachers' union in the UK representing teachers and headteachers in all sectors. NASUWT campaigns to improve teachers' pay, reduce workload, remove bureaucracy, achieve a better work/life balance and tackle pupil indiscipline. Unrivalled legal and professional services are provided by a network of national, regional and local officers.

Scotland

The Scottish Government produces a very useful booklet *Teach in Scotland*, which is updated and revised each year. All information is available on the Scottish Government Teaching in Scotland website at www.teachinginscotland.com. The booklet is also available from:

Scottish Government Education Department

Teachers Division
Area 2A, Victoria Quay
Edinburgh, EH6 6QQ
Phone: +44 (0)845 345 4745
Email: teaching@infoscotland.com
Website: www.teachinginscotland.com

The following addresses may also be useful.

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston
EH54 6GA
Phone +44 (0)141 282 5000
Email enquiries@educationscotland.gov.uk
Website www.educationscotland.gov.uk

This new national body is responsible for supporting quality and improvement in learning and teaching from early years to adult and community learning.

The General Teaching Council for Scotland

Clerwood House
96 Clermiston Road
Edinburgh, EH12 6UT
Phone +44 (0)131 314 6000
Email gtcs@gtcs.org.uk
Website: www.gtcs.org.uk

Chartered Teacher Programme

<http://www.gtcs.org.uk/professional-development/chartered-teacher.aspx>

A programme for qualified and experienced teachers in Scotland. This is offered by a number of education providers.

Student Awards Agency for Scotland

Gyleview House
3 Redheughs Rigg
Edinburgh EH12 9HH
Phone: 0300 555 0505
Website: www.saas.gov.uk

Northern Ireland

The General Teaching Council for Northern Ireland

4th Floor, Albany House
73–75 Great Victoria Street
Belfast BT2 7AF
Phone: +44 (0)28 9033 3390
Website: www.gtcni.org.uk

The Department of Education Northern Ireland

Rathgael House
Balloo Road
Rathgill, Bangor
BT19 7PR
Phone: +44 (0)28 9127 9279
Website: www.deni.gov.uk

The Department offers the leaflet *Qualified to teach in Northern Ireland*.

Further details about financial support are available from www.studentfinanceni.co.uk

Republic of Ireland

Department of Education and Science

Phone: 01 889 6400

Website: www.education.ie

The Teaching Council

The professional body for teaching in Ireland

Phone: 01 651 7900

Website: www.teachingcouncil.ie

Becoming a teacher
2012

SUP 025811

Designed by the LTS Corporate Team