

**LTC12D142**

**Title:** *SSF LTQC Course Approvals*  
**Author:** Heather Reynolds  
**Date:** 13/6/13  
**Circulation:** Learning & Teaching Committee – 26 June 2013  
**Agenda:** LTC12A006  
**Version:** Final Version  
**Status:** Open

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**Issue**

To receive new course approval for EDU PGCE/QTS School Direct (21 routes) from the Faculty of Social Sciences, Teaching and Quality Committee.

**Recommendation**

None.

**Resource Implications**

In the short term additional Associate Tutors funded by additional fee income. Longer term there is likely to be a reduction in core PGCE places and therefore no additional resources will be required. Additional subject specialist support for Art and Design will draw upon bought in resource from partner school and the library collection for this subject will need to be strengthened.

Larger English and Maths cohorts may require larger rooms (PGCE teaching currently mainly occurs in EDU priority rooms).

Marginal impact for LTS in the short term but if numbers increase additional resource may be required.

**Risk Implications**

None.

**Equality and Diversity**

None.

**Timing of decisions**

SSF LTQC approved 12/6/13

**Further Information**

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: [h.reynolds@uea.ac.uk](mailto:h.reynolds@uea.ac.uk), for any queries/further information relating to this document.

**Background**

N/A

**Discussion**

N/A

**Attachments**

Course Proposal.

# FULL COURSE PROPOSAL FORM

(taught programmes only)

for **NEW COURSES** and  
**COURSE AMENDMENTS**  
with **RESOURCE IMPLICATIONS**

Please refer to the course proposal Procedure and Guidance CP-2013 to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)	new course? <i>note 1</i>	If no, please give existing course code
PGCE(M) Art & Design – School Direct		(New)
PGCE(M) Biology – School Direct		T1X1C1101SY
PGCE(M) Chemistry – School Direct		T1X1F1101SY
PGCE(M) English – School Direct		T1X1Q3101SY
PGCE(M) Geography – School Direct		T1X1L7101SY
PGCE(M) History – School Direct		T1X1V1101SY
PGCE(M) Mathematics – School Direct		T1X1G1101SY
PGCE(M) Modern Foreign Languages – School Direct		T1X1R9101SY
PGCE(M) Physical Education – School Direct		T1X1C6101SY
PGCE(M) Physics – School Direct		T1X1F3101SY
PGCE(M) Religious Education – School Direct		T1X1V6101SY
QTS Biology – School Direct (salaried)		T1X1C1101SY
QTS Chemistry – School Direct (salaried)		T1X1F1101SY
QTS English – School Direct (salaried)		T1X1Q3101SY
QTS Geography – School Direct (salaried)		T1X1L7101SY
QTS History – School Direct (salaried)		T1X1V1101SY
QTS Mathematics – School Direct (salaried)		T1X1G1101SY
QTS Modern Foreign Languages – School Direct (salaried)		T1X1R9101SY
QTS Physical Education – School Direct (salaried)		T1X1C6101SY
QTS Physics – School Direct (salaried)		T1X1F3101SY
QTS Religious Education – School Direct (salaried)		T1X1V6101SY
<b>School(s) of study &amp; Faculty</b>		

School of Education and Lifelong Learning						
<b>Proposer &amp; proposer's school</b>						
Maxine Rushton (EDU)						
<b>Proposed start date (of new course or of changes)</b>						<i>note 2</i>
September 2013						
<b>This proposal requires:</b> <i>note 3</i>	<b>Prior approval by Council</b>	Y	N	<b>Prior approval by LTC</b>	Y	N

**This form is in 5 parts:**

- Part 1            Summary and Rationale**
- Part 2            Business Case**
- Part 3            Academic Case including Programme Specification**
- Part 4            Key Information Set (KIS) data**
- Part 5            Approvals and Notification**

**The initiator is responsible for completing parts 1-4**

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 1 SUMMARY AND RATIONALE

Course One			
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education
	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF
<i>note S1c</i>	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>
			<b>NO</b> ✓
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)	
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) English – School Direct
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1Q3101SD
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>PGCE (M)</b>
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	PG Certificate in Educational Theory
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>	
		<b>Website (URL)</b>	
		<b>Date when accreditation/validation may take place</b>	
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	
		Integrated Masters	
		Masters	60 credits
		Other postgraduate (please specify)	
<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION (years or months)</b>	1 year

<i>note</i> S5b	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement		
<b>S6</b> <i>note</i> S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES	✓	NO
			If YES, does this conform with the UEA's code of practice on placements?		
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a		
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*.          Around 50 per cent of degree content should be the subject which you wish to teach.          Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.          Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>		
<b>S9</b>	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case				
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case				
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>		
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities				
<i>note</i> S12	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.          For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.          Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their admissions process.          All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including library facilities, electronic resources, support and welfare services and the Sports Park. They will be supported in their training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership</p>				

	<p>approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b></p> <p>The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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Course Two			
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>
			<b>NO</b>
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton
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<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Art and Design – School Direct
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1??101SD
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	PGCE (M)
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	PG Certificate in Educational Theory
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>	
		<b>Website (URL)</b>	
		<b>Date when accreditation/validation may take place</b>	
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	
		Integrated Masters	
		Masters	60 credits
		Other postgraduate (please	

		specify)									
<b>S5</b> <i>note</i> S5a	<b>a</b>	<b>DURATION</b> (years or months)	1 year								
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		Masters	60 credits			
		Other postgraduate (please specify)				
<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION</b> (years or months)	1 year			
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<b>S11</b> <i>note S11</i>	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>			
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note S12</i>	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including</p>					

	<p>library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b> The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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Course Five			
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF
	<b>c</b>	<b>JOINT COURSE? (ie owned/taught by more than one School)</b>	<b>YES</b>
			<b>NO</b>
	<b>d</b>	<b>NAME OF COURSE DIRECTOR (Home School)</b>	Maxine Rushton
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)</b>	
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Geography – School Direct
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1L7101SD
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>PGCE (M)</b>
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	PG Certificate in Educational Theory
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>	
		<b>Website (URL)</b>	
		<b>Date when accreditation/validation may take place</b>	
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	
		Integrated Masters	

		Masters	60 credits			
		Other postgraduate (please specify)				
<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION</b> (years or months)	1 year			
<i>note S5b</i>	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement			
<b>S6</b> <i>note S6</i>	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements?			<input checked="" type="checkbox"/>
<b>S7</b> <i>note S7</i>	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a			
<b>S8</b> <i>note S8</i>	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*.</p> <p>Around 50 per cent of degree content should be the subject which you wish to teach.</p> <p>Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>			
<b>S9</b>	<b>JACS Subject Level Code(s)</b>		To be completed by the Planning Office following approval of the Business Case			
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b>		To be completed by the Planning Office following approval of the Business Case			
<b>S11</b> <i>note S11</i>	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>			
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note S12</i>	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including</p>					

	<p>library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b> The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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<b>Course Six</b>				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b>	
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) History – School Direct	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1V1101SD	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>PGCE (M)</b>	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	PG Certificate in Educational Theory	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>		
		<b>Website (URL)</b>		
		<b>Date when accreditation/validation may take place</b>		
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		

		Masters	60 credits			
		Other postgraduate (please specify)				
<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION</b> (years or months)	1 year			
<i>note S5b</i>	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement			
<b>S6</b> <i>note S6</i>	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements?			<input checked="" type="checkbox"/>
<b>S7</b> <i>note S7</i>	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a			
<b>S8</b> <i>note S8</i>	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>			
<b>S9</b>	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case					
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case					
<b>S11</b> <i>note S11</i>	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>			
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note S12</i>	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including</p>					

	<p>library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b> The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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Course Seven				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b>	
<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton		
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Mathematics – School Direct	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1G1101SD	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>PGCE (M)</b>	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	PG Certificate in Educational Theory	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>		
		<b>Website (URL)</b>		
		<b>Date when accreditation/validation may take place</b>		
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		



		Masters	60 credits			
		Other postgraduate (please specify)				
<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION</b> (years or months)	1 year			
<i>note S5b</i>	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement			
<b>S6</b> <i>note S6</i>	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements?		<input checked="" type="checkbox"/>	
<b>S7</b> <i>note S7</i>	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a			
<b>S8</b> <i>note S8</i>	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>			
<b>S9</b>	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case					
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case					
<b>S11</b> <i>note S11</i>	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>			
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note S12</i>	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including</p>					

	<p>library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b> The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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<b>Course Eight</b>				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b> ✓	
<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton		
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Modern Foreign Languages – School Direct	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1R9101SD	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>PGCE (M)</b>	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	PG Certificate in Educational Theory	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>		
		<b>Website (URL)</b>		
		<b>Date when accreditation/validation may take place</b>		
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		

		Masters	60 credits			
		Other postgraduate (please specify)				
<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION</b> (years or months)	1 year			
<i>note S5b</i>	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement			
<b>S6</b> <i>note S6</i>	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements?			<input checked="" type="checkbox"/>
<b>S7</b> <i>note S7</i>	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a			
<b>S8</b> <i>note S8</i>	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*.</p> <p>Around 50 per cent of degree content should be the subject which you wish to teach.</p> <p>Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>			
<b>S9</b>	<b>JACS Subject Level Code(s)</b>					
	To be completed by the Planning Office following approval of the Business Case					
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b>					
	To be completed by the Planning Office following approval of the Business Case					
<b>S11</b> <i>note S11</i>	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>			
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note S12</i>	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including</p>					

	<p>library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b> The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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<b>Course Nine</b>				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b>	
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Physical Education – School Direct	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1C6101SD	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>PGCE (M)</b>	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	PG Certificate in Educational Theory	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>		
		<b>Website (URL)</b>		
		<b>Date when accreditation/validation may take place</b>		
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		

		Masters	60 credits			
		Other postgraduate (please specify)				
<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION</b> (years or months)	1 year			
<i>note S5b</i>	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement			
<b>S6</b> <i>note S6</i>	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements?			<input checked="" type="checkbox"/>
<b>S7</b> <i>note S7</i>	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a			
<b>S8</b> <i>note S8</i>	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language, in Mathematics and in Science. Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>			
<b>S9</b>	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case					
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case					
<b>S11</b> <i>note S11</i>	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>			
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note S12</i>	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including</p>					

	<p>library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b></p> <p>The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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Course Ten				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE? (ie owned/taught by more than one School)</b>	<b>YES</b>	
			<b>NO</b>	✓
	<b>d</b>	<b>NAME OF COURSE DIRECTOR (Home School)</b>	Maxine Rushton	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)</b>		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Physics – School Direct	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>		
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	PGCE (M)	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	PG Certificate in Educational Theory	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>		
		<b>Website (URL)</b>		
		<b>Date when accreditation/validation may take place</b>		
<b>S4</b> <i>note S4</i>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		

		Integrated Masters									
		Masters	60 credits								
		Other postgraduate (please specify)									
<b>S5</b> <i>note S5a</i>	<b>a</b>	<b>DURATION</b> (years or months)	1 year								
<i>note S5b</i>	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement								
<b>S6</b> <i>note S6</i>	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		<table border="1"> <tr> <td>YES</td> <td>✓</td> <td>NO</td> <td></td> </tr> <tr> <td colspan="3">If YES, does this conform with the UEA's code of practice on placements?</td> <td>✓</td> </tr> </table>	YES	✓	NO		If YES, does this conform with the UEA's code of practice on placements?			✓
YES	✓	NO									
If YES, does this conform with the UEA's code of practice on placements?			✓								
<b>S7</b> <i>note S7</i>	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a								
<b>S8</b> <i>note S8</i>	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>								
<b>S9</b>	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case										
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case										
<b>S11</b> <i>note S11</i>	<b>FURTHER INFORMATION</b> available via...	<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>									
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities										
<i>note S12</i>	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive</p>										

	<p>the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b></p> <p>The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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Course Eleven			
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>
			<b>NO</b>
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)	
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Religious Education – School Direct
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1V6101SD
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>PGCE (M)</b>
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	PG Certificate in Educational Theory
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>	
		<b>Website (URL)</b>	
		<b>Date when accreditation/validation may take place</b>	
<b>S4</b>	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)	



note S4		Undergraduate	
		Integrated Masters	
		Masters	60 credits
		Other postgraduate (please specify)	
S5 note S5a	a	<b>DURATION</b> (years or months)	1 year
note S5b	b	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement
S6 note S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements? <input checked="" type="checkbox"/>
S7 note S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a
S8 note S8	<b>ENTRY REQUIREMENTS</b>		Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics. Satisfactory completion prior to commencing course of Department for Education's professional skills tests
S9	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case		
S10	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case		
S11 note S11	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>
S12	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities		
note S12	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their admissions process.</p>		

	<p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b></p> <p>The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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Course 12				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b>	
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) English – School Direct (salaried)	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1Q3101??	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	QTS	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	n/a	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
		<b>ACCREDITING/VALIDATING BODY (if relevant)</b>		
	<b>b</b>	<b>Website (URL)</b>		
		<b>Date when accreditation/validation may take place</b>		

<b>S4</b> <i>note</i> S4	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)				
		Undergraduate				
		Integrated Masters				
		Masters	60 credits			
		Other postgraduate (please specify)				
<b>S5</b> <i>note</i> S5a	<b>a</b>	<b>DURATION</b> (years or months)	1 year			
<i>note</i> S5b	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement			
<b>S6</b> <i>note</i> S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements?			<input checked="" type="checkbox"/>
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a			
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>			
<b>S9</b>	<b>JACS Subject Level Code(s)</b>					
	To be completed by the Planning Office following approval of the Business Case					
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b>					
	To be completed by the Planning Office following approval of the Business Case					
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>			
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note</i> S12	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their</p>					

	<p>admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b></p> <p>The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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Course 13				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b>	✓
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Biology – School Direct (salaried)	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1C1101SD	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	QTS	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	n/a	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>		
		<b>Website (URL)</b>		
		<b>Date when accreditation/validation may take place</b>		
<i>note S3b</i>				

<b>S4</b> <i>note</i> S4	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)				
		Undergraduate				
		Integrated Masters				
		Masters	60 credits			
		Other postgraduate (please specify)				
<b>S5</b> <i>note</i> S5a	<b>a</b>	<b>DURATION</b> (years or months)	1 year			
<i>note</i> S5b	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement			
<b>S6</b> <i>note</i> S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements?			
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a			
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>			
<b>S9</b>	<b>JACS Subject Level Code(s)</b>					
	To be completed by the Planning Office following approval of the Business Case					
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b>					
	To be completed by the Planning Office following approval of the Business Case					
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>			
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note</i> S12	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their</p>					

	<p>admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b></p> <p>The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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Course 14				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b>	✓
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Chemistry – School Direct (salaried)	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1F1101SD	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	QTS	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	n/a	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
	<i>note S3b</i>	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>	
<b>Website (URL)</b>				
<b>Date when accreditation/validation may take place</b>				

<b>S4</b> <i>note</i> S4	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)			
		Undergraduate			
		Integrated Masters			
		Masters	60 credits		
		Other postgraduate (please specify)			
<b>S5</b> <i>note</i> S5a	<b>a</b>	<b>DURATION</b> (years or months)	1 year		
<i>note</i> S5b	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement		
<b>S6</b> <i>note</i> S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
		If YES, does this conform with the UEA's code of practice on placements?			<input checked="" type="checkbox"/>
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a		
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>		
<b>S9</b>	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case				
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case				
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>		
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities				
<i>note</i> S12	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their</p>				

	<p>admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b></p> <p>The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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Course 15				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b>	✓
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Geography – School Direct (salaried)	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1L7101SD	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	QTS	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	n/a	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
		<b>ACCREDITING/VALIDATING BODY (if relevant)</b>		
<i>note S3b</i>	<b>b</b>	<b>Website (URL)</b>		
		<b>Date when accreditation/validation may take place</b>		



<b>S4</b> <i>note</i> S4	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)			
		Undergraduate			
		Integrated Masters			
		Masters	60 credits		
		Other postgraduate (please specify)			
<b>S5</b> <i>note</i> S5a	<b>a</b>	<b>DURATION</b> (years or months)	1 year		
<i>note</i> S5b	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement		
<b>S6</b> <i>note</i> S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
		If YES, does this conform with the UEA's code of practice on placements?			<input checked="" type="checkbox"/>
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a		
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>		
<b>S9</b>	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case				
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case				
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>		
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities				
<i>note</i> S12	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their</p>				

	<p>admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b></p> <p>The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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Course 16				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b>	✓
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) History – School Direct (salaried)	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1V1101SD	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>QTS</b>	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	n/a	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>		
		<b>Website (URL)</b>		
		<b>Date when accreditation/validation may take place</b>		

<b>S4</b> <i>note</i> S4	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)				
		Undergraduate				
		Integrated Masters				
		Masters	60 credits			
		Other postgraduate (please specify)				
<b>S5</b> <i>note</i> S5a	<b>a</b>	<b>DURATION</b> (years or months)	1 year			
<i>note</i> S5b	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement			
<b>S6</b> <i>note</i> S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements?			<input checked="" type="checkbox"/>
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a			
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>			
<b>S9</b>	<b>JACS Subject Level Code(s)</b>					
	To be completed by the Planning Office following approval of the Business Case					
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b>					
	To be completed by the Planning Office following approval of the Business Case					
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>			
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note</i> S12	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their</p>					

	<p>admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b></p> <p>The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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<b>Course 17</b>				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b>	✓
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Mathematics – School Direct (salaried)	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1G1101SD	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>QTS</b>	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	n/a	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a  note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>		
		<b>Website (URL)</b>		
		<b>Date when accreditation/validation may take place</b>		

<b>S4</b> <i>note</i> S4	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)				
		Undergraduate				
		Integrated Masters				
		Masters	60 credits			
		Other postgraduate (please specify)				
<b>S5</b> <i>note</i> S5a	<b>a</b>	<b>DURATION</b> (years or months)	1 year			
<i>note</i> S5b	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement			
<b>S6</b> <i>note</i> S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements?			
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a			
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>			
<b>S9</b>	<b>JACS Subject Level Code(s)</b>					
	To be completed by the Planning Office following approval of the Business Case					
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b>					
	To be completed by the Planning Office following approval of the Business Case					
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>			
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note</i> S12	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their</p>					

	<p>admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b></p> <p>The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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<b>Course 18</b>				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b>	
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Modern Foreign Languages – School Direct (salaried)	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1R9101SD	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>QTS</b>	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	n/a	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a  note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>		
		<b>Website (URL)</b>		
		<b>Date when accreditation/validation may take place</b>		

<b>S4</b> <i>note</i> S4	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)				
		Undergraduate				
		Integrated Masters				
		Masters	60 credits			
		Other postgraduate (please specify)				
<b>S5</b> <i>note</i> S5a	<b>a</b>	<b>DURATION</b> (years or months)	1 year			
<i>note</i> S5b	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement			
<b>S6</b> <i>note</i> S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements?			<input checked="" type="checkbox"/>
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a			
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>			
<b>S9</b>	<b>JACS Subject Level Code(s)</b>					
	To be completed by the Planning Office following approval of the Business Case					
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b>					
	To be completed by the Planning Office following approval of the Business Case					
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>			
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note</i> S12	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their</p>					

	<p>admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b></p> <p>The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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Course 19				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b>	
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Physical Education – School Direct (salaried)	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1C6101SD	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>QTS</b>	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	n/a	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a  note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>		
		<b>Website (URL)</b>		
		<b>Date when accreditation/validation may take place</b>		



<b>S4</b> <i>note</i> S4	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)				
		Undergraduate				
		Integrated Masters				
		Masters	60 credits			
		Other postgraduate (please specify)				
<b>S5</b> <i>note</i> S5a	<b>a</b>	<b>DURATION</b> (years or months)	1 year			
<i>note</i> S5b	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement			
<b>S6</b> <i>note</i> S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements?			<input checked="" type="checkbox"/>
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a			
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language <u>and</u> in Mathematics <u>and in Science</u>. Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>			
<b>S9</b>	<b>JACS Subject Level Code(s)</b> To be completed by the Planning Office following approval of the Business Case					
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b> To be completed by the Planning Office following approval of the Business Case					
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>			
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note</i> S12	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their</p>					

	<p>admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b></p> <p>The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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<b>Course 20</b>				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b>	✓
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Physics – School Direct (salaried)	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>		
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	QTS	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	n/a	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a</i>  <i>note S3b</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>		
		<b>Website (URL)</b>		
		<b>Date when accreditation/validation may take place</b>		

<b>S4</b> <i>note</i> S4	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)				
		Undergraduate				
		Integrated Masters				
		Masters	60 credits			
		Other postgraduate (please specify)				
<b>S5</b> <i>note</i> S5a	<b>a</b>	<b>DURATION</b> (years or months)	1 year			
<i>note</i> S5b	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement			
<b>S6</b> <i>note</i> S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
			If YES, does this conform with the UEA's code of practice on placements?			<input checked="" type="checkbox"/>
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a			
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>			
<b>S9</b>	<b>JACS Subject Level Code(s)</b>					
	To be completed by the Planning Office following approval of the Business Case					
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b>					
	To be completed by the Planning Office following approval of the Business Case					
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>			
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities					
<i>note</i> S12	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their</p>					

	<p>admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b></p> <p>The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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Course 21				
<b>S1</b>	<b>a</b>	<b>SCHOOL(S) OF STUDY</b>	School of Education	
<i>note S1c</i>	<b>b</b>	<b>FACULTY or FACULTIES</b>	SSF	
	<b>c</b>	<b>JOINT COURSE?</b> (ie owned/taught by more than one School)	<b>YES</b>	
			<b>NO</b>	✓
	<b>d</b>	<b>NAME OF COURSE DIRECTOR</b> (Home School)	Maxine Rushton	
	<b>e</b>	<b>NAME OF DEPUTY COURSE DIRECTOR</b> (partner School, for Joint Courses only)		
<b>S2</b> <i>note S2a</i>	<b>a</b>	<b>COURSE TITLE</b>	PGCE(M) Religious Education – School Direct (salaried)	
<i>note S2b</i>	<b>b</b>	<b>COURSE CODE</b>	T1X1V6101SD	
<i>note S2c &amp; S2d</i>	<b>c</b>	<b>AWARD</b>	<b>QTS</b>	
	<b>d</b>	<b>EXIT AWARD(S) AND TITLE(S)</b>	n/a	
	<b>e</b>	<b>FULL/PART-TIME (please specify)</b>	Full	
	<b>f</b>	<b>LOCATION (UEA Norwich, UEA London, Distance Learning)</b>	UEA Norwich	
	<b>g</b>	<b>AVAILABLE FROM:</b>	September 2013	
<b>S3</b> <i>note S3a</i>	<b>a</b>	<b>PROFESSIONAL AWARD (if any)</b>	QTS	
	<i>note S3b</i>	<b>b</b>	<b>ACCREDITING/VALIDATING BODY (if relevant)</b>	
<b>Website (URL)</b>				
<b>Date when accreditation/validation may take place</b>				

<b>S4</b> <i>note</i> S4	<b>LEVEL</b>	Sub-degree (e.g. Cert. Dip.)			
		Undergraduate			
		Integrated Masters			
		Masters	60 credits		
		Other postgraduate (please specify)			
<b>S5</b> <i>note</i> S5a	<b>a</b>	<b>DURATION</b> (years or months)	1 year		
<i>note</i> S5b	<b>b</b>	<b>MODE OF ATTENDANCE</b> (full-time, part-time, distance, other)	60 days taught/120 days placement		
<b>S6</b> <i>note</i> S6	<b>PLACEMENT(S)/WORK-BASED LEARNING REQUIRED</b>	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
		If YES, does this conform with the UEA's code of practice on placements?			
<b>S7</b> <i>note</i> S7	<b>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</b>		n/a		
<b>S8</b> <i>note</i> S8	<b>ENTRY REQUIREMENTS</b>		<p>Candidates are required to have an appropriate degree or its equivalent*. Around 50 per cent of degree content should be the subject which you wish to teach. Before making your application you must have a GCSE pass at Grade C or its equivalent* in English Language and in Mathematics.</p> <p>Satisfactory completion prior to commencing course of Department for Education's professional skills tests</p>		
<b>S9</b>	<b>JACS Subject Level Code(s)</b>				
	To be completed by the Planning Office following approval of the Business Case				
<b>S10</b>	<b>UCAS ADMISSION CODE / COURSE CODE</b>				
	To be completed by the Planning Office following approval of the Business Case				
<b>S11</b> <i>note</i> S11	<b>FURTHER INFORMATION</b> available via...		<a href="http://www.uea.ac.uk/education/">http://www.uea.ac.uk/education/</a>		
<b>S12</b>	<b>COURSE HIGHLIGHTS</b> (for publication in University Prospectus / Website / other publicity) <b>NB</b> Please include employability prospects/career possibilities				
<i>note</i> S12	<p><b>Building on our excellent Ofsted grades, a long standing and strong partnership with regional schools that has been highly praised by our external examiners, and very high levels of satisfaction among our PGCE students and Newly Qualified Teachers, we are delighted to be involved in the development of School Direct.</b></p> <p>School Direct is a new approach to Initial Teacher Education in which schools work in partnership with an Initial Teacher Training Provider to deliver teacher education. School Direct places are allocated by the Department for Education to schools rather than to the University, and schools, rather than the University, select the candidates that they wish to train and possibly employ after the candidate's training. Schools are able to bid for either a <b>salaried</b> or <b>non-salaried</b> place.</p> <p>For further information about School Direct please see the <a href="#">Department for Education web School Direct</a> pages.</p> <p>Applications are made in the first instance through the <a href="#">School Direct Applications System</a>, but schools may ask for supplementary information as part of their</p>				

	<p>admissions process.</p> <p>All School Direct trainees undertaking their Initial Teacher Education with UEA will be fully registered students of the University. This means that not only will they receive the highest quality training from experienced staff within a well established partnership with schools, but they will have full access to a range of University resources including library facilities, electronic resources, support and welfare services and the Sports Park. You will be supported in your training by a team of specialist UEA and school-based staff, following a programme of study and school-based experience that has been highly rated by previous students and Newly Qualified Teachers. The external examiners for the PGCE programmes have consistently commented that the University's partnership with schools is exemplary and we consider our partnership approach to Initial Teacher Education as one of our strengths.</p> <p><b>School Direct Partnerships</b></p> <p>The School of Education and Lifelong Learning is working with a number of the existing members of the Secondary Partnership to deliver School Direct training from September 2013</p>
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<b>S13</b>	<b>RATIONALE FOR PROPOSAL</b>
<i>note S13</i>	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	<p>The Secretary of State for Education is implementing a radical shift in the delivery of initial teacher education, shifting the allocation of places from universities and other ITE providers, to more school-focused and school-based training.</p> <p>Whilst the School of Education and Lifelong Learning's strong Ofsted grades ensure that core numbers are retained for 2013/4, the future is far from certain and it is critical that the School positions itself for the future in order to ensure continued student numbers.</p> <p>There are two routes within School Direct: tuition fee (replicating and replacing the university based PGCE programme) and salaried (replicating and replacing the former employment-based Graduate Training Programme).</p> <p>In this initial transitional phase, the School's strategy is to pilot various School Direct programmes and partnerships. A number of existing school partners have commissioned training from UEA for both tuition fee and salaried routes. The School wishes to explore all possibilities in order to ensure that it is well placed moving forward.</p> <p>New route codes are required to facilitate the administration of the course and reporting to the Department for Education (for example, identifying students for placement allocations, timetabling of sessions and extracting data for the different routes).</p>

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 2 BUSINESS CASE

*note BC*

<b>BC1</b>	<b>ACADEMIC AND RECRUITMENT STRATEGY</b>	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)	
<b>BC1.1</b>	<b>How does the proposal fit with the University's Corporate Plan?</b>		
<i>note BC1.1</i>	<p>To assert and defend the value of learning both for its own sake and as part of a vocational calling</p> <p>To empower students with the knowledge, attributes and skills needed to make a significant contribution to society.</p> <p>Maximise public engagement to advance key academic activities and promote UEA's influence and reputation</p> <p>As a professional course, the programme prepares students for employment.</p>		
<b>BC1.2</b>	<b>Proposed Recruitment Strategy</b>		
<i>note BC1.2</i>	<p>EDU has been in discussion with Norfolk and Suffolk schools within the existing secondary PGCE partnership in order to create School Direct partnerships through which schools have bid for School Direct places, with UEA as the named ITE provider.</p> <p>School Direct places are advertised through the Department for Education School Direct application system (noting that the Department have been undertaking aggressive marketing of this new route). Places are also advertised through the sponsoring school web sites and will be advertised alongside core PGCE places. The School is considering its strategy in respect of promoting School Direct places to strong candidates for the core PGCE who cannot be offered places due to capped numbers.</p>		
<b>BC1.3</b>	<b>Partnership and commercial sensitivity</b>		
<i>note BC1.3</i>	<b>Has this proposal, in outline, been approved by the Partnerships Office?</b>	<b>YES</b>	
		<b>NO</b>	
	<b>Please paste their comments below</b>		

<b>BC2</b> <i>note BC2</i>	<b>MARKET RESEARCH</b>	Consult with Market Research team	
<b>BC2.1</b>	<b>What other and type of institution offers identical and/or similar courses in the UK?</b>		
	<p>All providers of Initial Teacher Education (whether HEI-based PGCE or former SCITTs) are moving to the School Direct market. Some SCITTs have already lost their core places.</p>		
<b>BC2.2</b>	<b>Are there any likely international competitors? (Please give brief details)</b>		

	None. Initial Teacher Education is a UK-based programme, meeting UK professional standards, and is regulated by the Department for Education.	
<b>BC2.3</b> <i>note</i> BC2.3	<b>What is the annual number of applicants currently applying nationally for similar courses, and what are the entry requirements for these competitor courses?</b>	
	The Department for Education have released an initial 10,000 School Direct places in addition to core PGCE places.	
<b>BC2.4</b>	<b>What is the evidence for current and future demands for the course from</b> <ul style="list-style-type: none"> <li>• <b>potential students?</b></li> <li>• <b>employers (public services, private sector, the professions etc)</b></li> </ul>	
	<p>The school landscape is changing with the emergence of Free Schools and government proposals to amend the status and training required by teachers. There is, however, a high likelihood that the PGCE will remain the gold standard qualification for teachers and that schools in a competitive environment will wish to continue to employ a high proportion of PGCE qualified teachers. The demand for qualified teachers, is therefore likely to be maintained.</p> <p>Headteachers have provided feedback to EDU that they value the training provided by UEA and the quality of the teachers produced by the course.</p> <p>School Direct is a demand driven route to ITE, with schools identifying their likely future need for staff and commissioning providers to train the required teachers. This is, however, a volatile market, with experience so far suggesting that school requirements and ability to support trainees can change between the initial bid for places in September and actual commencement of the training programme.</p> <p>In terms of applications, the EDU PGCE course is normally oversubscribed and attracts well qualified applicants.</p>	
<b>BC2.5</b>	<b>Can current and projected demand be met from existing provision?</b>	
	<b>Nationally:</b>	Places are regulated by the Department for Education to meet national demand for teachers. Core and School Direct places allocated to UEA or its partner schools fall within these number targets.
	<b>Regionally:</b>	Cambridge University appears not to be interested in expanding its existing partnerships. The SNITT (validated through UCS) appears to be at capacity and offers a different type of training that schools would not see as replicating EDU's programme. Similarly ARU (Chelmsford) does not have current capacity / numbers to meet demand.
<b>BC2.6</b>	<b>Where is/what are the competitive advantage(s) for UEA?</b>	
	<p>Graded Outstanding by Ofsted at the last inspection.</p> <p>Highly regarded by regional Headteachers in terms of quality and content of training.</p> <p>Strong existing partnerships with secondary schools.</p> <p>Highly qualified and experienced academic team, who are experts in their field and contribute to national fora.</p> <p>Well qualified graduates from UEA feeding in to the PGCE programme.</p>	
<b>BC3</b> <i>note</i> BC3	<b>MARKET DEMAND AND RECRUITMENT</b>	Consult with Careers and Employability team
<b>BC3.1</b>	<b>What graduate career opportunities may be available?</b>	



	Teaching and other careers in education.
<b>BC3.2</b>	<b>Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSRBs)?</b>
	The concept was developed by the Department for Education. EDU has developed the planned programme in liaison with partner schools from across Norfolk and Suffolk. The Department for Education's regional lead.

<b>BC4</b> <i>note</i> BC4	<b>STUDENT NUMBERS AND TUITION FEES</b>	Consult with HOS, PLN, Faculty Dean, FFM			
<b>BC4.1</b>	<b>Student Numbers</b>				
<b>a</b>	<b>Proposed student target intake</b>	number			
<i>note</i> BC4.1a	<b>Full Time (Home/EU)</b>	0 - 40			
	<b>Full Time (International)</b>				
	<b>Part Time (Heads)</b>				
	<b>Distance Learning (Heads)</b>				
	<b>Minimum viable intake (full times equivalents)</b>	0			
	<b>Maximum viable intake (full times equivalents)</b>	175			
<b>b</b>	<b>Are the student numbers:</b>				
<i>note</i> BC4.1b	<b>a) available via redistribution within the School?</b> <i>Consult the Head of School</i>	<b>YES</b>		<b>NO</b>	
	<b>b) available via redistribution with the Faculty?</b> <i>Consult the Dean of Faculty</i>	<b>YES</b>		<b>NO</b>	
	<b>c) additional numbers required?</b> <i>Consult the Planning Office (PLN)</i>	<b>YES</b>		<b>NO</b>	
	<b>Please give a summary of how your answers to a), b) and c) above will be achieved.</b>				
	These are numbers allocated by the Department for Education to partner schools. These numbers do not fall within student number controls.				
<b>BC4.2</b>	<b>Tuition Fees</b>				
	<b>Please select the relevant fee schedule:</b>				
	<b>a) Standard Home/EU/International</b>				
	<b>b) Full-cost</b> <i>Please consult with FFM</i>				
	<b>c) Other</b> <i>Please provide brief details</i>	£9,000 PGCE fee regulated by DfE			

<b>BC5</b>	<b>IMPACT</b>	
<b>BC5.1</b> <i>note</i>	<b>EQUALITY AND DIVERSITY</b>	Consult with Equality & Diversity Manager and

BC5.1		Widening Participation team	
a	<b>Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?</b>	YES	
		NO	N
b	<b>If yes, what steps will be taken to attract non-traditional students to the course/School?</b> (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)		
	<p>The admissions process for School Direct is led by partner schools, not by UEA.</p> <p>There are a range of criteria applied by schools, including mini-lessons, which provide a clear indication of potential to teach, which means that judgements are not reached purely on academic criteria.</p> <p>Recruitment is likely to be largely regional, but the school-based nature of the training and schools' access to a pool of potential applicants may help to attract a wider range of candidates.</p>		
c	<b>Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?</b>		
	<p>DBS clearance will be required.</p> <p>For tuition fee route students DBS will be administered by UEA (as with core PGCE); for salaried routes, DBS will be administered by the employing school.</p>		
<b>BC 5.2</b> <i>note</i> BC5.2	<b>CURRENT STUDENTS AND/OR APPLICANTS</b>		
a	<b>Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?</b>	YES	
		NO	N
b	<b>Will any current students or applicants be affected by this proposal?</b>	YES	
		NO (go to 5.3)	
	Places for 2013/4 have been allocated by the DfE.		
c	<b>Evidence of consultation of current students and written consent obtained</b> Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
d	<b>Informing applicants</b> What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/conditional firm or conditional insurance offers.		
<b>BC5.3</b> <i>note</i> BC5.3	<b>ACADEMIC STAFF</b>	Consult with HOS, Dean of Faculty	
	<b>What is the impact / what are the resource implications of the proposal on academic staff?</b>		

<b>a</b>	<b>Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year</b>		
	<p>Small additional numbers in most of the existing core PGCE subjects can be absorbed within existing groups. Additional numbers in English and Mathematics are likely to require additional resources – in this transitional year the additional resource will be provided by Associate Tutors, funded by additional fee income. Longer term there is likely to be a reduction in core PGCE places and therefore no additional resources will be required.</p> <p>EDU will require additional subject specialist support for Art and Design, and will draw upon bought in resource from partner schools (the model envisaged by the Secretary of State).</p> <p>The salaried route being piloted in 2013/4 will require some additional bespoke sessions – 6 days of training (approx 45 hours), allocated from within the team. Additional numbers will require additional placement visits (7.5 hours per additional student).</p>		
<b>b</b>	<b>Is a new discipline or specialism being introduced that requires a new appointment?</b>	<b>YES</b>	Y
		<b>NO</b>	
<b>c</b>	<b>Are new appointments required to meet any additional hours?</b>	<b>YES</b>	temp
		<b>NO</b>	
<b>d</b>	<b>If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?</b>		
	Associate Tutors in the first instance during this transitional period and whilst the School pilots different models of delivery.		
<b>e</b>	<b>What is the source of funding for new academic staff?</b>		
	Additional fee income		
<b>f</b>	<b>Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?</b>		
	None		
<b>g</b>	<b>Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?</b>		
	The new programme follows the existing PGCE programme, except for 6 days of additional input for School Direct salaried routes.		
<b>BC5.4</b> <i>note</i> <i>BC5.4</i>	<b>COURSE RATIONALISATION</b>	Consult with HOS, Dean of relevant Faculties, PLN	
<b>a</b>	<b>DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?</b>	<b>YES</b>	Y
		<b>NO</b>	
	<b>If YES, please specify Course name, UCAS Code(s) / Course codes</b>		
	Existing secondary PGCE courses		
<b>b</b>	<b>IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?</b>	<b>YES</b>	
		<b>NO</b>	N

	<b>If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?</b>	
<b>c</b>	<b>Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above</b>	

<b>BC6</b>	<b>PHYSICAL RESOURCES</b>		
<b>BC6.1</b> <i>note BC6.1</i>	<b>What new or additional facilities and /or equipment are required for the delivery of this course?</b>		
<b>a</b>	<b>Classroom and study facilities</b>	Larger English and Maths cohorts may require larger rooms. PGCE teaching largely occurs in EDU-priority rooms in Building 9	
<b>b</b>	<b>Computer equipment</b>	Nil	
<b>c</b>	<b>Other equipment</b>	Nil	
<b>d</b>	<b>Consumables</b>	Substantial resource packs are made available in hard copy	
<b>BC6.2</b>	<b>What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached?</b>		
	Nil		
<b>BC6.3</b>	<b>Are there any other special arrangements on which this course proposal will depend? (E.g. placements, year abroad).</b>	<b>YES</b>	<b>Y</b>
		<b>NO</b>	<b>N</b>
	<b>If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up?</b>		
	Placements are hosted and/or arranged by the school holding the SD place.		
<b>BC6.4</b>	<b>Are there any start-up costs (e.g. any initial publicity and promotion?)</b>	<b>YES</b>	
		<b>NO</b>	<b>N</b>
	<b>If yes, please give details:</b>		

<b>BC7</b> <i>note BC7</i>	<b>IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES</b>		
<b>COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR</b>			
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.			
<i>note BC7</i>	<b>What is the impact of the proposal on support staff and resources in the office for which you are responsible?</b>		

<b>Date of circulation:</b>	22/05/2013
BC7.1	Dean of Students (DOS)
	No response received.
BC7.2	Deputy Dean of Students (accommodation)
	Under existing accommodation guarantees, only overseas fee paying postgraduates are entitled to University accommodation. Since the intake appears to be restricted to home and EU students there will be no implication for residences.
BC7.3	Director of Information Services (ISD)
	From an IT perspective there are no major concerns with this proposal. However, EDU owned classrooms typically have different AV equipment installed, particularly interactive whiteboards. These are not currently offered as standard across centrally bookable rooms. As the direction of travel is that all rooms will be centrally bookable (managed?) the timetabling system would have to put these classes in the correct spaces or there may be calls for additional hardware in all rooms. (see page 51, BC6.1 a and b).
BC7.4	Director of Library Services (LIB)
	As stated in the course proposal the impact on the library resources is likely to be minimal as the material is all already taught on the existing PGCE programme. Nevertheless, we note that Art and Design is a new subject and it is therefore likely that the library collection will need strengthening in this area. To help account for this the Course Director should be sure to liaise with the Social Science Faculty librarian to ensure any required texts are purchased.
BC7.5	Careers Manager (CCEN)
	Response received from the Careers Manager - no Careers and Employability comments to add.
BC7.6	Head of Learning & Teaching Service (LTS)
	It is quite difficult to comment on the implications of the introduction of these courses for the Learning and Teaching Service, as there is little detail about numbers, of either salaried or fee-paying Schools direct students. It looks like there will be 40, in addition to the current PGCE numbers. This will have a marginal effect on the work of the Student Disclosure Team and the team supporting PGCE in the ZICER Hub. This effect will increase as numbers increase, and if there is a significant overall increase in PGCE numbers, LTS may require additional resources. This must be kept under review annually. In addition, there may be knock-on effects for timetabling (where larger rooms are required for English and Maths teaching) and potentially finding placements for standard PGCE students.
BC7.7	Head of Admissions (ARM)

	There are no comments from ARM or the Business Intelligence Unit. As and when these courses are approved we can adapt the promotional material to suit.
BC7.8	Director of Planning Office (PLN)
	It is unlikely that this will add significantly to the workload of the office. It does proliferate the number of routes available but I cannot see how this could be avoided and once the routes are established by us the remainder of our processes are relatively automated.

BC8	ADDITIONAL COMMENTS
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
Please circulate Parts 1 & 2 to the following for their comments (if any). Comments to be returned within 10 working days.	
<i>note</i> BC8	<b>Is there anything further to add to the proposal from the perspective of your service and expertise?</b>
<b>Date of circulation:</b>	22/05/2013
BC8.1	Market Research Manager (on Section BC2)
	No response received.
BC8.2	Careers Manager (on Section BC3)
	Response received from the Careers Manager - no Careers and Employability comments to add.
BC8.3	Equality & Diversity Manager (on Section BC5.1)
	No response received.
BC8.4	Director of Planning Office (PLN) (on full Business Case)
	These courses have been discussed in detail with the School and are supported by the Planning Office. Please note, however, that as the students will be fully registered with the UEA they will impact on the Staff Student Ratio and appropriate staffing provision for the additional numbers that will be returned to HESA will be required.
BC8.5	Faculty Finance Manager (on full Business Case)
<i>note</i> BC8.5	No response received.

<b>BC9</b>	<b>PROPOSER'S RESPONSE TO COMMENTS IN BC7 &amp; BC8 ABOVE</b>
<i>note BC9</i>	<p>The comments from ISD and LTS are noted, but there is no intention to significantly expand current numbers. Involvement in SD at this stage is a strategic response to the Government's long term objective of replacing core PGCE numbers with SD numbers. While there may be a marginal increase in numbers in the transition phase, long term the School intends to maintain overall numbers at 180 PY and 170 SY.</p> <p>EDU will continue to use rooms within the Education Building for teaching, which do contain specialist equipment. The School notes ISD comments on the implications of being required to move outside this space.</p>

## UEA LEARNING &amp; TEACHING SERVICE

## FULL COURSE PROPOSAL

## Part 3 ACADEMIC CASE (including Programme Specification)

<b>AC1</b>	<b>COURSE MANAGEMENT INFORMATION</b>				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				Y
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES	Y	NO	
AC1.2b	Are any modules assessed on a pass/fail basis?	YES	Y	NO	
AC1.2c	If so, how many modules and what is the credit volume for each module?				
	The PGCE is a single module course, with component assessments.				

<b>AC2</b> <i>note</i> AC2.1	<b>YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS</b> <b>(For undergraduate or integrated masters courses only)</b>				
Please select only from the permitted options - see UG/PGT regulations					
Stage <i>Note AC2.2</i>	Level	Year of course	Weightings	Progression requirement	Exit Award <i>Note AC2.3</i>
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7	1	100%	n/a	PGCert

<b>AC3</b>	<b>BOARD OF EXAMINERS</b>				
AC3.1	Is there an existing Board of Examiners?	YES	Y	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	EDU-PGS			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	N
AC3.3b	If yes, how many?				

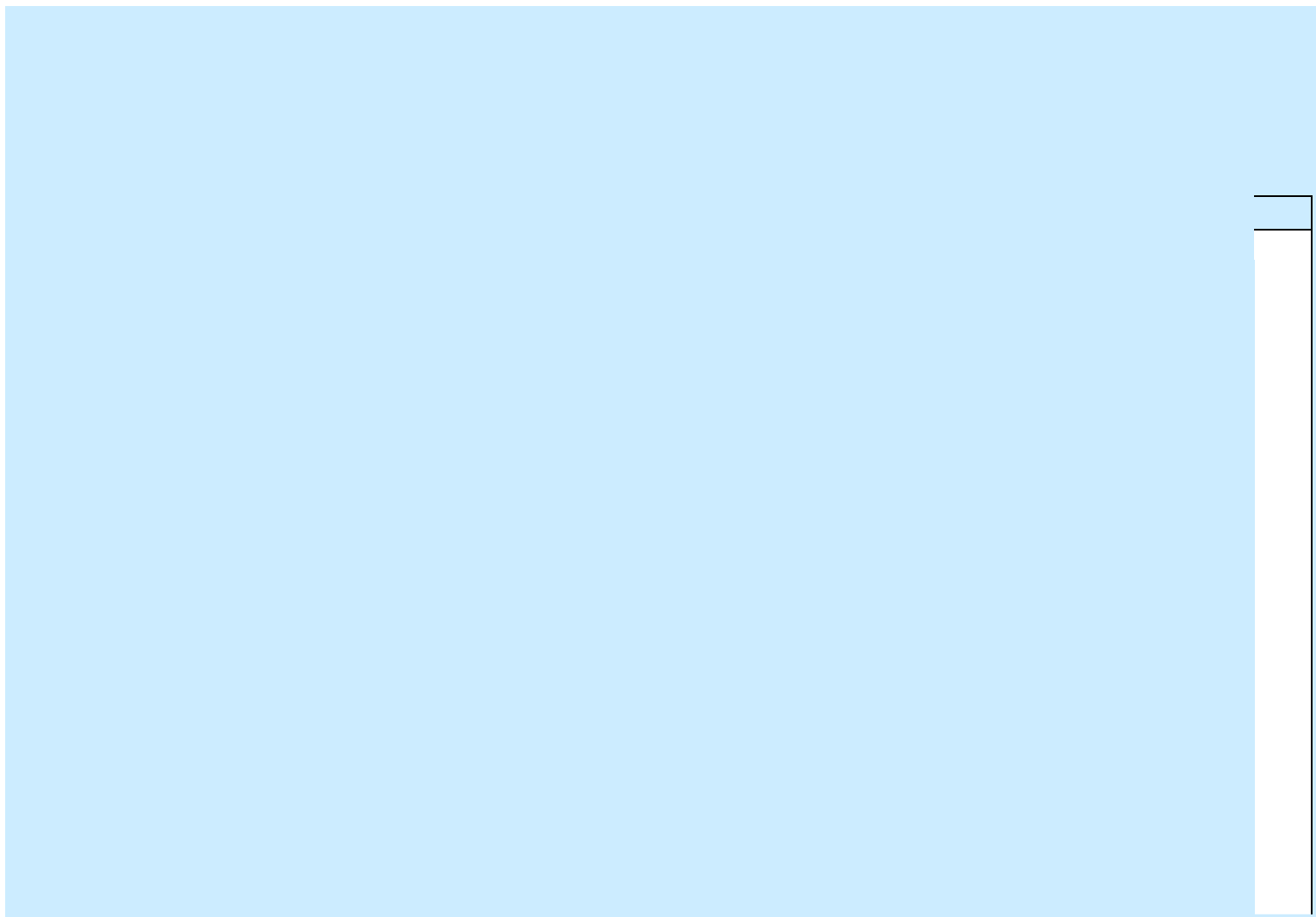


<b>PS</b>	<b>PROGRAMME SPECIFICATION</b>
<i>note</i> <i>PS</i>	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing



University of East Anglia

**LEARNING & TEACHING SERVICE**



<b>PS1 COURSE PROFILE</b>	<i>note PS1</i>
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<b>YEAR 1 profile</b>				<b>Level</b>	This column will be deleted prior to publication
<b>Module Code (TBA if not known)</b>	<b>Compulsory? - or name of Option range</b>	<b>Credits</b>	<b>Module Title</b>	<b>Teaching period, eg Sem 1, Year-long</b>	
	Compulsory	60		Year	Existing
	Compulsory	n/a	Placement 1	Sem 1	Existing
	Compulsory	n/a	Placement 2	Sem 2	Existing







<b>PS1 COURSE PROFILE - <i>continued</i></b>	<i>note PS1</i>
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<b>YEAR 5 profile</b>				<b>Level</b>	This column will be deleted prior to publication
Module Code (TBA if not known)	Compulsory? - or name of Option range	Credits	Module Title	Teaching period, eg Sem 1, Year-long	New / amended / existing

PS2 MAPPING LEARNING OUTCOMES								note PS2	
Mapping learning outcomes – please list learning outcomes and enter module code against assessment type <b>YEAR 1 learning outcomes</b>	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Explore a clinical problem in depth within the context of private and publicly-funded settings					MED 5M06				
Set high expectations which inspire, motivate and challenge pupils	✓						✓		
Promote good progress and outcomes by pupils	✓						✓		
Demonstrate good subject and curriculum knowledge	✓						✓		
Plan and teach well structured lessons	✓						✓		
Adapt teaching to respond to the strengths and needs of all pupils	✓						✓		
Make accurate and productive use of assessment	✓						✓		
Manage behaviour effectively to ensure a good and safe learning environment	✓						✓		
Fulfil wider professional responsibilities							✓		
Personal and Professional Conduct							✓		
<b>Other:</b> please give details									



**PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES***note PS3***PS3.1 learning progression**

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

*note PS3.1*

The course handbook sets out points throughout the year for review of student progress. These are clearly mapped against the Teachers' Standards with an increasing expectation throughout the year.  
In addition the assignments are assessed against the standards on a pass/fail basis

**PS3.2 feedback cycle**

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

*note PS3.2*

There are points for formative review of progress to be documented throughout the placement and a summative assessment of progress at the end of the placement. Students not meeting the required expectations are given additional feedback and support.  
Assignments are marked on a summative basis with the opportunity for a resit.

<b>PS4</b>	<b>EXAMINATIONS</b>	<i>note PS4</i>	
		<b>Written</b>	<b>Practical (e.g. OSCES and OSPES)</b>
	How many modules will include an exam element?	0	0
	How many hours of exams are there in Stage 0? (if applicable)	0	0
	How many hours of exams are there in Stage 1?	0	0
	How many hours of exams are there in Stage 2?	0	0
	How many hours of exams are there in Stage 3?	0	0
	How many hours of exams are there in Stage 4? (if applicable)	0	0
	How many hours of exams are there in Stage 5? (if applicable)	0	0
	How many hours does the programme (as a whole) include?	0	0

<b>PS5</b>	<b>EQUALITY &amp; WIDENING PARTICIPATION</b>	<i>note PS5</i>
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?	
	Candidates are short listed and interviewed by Lead Schools, with reference to the University's criteria for admission to the PGCE, which are in turn dictated by the Department for Education. Lead Schools are governed by similar Equality legislation to universities and EDU will monitor applications to ensure that candidates are not being discriminated against. The admissions criteria relate directly to the qualities required by the profession.	
PS5.2	What steps have been taken to ensure an inclusive curriculum?	
	The curriculum is determined by the Department for Education in relation to the content and requirements of the National Curriculum for schools. As required by the DfE opportunities are offered to trainees to experience a range of educational settings and pedagogical approaches.	
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?	
	A range of teaching and learning methods are deployed. Assessment is tailored to provide students with opportunities to demonstrate achievement of professional competencies.	

<b>PS6</b>	<b>EMPLOYABILITY</b>	<i>note PS6</i>
	How is employability embedded into the delivery of the course?	
	This is a course leading to a professional qualification. The learning outcomes of the course are prescribed by the Department for Education as those skills and attributes required of the profession. The course includes a significant component of employment based training on placements. Trainees on the salaried routes will be employed by their host schools and the ethos of School Direct is that the trainee will be considered for employment at	

	the end of their training. Candidates are selected by schools with a view to potential future employment.
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<b>AC4</b>	<b>MODULE OUTLINES FOR EXISTING COMPULSORY MODULES</b>			
note AC4	Number of existing COMPULSORY modules	All elements of the course are compulsory.		
	Module outlines attached? (as Appendix 1 to this form)	YES		NO

<b>AC5</b>	<b>MINOR CHANGES TO EXISTING MODULES</b>		
note AC5	Please list all existing modules, compulsory and optional, to which you are proposing minor changes		
Module Code	Module Title	Minor changes proposed	
	Placement	Placement B will be with Lead School consortium. Placement A and enhancement activity may be coordinated by UEA or Lead School	
	Professional Development	For salaried routes where PD is delivered by the Lead School consortium, tailored PD sessions to be delivered by EDU over 6 separate days	

<b>AC6</b>	<b>NEW MODULES</b>	
note AC6	How many new modules are being proposed?	Nil
Please complete a table AC6.x for each proposed new module		

<b>AC6.1</b>	<b>NEW MODULE</b>	
Module Title		
Level		
Credit Value		
Teaching period, eg Semester 1, Year-long		
Likely Module Organiser		
Module Type (eg EX/CW/WW/PR etc)		

Does the Module include an Exam? Yes/No		How long will the exam be? (ie 1, 2 3 hours)	
Module Marking Scheme (Please tick as appropriate)	Pass/Fail?		Percentage marking?
Proposed Module Code			
Module Delivery (eg distance-learning campus based, work placement)			
Brief Description			
Aims / learning outcomes			
Key Reading (2-5 key texts or resources for targeted Library expenditure/purchase)			

\*\*\*\*Please copy and paste the above table for additional new modules\*\*\*\*

<b>AC 7</b> <i>note</i> AC7	<b>DEFINED CHOICE</b>
How do you envisage 'Defined Choice' working for the course in question? Please specify, for each year of the course, defined choice within the 3 categories of:	
<ul style="list-style-type: none"> <li>• Programme-specific choice</li> <li>• Enrichment and Employment modules (EEC)</li> <li>• Language choice</li> </ul>	
Not applicable	

<b>AC8</b> <i>note</i> AC8	<b>JOINT COURSES</b>		
	Is the proposed course is a joint course?	YES	

		<b>NO</b>	N
	<b>If YES, how will the student experience be managed?</b>		

<b>AC9</b>	<b>COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES</b>
<i>note</i> AC9	<b>Please provide a summary of external professional feedback received. Append full reports as Appendix 2</b>
	<p>The programme is being developed in partnership with Lead Schools, with minor modifications to the existing core PGCE course.</p> <p>The requirements for the School Direct route can be located on the Department for Education web pages at <a href="http://www.education.gov.uk/get-into-teaching/teacher-training-options/school-based-training/school-direct?source=taskbar">http://www.education.gov.uk/get-into-teaching/teacher-training-options/school-based-training/school-direct?source=taskbar</a></p> <p>Feedback from Head teachers through a number of fora at UEA and regionally indicates that Heads are happy with the training provided by the core PGCE and are content to continue broadly along these lines, whilst recognising the Government agenda to shift numbers to SD rather than the core allocation. SD routes are aligned to the core PGCE and therefore meet Ofsted requirements for Initial Teacher Education.</p>
<i>note</i> AC9	<b>Please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3</b>

<b>AC10</b>	<b>COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION</b>
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
<i>note</i> AC10	<b>Please circulate Parts 1, 3 &amp; 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.</b>  <b>NB these comments should focus on the <i>ACADEMIC CONTENT</i> of the proposal</b>
<b>Date of circulation:</b>	22/05/2013
AC10.1	Careers Manager (CCEN)

Response received from the Careers Manager - no Careers and Employability comments to add.

AC10.2 Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)

Programme Specification

PS5 – Should be completed

AC4 – All elements of the course are compulsory – should say something to that effect

AC5 – There is a change i.e. additional 45 hours for School Direct (salaried)? Also change in how placements provided, this should also be included here.

AC9 – Should be completed; e.g., a note about the liaison with external bodies leading to the programme.

AC10.2 Equality & Diversity Manager (PPE)

No response received.

**AC11 PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE**

*note*  
AC11

Additional content added as recommended in AC102.

## FULL COURSE PROPOSAL

## Part 4 KEY INFORMATION SET (KIS) DATA

<b>KIS</b>	<b>KEY INFORMATION SET data (undergraduate courses only)</b>	<i>Note KIS</i>
<b>KIS1</b>	<b>Quantitative KIS data</b>	<i>Note KIS1</i>
1.1	Percentage of assessment by written exams	0
1.2	Percentage of assessment by practical exams	
1.3	Percentage of assessment by coursework	100%
1.4	Percentage of time in scheduled learning and teaching activities	11%
1.5	Percentage of time in guided independent study	22%
1.6	Percentage of time on placements	66%
<b>KIS2</b>	<b>Professional Accreditation</b>	<i>Note KIS2</i>
2.1	Name of accrediting body (if applicable)	
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.	
	Qualified Teacher Status	
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.	


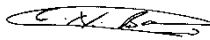


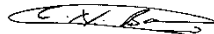
**FULL COURSE PROPOSAL**

**Part 5 APPROVALS AND NOTIFICATION**

**APPROVALS**

*Note AP*

<b>THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)</b>				
<b>AP1</b>	<b>APPROVAL OF THE BUSINESS CASE</b>			
	<b>APPROVAL/SIGNATURES</b>	<b>Name</b>	<b>Signature/ evidence of approval</b>	<b>Date</b>
AP1.1	School Director of Learning, Teaching and Quality	Lee Beaumont		12/6/13
AP1.2	Head of School (on behalf of School Board)	N Boodhoo		12/6/13
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Neil Ward	Neil Ward	12/6/13
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

<b>AP2</b>	<b>APPROVAL OF THE ACADEMIC CASE</b>			
AP2.1	<b>Head of School</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
	Approved:	N Boodhoo		12/6/13
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
	<b>Approved:</b>	Helena Gillespie	Helena Gillespie	12/6/13
	<b>Approved with amendments:</b>			
	<b>Rejected:</b>			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	<b>Approved:</b>			
	<b>Approved with amendments:</b>			
	<b>Rejected:</b>			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	<b>Approved:</b>			
	<b>Approved with amendments:</b>			
	<b>Rejected:</b>			
	Comments (if any):			

**FULL COURSE PROPOSAL**

<i>Note N1</i>		<b>NOTIFICATION OF APPROVAL</b>			
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.					
<b>FACULTY</b>				<b>SCHOOL</b>	
<b>NEW COURSE?</b>	<b>Y</b>	<b>N</b>	<b>If NO, please enter existing course code</b>		
<b>DEGREE AWARD (e.g. BSc/MA)</b>					
<b>TITLE OF PROGRAMME</b>					
<b>START DATE</b>			<b>LENGTH OF COURSE</b>		
Course Approved by:		Name of Committee Chair		Date of approval	
<b>Faculty Learning and Teaching Quality Committee (FLTQC)</b>					
<b>Learning and Teaching Committee (LTC)</b>					
<b>RELEVANT OFFICE INFORMED? *insert date</b>					
<b>Planning Office</b>	<b>Admissions and Marketing</b>		<b>Learning and Teaching Service</b>		<b>Union of UEA Students</b>
*	*		*		*
planning@uea.ac.uk	arm.operations@uea.ac.uk		Email the LTS coordinator responsible for the course		union.academic@uea.ac.uk

<i>Note N1</i>		<b>IMPLEMENTATION ACTIONS</b>	
<b>COURSE NAME</b>		<b>NEW ROUTE CODE</b>	
<b>ACTION</b>			<b>DATE</b>
<b>COURSE INFORMATION LIVE IN ADMISSIONS</b>			
<b>PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE</b>			
<b>COURSE PROFILE UPLOADED ONTO SITS</b>			
<b>COURSE CLOSURES COMMENCED (where appropriate)</b>			