



Secondary PGCE *with QTS*

Induction Booklet 2026-2027



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Welcome to the Secondary PGCE Programme at the University of Greenwich

Within this booklet, you will find information that will help you prepare for your course and answer some of the questions that you may have about starting the 2026-27 course.

Programme Leaders:

Ade Magaji a.magaji@gre.ac.uk

Lorraine Smith l.d.smith@gre.ac.uk

Congratulations on being accepted onto our PGCE secondary course! The university has been training teachers since the 1800s (methods have of course, changed!) and you will be joining a well-respected course. We are very pleased to welcome you!

You are joining a career that has fantastic rewards, and we are glad that you have chosen to train with us. The PGCE programme is rooted in excellent practice, and you will quickly learn what works, understanding the relationship between learning and teaching. You will develop as an excellent practitioner with a growing understanding of your subject pedagogy, ready to enthuse your classes and challenge their grasp of subject matter. We have worked hard to design a course that will prepare you to be the best you can be and offer you the opportunity to succeed in inspiring your pupils to love your subject!

Working collaboratively with our partners, we have developed an ambitious and rigorous course that will prepare you for the realities of school and enable you to develop into a research-informed practitioner.

We look forward to working with you as you begin your journey to a great and rewarding career.

Conditions of your offer

DfE Apply Conditional Offers

If you currently hold a conditional offer, please note that you must achieve the conditions set out in your offer before your place can be confirmed. However, in the meantime, any offer holders who have not supplied them already should still return any requested copies of GCSE Mathematics and English Language/ Literature, together with copies of their degree results/certificate, to Education Admissions by the date requested.

Other Conditions

All offers are subject to the following conditions:

- Satisfactory safeguarding checks
- Health Clearance
- Satisfactory references

Please note that your offer may be withdrawn, or your enrolment cancelled, if you fail to satisfy the University requirements for these conditions.

Safeguarding Checks

This process is obligatory for any trainee commencing a teacher-training course. Headteachers have the right to deny any trainees access to their school who have not successfully undergone these checks.

For 2026/27, all trainees will be subject to the following checks:

- Disclosure and Barring Service (DBS)
- Prohibited List

DBS Process

Arrangements for completing the DBS process will be confirmed by email in due course. Please remember that it is your responsibility to ensure you have completed this check.

For international students

Code of Good Conduct: If you are an international student planning on studying here on one of ITE programmes, you will be required to obtain and show a 'Certificate of Good Conduct' from your home of residence in the last five years. This will be a requirement to complete any placements. This is a Police check report.

Health Declaration

As part of our admissions processes, all PGCE trainees are required to demonstrate their fitness to teach in terms of physical and mental health.

During the summer term, the University will email a health questionnaire to our trainees. The questionnaire responses are processed by the Occupational Health Team, who will contact you directly if they need further clarification of any of the answers you provide. Please complete the questionnaire promptly, as your fitness to teach must be confirmed before you start on the programme.

Library and Resources

Guides to the library service can be found at <https://libguides.gre.ac.uk/library> and <https://libguides.gre.ac.uk/studyspaces>. Most of our resources are available as e-books and e-journals. These can be accessed through the University of Greenwich portal. You will have an introduction to the library system and the opportunity to visit the library.

Finances

Student Finance England Tuition Fee

General information about Tuition Fees and Support can be found at [Fees and funding | University of Greenwich](#)

Tuition Fee letters

If you apply for funding from SFE, you may be asked to provide confirmation from the University as to the type of programme you will be following (salary-funded or non-salary). If SFE ask you for this information, please e-mail studentfinance@greenwich.ac.uk or the student centre at [Student Centres | Student Services | University of Greenwich](#) with your SFE Customer Reference number and we will write to them on your behalf.

Bursary Funding

Details of the bursaries available to PGCE trainees can be found on the Department for Education website:

<http://www.education.gov.uk/get-into-teaching/funding/postgraduate-funding>

The University applies for the bursary on your behalf once enrolment has been completed in September. The bursary available to you is based on the classification of your degree and the ITT subject/phase you are following. Trainees who are not entitled to SFE and tuition loans are not entitled to bursaries or scholarships.

Further information will be provided at the Induction sessions in September.

University of Greenwich Terms and Conditions

All trainees studying a Higher Education programme sign up to the University's Terms and Conditions when they enrol. Full details can be found at [Terms and conditions | About the university | University of Greenwich](#)

University of Greenwich Student Centre

The Student Centre is located on the Avery Hill Campus.

Address:

Aragon Court
Southwood Site
Avery Hill Road
Eltham
SE9 2UG

What3Words:

[///palace.indeed.sings](#)

Google Maps:

[Avery Hill Student Centre](#)

Opening hours:

Mon - Fri: 09:00 - 17:00
Weekend & Bank Holidays: Closed

Phone support:

Mon - Fri: 10:00 - 16:00
Weekend & Bank Holidays: Closed

[+44 \(0\)208 331 8272](#)

They help students with:

- Student Council tax exemption letters (after enrolment has taken place)
- Initial student enrolment and fee queries
- Exceptional Extenuating Circumstances and Late Submission Request advice
- Finding and submitting forms
- Timetable queries
- Student confirmation letters for banks etc.
- Student Wellbeing appointments for:
 - Dyslexia test booking
 - Discretionary Support Fund and money advice
 - Disability and wellbeing advisors
 - Counselling
 - Understanding the range of support services and booking appointments

Once registered, much of this information is also available on the University portal

University Enrolment

All students are expected to enrol online prior to starting on the programme. Should this not be possible for any reason, arrangements for enrolment at the University in September will be sent to you during the summer term.

Further guidance on enrolment for Postgraduate students can be found at [Registration | Welcome | University of Greenwich](#)

The e-mail invitation to enrol will be sent to you during the week before your enrolment at the University. The invitation to enrol is triggered by your Hub setting your offer record to an Unconditional Firm. Please ensure that you have provided your Hub with all the evidence they require by the deadline as part of your offer; otherwise, your enrolment may be delayed.

This is a reminder that the course begins 1st September 2026

All our lectures will take place at the Avery Hill Campus, Southwood Side, Eltham, London, SE9 2UG.

Digital Student Centre: use this link to get answers to most of the questions you want to ask. It helps you to “Find the help you need, when you need” [Home | Digital Student Centre](#)

Placement information

Trainees need to be aware that travel times to placements may vary according to placement offers, trainees’ needs and location. We will endeavour, where possible, to place you within 1.5 hours from your home address or where this is not possible, 1.5 hours from the Avery Hill Campus. However, trainees must note that this is not guaranteed and travel times may be longer.

Pre-Induction Day Meeting

I would like to meet you online on Teams 28th August 2026 by 2pm – 3pm for a pre-induction talk and guidance. Use the link below to join me:

Microsoft Teams

[Join the meeting now](#)

Meeting ID: 353 193 854 054 2

Passcode: jQ63hh2f

This will include key input about:

- Introduction to the programme: school-based element and study at Master's level
- Professional development
- Pre-course tasks
- The induction arrangement and sessions
- Opportunity to ask questions

See the next page for the venues for the induction week so you know where to go to. Further details will be discussed on the first day of the induction next week on Tuesday 1st September 2026.

University Induction Day

The induction will commence on 1st September 2025 by 10 am, and that week you will have some subject knowledge development sessions in your subject areas. All our lectures and seminars take place at the Avery Hill Campus, Southwood Side, Eltham, London, SE9 2UG.

Induction day 1, that is Tuesday, 1st September:

There will be speeches from the programme leaders on information about the course, introduction by the Head of School, Wellbeing, and Greenwich Student Union, teaching union, etc. There will be contributions from other speakers, such as Academic support services, lectures on educational philosophies and introducing assignments, what kind of teacher do I want to be.

There will be lectures and seminars covering various topics such as: What is the purpose of a school? Safeguarding the expectations of a school.

Further details will be discussed at the induction next week.

Week beginning 1st September 2026 timetable lecture allocation and schedule

The table below has the venue and locations for your lectures and seminars, the first week of resumption from the 1st to the 5th of September and will guide you on where to go. All lectures will take place at the Avery Hill Campus, Southwood side and the location of the campus are on page 11 of this booklet.

The lecture rooms are in different buildings and designated as S, which is the Mary Seacole building, DF is the David Fussey building, SH is the Southwood House building, F is the Fry building, and DF015 is the Sports Hall located in the David Fussey building.

Day	Activity	Timings	Venue (Avery Hill Campus)
Tuesday 1/9/26	Lecture	10 am-11 am (all trainees)	S107-109 Mary Seacole building
	Seminars	11 am- 1pm PE Trainees 11 am- 1pm Maths trainees 11 am-1pm Science trainees Lunch 1.00pm-2.00 pm	S311, Mary Seacole, building S207, Mary Seacole building S209 Mary Seacole building
	Lecture	2pm -3.00pm (all trainees)	S107-109 Mary Seacole building
	Seminars	3pm- 4 pm PE trainees 3pm- 4 pm Math trainees 3pm – 4 pm Science trainees	S311 Mary Seacole S207 Mary Seacole building S209 Mary Seacole building
Wednesday 2/9/26	Lecture	10am-11 am (all trainees)	S007-109 Mary Seacole building
	Seminars	11am-1 pm Maths trainees 11am- 1pm Science trainees 11am -1pm PE trainees Lunch 1pm There are no lectures/seminars after lunch. This is a half-day session, the afternoon, you can use to get familiar with the course and other activities that you need to complete such as registration.	S207- Mary Seacole building S209- Mary Seacole building S311- Mary Seacole building
Thursday 3/9/26	Subject Knowledge (in subject areas)	10 am – 1 pm Maths trainees 10 am – 1 pm Science trainees 10am – 12noon PE Trainees 12noon- 1pm PE trainees (note that PE is assigned to two venues) Lunch 1 pm	S207- Mary Seacole building S209- Mary Seacole building DF015 Sports Hall in David Fussey building S311- Mary Seacole building
		2- 4 pm Maths trainees 2- 4 pm Science trainees 2 – 4 pm PE trainees	S207- Mary Seacole building S209- Mary Seacole building DF015 Sports Hall in David Fussey building
Friday 4/9/25	Subject Knowledge (in subject areas)	10 am – 1 pm Maths trainees 10 am – 1 pm Science trainees 10am – 12noon PE trainees 12noon- 1pm PE Trainees (note that PE is assigned to two venues) Lunch 1 pm	S011- Mary Seacole building S111- Mary Seacole building DF015 Sports Hall in David Fussey building S311- Mary Seacole building
		2- 4 pm Maths trainees 2- 4 pm Science trainees 2 – 4 pm PE trainees	S207- Mary Seacole building S209 – Mary Seacole building SH003 – Southwood House

The timetable may be subject to a change

Car Parking on the Avery Hill Campus

Permits or parking tickets from the machines are required if you wish to park on the Avery Hill Campus. Please check how much it costs at the ticket machine. Off-site parking is available on the main road and some side roads near the campus.

Useful Contacts

University of Greenwich Website

www.greenwich.ac.uk

School of Education

[School of Education | University of Greenwich](#)

Campus Support

- Our Campuses
- Accommodation
- First weeks
- Facilities
- Social life
- Library
- Sport
- Student support: including mental health and well-being
- Faith and religion
- Students' Union and a range of societies including LGBT+
- Student finances

[About the Avery Hill Campus | About the university | University of Greenwich](#)

Gov.uk

www.studentfinancedirect.co.uk

Map of University of Greenwich (Avery Hill Campus)

[AVERYHILL 2023 \(gre.ac.uk\)](http://averyhill2023.gre.ac.uk) See the next page of this booklet for the map.

Avery Hill Campus

Southwood

London SE9 2UG

1. Southwood Lodge
2. Southwood House
3. Bronte
4. Grey
5. Library
6. Wren
7. Health Sciences
8. Fussey
9. Fry
10. Mary Seacole
11. Seymour
12. The Dome
13. Tudor
14. Aragon
15. Boleyn
16. Howard
17. Cleves

18. Parr
 19. Gatehouse
 20. All-Weather Sports pitches
 21. Critical Care Unit
- T** Taxi Drop Off Point
B TFL Bus Stop
B University Bus Stop
 Disabled Parking
 Restaurant/Café
 Water fountains
 ATM (cash machine)

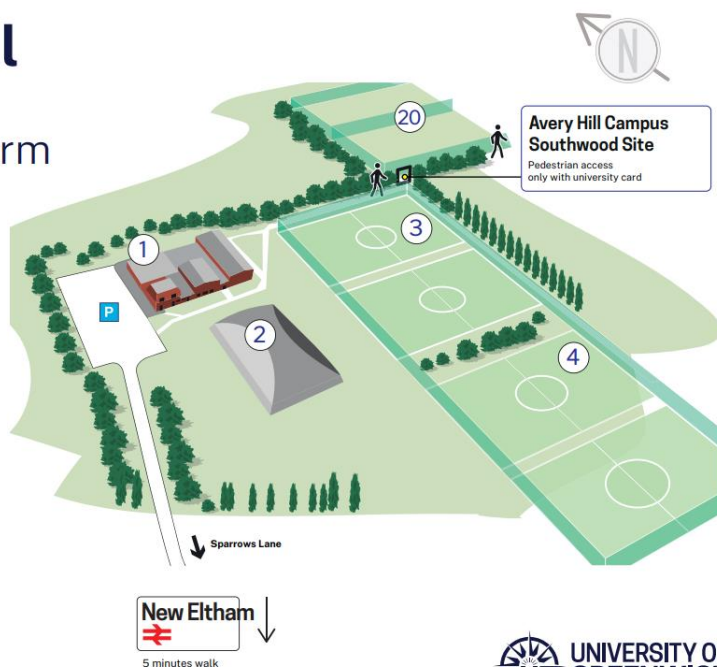


Avery Hill Campus

Sparrows Farm

London SE9 2BT

- ① Sparrows Farm Centre
- ② CAFC All-Weather Football pitch
- ③ Football pitches
- ④ Football pitches
- ②① All-Weather Sports pitches
- P Parking



Other useful information and glossary of terms

Safeguarding Training

Safeguarding is a statutory requirement for all trainee teachers, which is meant to be updated every year. Within the programme, you will complete level 1, level 2 and level 3 training. You will be provided with detailed information about this and how to complete the relevant training in due course.

Registration

Online Registration (OLR) is the first part to be completed, look out for emails from the university inviting you to start this process. After this, you will be invited to the student centre for the face-to-face part of the registration. Look out for your emails and attend with the relevant documentation when asked.

You will need to show the original copies of your GCSE Maths, and English, and degree certificates.

If they are lost or misplaced, consider applying for new ones from your awarding body or this will delay your registration or even mean that you might not be able to start the programme.

A glossary of terms

Academic Year

The University year. The academic year runs from September to July. It is divided into three terms of teaching, with vacations at Christmas and Easter.

Taught Programmes Office

This is the general administration office. Staff in this office will be able to help you with any queries ranging from admissions to graduation. We are friendly and efficient, so if there is something you don't understand. Come in and ask us!

Problem-Based Learning

A teaching method called 'problem-based learning' (PBL) has been introduced to selected units. With PBL, students study problems in small groups and identify their learning objectives to address each problem. In this way, students can direct their learning and choose the learning resources required (e.g. books, IT resources, course notes, lectures, experiments, etc). This approach gives many benefits to the learning process, which include increased student motivation, better retention of material, integration across different subjects and improved 'process' skills.

Moodle

Moodle is a Virtual Learning Environment and many of the modules that you will be taking will be available on this system. In its basic form, Moodle contains module material that is covered in lectures, plus additional resources that you may need. The Module Leader will provide further information to you about the information available on Moodle for the specific module.

Lectures/Seminars

Lectures can be given to quite large audiences. You are not expected to ask questions in the middle of a lecture, especially if large numbers of students are involved, but many lecturers will invite questions at the end. You are expected to go to all the lectures, and attendance is taken.

If you do miss a lecture/seminar, borrow a classmate's notes to catch up, and must complete a missed session form. This missed session form is sent to your tutor to demonstrate that you have met the learning outcome for the session missed. Many lecturers make their notes available online after a lecture through the University's Moodle page.

Seminars and tutorials

A seminar is usually a talk or presentation on a subject, by either a tutor or a guest speaker, followed by questions and answers. Tutorials usually involve small groups exploring areas more informally and can include students being asked to undertake certain tasks. Seminars will allow you to work in small groups with other trainees and practice what you may have learned from the lectures etc. Larger tutorials may involve students working through question sheets with staff on hand to help with difficulties as they arise.

Science: Laboratory practical

In labs, you may be asked to work as individuals, in pairs or in small groups. In most cases, you will be asked to write up your work, and this will help you to understand how to report investigation and be able to support students during your placements. At placements you will work with mentors to gain further experience and knowledge of practical work/investigations. Your tutor will discuss with you what we do during practical work.

PE: When there is a subject knowledge and pedagogy session, we will be in practical spaces which could be in a sport hall, swimming pool, at an athletics track, on tennis or padel courts, on a 3G surface or outdoors in a forest. You will learn to teach through experiential learning, application and reflection; be it individually, in pairs or small groups.

Maths: most of your lectures/seminars will take place in the classroom, and you will have opportunity to work with your peers and develop your subject and pedagogical knowledge.

Continuous assessment

Most degree programmes will involve some form of continuous assessment of students. This means that marks obtained for essays, projects and laboratory work during the year are considered when deciding the final mark.

BKSB:

BKSB (Basic and Key Skills Builder) is an online platform designed to assess and improve essential skills in English and math helping learners identify their strengths and areas for development. At the start of the academic year, you will be required to complete the English and maths test from BKSB under exam condition

and must pass at level 2 to have completed it. However, if you do not pass, you will have opportunity to try another time at a time convenient to you. We will advise that you engage with the diagnostic assessment to help you prepare.

ID card/ Library card

University ID cards are issued to new students for the duration of their programme of study once they have completed registration. You should always carry this with you. Your ID card will be needed to access some university facilities.

Programme

This is the course you have enrolled on to. This is the PGCE level 7 programme.

Modules

Each year, you will follow the course structure that is in place for your programme. The course structure will detail each of the modules you are required to take during that year.

Credits

The University expresses the structure of most of its taught programmes in terms of credits. Each programme unit has a tariff of credit points to indicate the volume of learning; one credit point represents ten hours of student effort spent on learning activities, including all forms of study, preparation of assignments, revision and assessment. Each unit varies in credit value, and students will take 60 credits in a year.

Professional Programme Attendance (Policy Clause) – Aligned to Teachers’ Standards Part Two

Trainees enrolled on professional programmes are required to comply fully with the University Attendance Policy and the specific attendance requirements set out within their programme handbook. These expectations are underpinned by the **Teachers’ Standards (Part Two: Personal and Professional Conduct)**, which require trainees to demonstrate high standards of professional behaviour, including reliability, integrity, and a commitment to fulfilling their professional responsibilities.

The university fully prepares trainees to teach their subject(s) and phase (Ofsted ITE toolkit 2026), therefore full attendance at all taught sessions and practice placements is mandatory. This is reflecting the expectation that trainees **uphold public trust in the profession and maintain high standards of attendance, punctuality, and conduct (Teacher Standards)**. Accordingly, a **100% attendance expectation** applies to all elements of the programme.

Where exceptional circumstances (e.g. illness or significant personal events) prevent full attendance, trainees must report absences promptly and in accordance with university procedures. This requirement reflects the professional expectation to **communicate effectively with colleagues and manage responsibilities appropriately (Teacher Standards)**.

Where there is an absence, a missed form is required to demonstrate engagement with the curriculum and materials. In addition, where there are multiple absences, a viva meeting may be required to ensure that the trainee is prepared for continuing their training in placement.

Attendance will be formally monitored on a weekly basis or during any one module (or in the case of professional practice, weekly). Where a trainee’s attendance falls below approximately **80%** for any module/taught sessions or professional practice, this will trigger a formal review, and the trainee will be required to engage with the programme team to account for the shortfall. Continued failure to meet attendance expectations will result in the implementation of a structured support plan under the **Stage 0 Support to Study Policy or Fitness to Practice policy**, in line with the expectation that trainees take responsibility for improving their professional conduct.

Where attendance concerns raise significant doubts about a student’s ability to meet the required professional standards—particularly in relation to acquiring sufficient knowledge, demonstrating sound judgement, and ensuring

Commented [LS1]: is this ok or too much at this stage?

Commented [AH2R1]: I think it can go in but we need to agree how this would work/monitor and would it be for any missed session between 80 - 100%? I would say any missed session, because some sessions only have 1 or 2 in as part of the whole module (ie history, geography etc)

the **safety and wellbeing of pupils**—the programme team reserves the right to determine that the trainee is **not yet fit to proceed to placement**. Such decisions are made in accordance with Part Two of the Teachers' Standards, ensuring that all trainees demonstrate the professionalism, readiness, and integrity required for safe and effective practice.

Inclusive education:

Inclusive education, grounded in equity, representation and belonging, is core to the student experience and the way we work in the School of Education. We are committed to all students being able to participate, feel valued and succeed – regardless of background, identity, or circumstances. We aim to create holistic learning experiences within safe and accessible learning environments that empower students to reach their full potential and where all students feel respected, included, and able to contribute and thrive academically and personally to succeed in their goals. We seek to deliver programmes of study with compassion and care, understanding that each student comes with their own unique identities, experiences and knowledges that represents our rich and diverse learning community that we celebrate and value. We look to find ways to remove barriers and promote and support student self-advocacy and agency for independent learning through curriculum design that meets the diverse learning needs of our students, aiding them to build skills for future success. We consider a range of assessment methods, recognising that academic excellence can be demonstrated through various activities to suit the breadth of learning preferences that our students hold. We centre student perspectives, believing that all students have a voice that enriches learning and strengthens inclusive practice. We want to continuously improve our students' experiences and engage in ongoing reflection, feedback, adaptation and learning to meet the evolving needs of the student body and prepare them for working in diverse and global societies. Inclusive education matters.

What we do

- ✓ Being proactive in planning for and anticipating how to address a range of learning needs and diversity of student representation.
- ✓ Being flexible, adapting and varying teaching and assessment practices, making reasonable adjustments, reviewing and modifying practices in the light of feedback and evaluation.
- ✓ Approaches, methods etc. adopted are consistent, well-organized, and ensure equity in terms of how students are dealt with and the learning experiences they are offered.
- ✓ Taking a holistic approach so that teaching practice and student support covers all aspects of curriculum and environment in a collaborative, seamless, and joined-up manner.
- ✓ Recognising the breadth of needs that students have that could affect their access to and progress on a programme of study. This includes diagnosed needs, social and emotional needs (including mental health conditions that may or may not be formally diagnosed), identity (international students, protected characteristics listed under the Equality Act 2010) and life experiences (care experienced students).