

Dear Colleague,

In a separate letter Ken Reid and Helen Patrick provide explanations of the origins and nature of this questionnaire. I am writing to emphasise some of the points that they have made and to indicate the purposes of the enquiry.

The questionnaire is absolutely confidential and, as Ken Reid and Helen Patrick explain, can easily be made absolutely anonymous. There is no possibility that individuals or individual departments can, or will, be identified.

Preliminary interviews with colleagues have suggested that there is a diversity of practice in the PGCE courses and this questionnaire has been designed to provide an opportunity for an expression of that diversity. Within the diversity, however, certain themes have recurred. Colleagues have commented frequently upon the relatively unfavourable staff:student ratios in university departments of education, on their teaching loads and on what they perceive to be the relatively poor opportunities which they have to pursue their own research and study in comparison with colleagues in other departments of universities. The questionnaire has been designed to obtain a perspective on these issues. In addition, as colleagues will know, during the current session Ken Reid and Helen Patrick have been responsible for gathering a large amount of data from PGCE students. These data have been related to the students' backgrounds, their attitudes to teaching and teacher education and their educational experiences on the PGCE. It seems appropriate, therefore, that academic staff are given similar opportunities to express themselves.

Finally, there has never been a full study of initial teacher education in universities and there is a paucity of information about those who teach education in the universities. Thus, I hope very much that you will feel able to help us to remedy this situation, in part at least, by completing the questionnaire and returning it to Ken Reid.

Yours sincerely,

A handwritten signature in cursive script that reads "Gerald Bernbaum". The signature is written in black ink and is underlined with a single horizontal line.

Gerald Bernbaum
Professor of Education

ID CODE 1 - 5 members
CARD 1 1st 2 = 1/1ST 1
2nd 3 = 1/DCODE 1

STRICTLY CONFIDENTIAL

SECTION 1

YEAR UDF

1 Please give the year of appointment to your present university department of education (If recently merged, please give date of original college appointment)

POSITION

2 What is your present position? Please tick ONE box

- 1 Lecturer
- 2 Senior Lecturer
- 3 Reader
- 4 Professor
- 5 Other (please specify)

POSOT

3 Please give the year of appointment to your present position, as shown in Question 2 above

YEAR POS

4 Sex

SEX

- 1 Male
- 2 Female

AGE

5 Please give your age in years, as at 1st April, 1980

SOC CLASS

6 What is/was your father's/ guardian's major lifetime occupation? Please give as full an answer as possible

ED CLAS

7 In which type of school or college did you spend the major part of your secondary education?

SCHOOL

Please tick ONE box

- 1 Grammar (all types)
- 2 Independent school
- 3 Secondary modern school
- 4 Comprehensive school
- 5 Overseas
- 6 Other (please specify)

SCHOOL

8 Have you held any fulltime school and/or further education teaching posts?

TEACH

Please tick ONE box

- 1 Yes
- 2 No

If NO, please go to Question 14

9 In which year did you last teach fulltime in a school or further education college?

YEAR TEA

10 Which age range(s) of children (18 years or under) have you taught fulltime in a school or further education college for periods of at least one academic year?

AGE RANG

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.....

11 Details of type(s) of school or college, and length of teaching experience

Type No. of yrs. as fulltime teacher

GRAM
INDEP
COMP
OTSEC
PRIMARY
FE

Grammar (all types)	<input type="checkbox"/>	<input type="checkbox"/>
Independent	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive	<input type="checkbox"/>	<input type="checkbox"/>
Other secondary	<input type="checkbox"/>	<input type="checkbox"/>
Primary	<input type="checkbox"/>	<input type="checkbox"/>
Further education	<input type="checkbox"/>	<input type="checkbox"/>
Others (please specify)	<input type="checkbox"/>	<input type="checkbox"/>

EXPOT 1
LENGTH 1
EXPOT 2
LENGTH 2¹²

.....	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>

Which subject(s) did you teach as a fulltime school and/or further education teacher (eg history, maths, primary, general studies)?
Please put what you regard as your main teaching subject as number one

SUBJTEA 1
SUBJTFA 2
SUBJTEA 3

13 As a fulltime school and/or further education teacher, what was the highest promoted post which you held?
Please tick ONE box

- 1 Unpromoted
- 2 Promoted at lower level than head of department
- 3 Head of department
- 4 Deputy headteacher
- 5 Headteacher
- 6 Other (please specify)

PROMOTED

PROMOTOT

14 Have you taught fulltime in any of the following institutions of higher education (excluding your present department)?
Please tick whichever boxes apply

- 1 No HENO
- 2 University UNIV
- 3 College of Education (Teacher Training) COLLED
- 4 Polytechnic/Scottish Central Institution POLY
- 5 College of Higher Education COLLEGE
- 6 College of Advanced Technology CAT
- 7 Other (please specify) HEOT

15 Other than teaching, have you had any kind of fulltime permanent employment?
(Please exclude National Service)
Please tick ONE box

- 1 Yes PEREMP
- 2 No

If NO, please go to Question 17

16 What was the main occupation in which you were employed?

- MAINOCC 1
- MAINOCC 2
- MAINOCC 3

1DCODE 2

CARD 2

17 DETAILS OF QUALIFICATIONS

Please complete whichever of the following sections apply. If you have more than one of any type of qualification, please put additional qualifications in section (e) below

	Awarding Institution	Year	Class/Grade (if applicable)	Subject(s)
(a) First degree	.....	19__	.....	.....

* FIRST INS
 FIRST YR
 FIP. CLASS
 FIRSUBJ 1

	Awarding Institution	Year	Subject Area	Attendance Please tick appropriate box(es)
(b) Master's degree	.....	19__	.....	.....

FIRSUBJ 2
 FIRSUBJ 3
 MAST INS
 MAS 1 YR

	Awarding Institution	Year	Subject Area	Attendance Please tick appropriate box(es)
(c) Doctorate	.....	19__	.....	.....

MASTSUBJ
 MASTATT
 DOCT INS
 DOCT YR

	Awarding Institution	Year	Type of Qualification (eg B.Ed., Cert.Ed., PGCE)	Part-time Fulltime
(d) Teacher Training Qualification	.....	19__	.....	.....

DOCTSUBJ
 DOCTATT
 TRAININS
 TRAINYR

	Awarding Institution	Year	Name of Qualification	Subject Area
(e) Other qualifications not entered above	.....	19__	.....	.....

TRAINYR
 TRAINTP
 OTINS 1
 O1YR 1

	Awarding Institution	Year	Name of Qualification	Subject Area
(f) Qualifications for which you are currently registered but which have not yet been completed	.....	19__	.....	.....

OTQUAL 1
 OTSUBJ 1
 OTINS 2
 O1YR 2
 OTQUAL 2
 OTSUBJ 2
 OTINS 3
 O1YR 3
 O1QUAL 3
 O1SUBJ 3

QUAL RFG.

ID CODE 3

CARD 3

SECTION 11

If you do not teach on the PGCE course you may feel unable to answer all of the questions in this section. Nevertheless, from your experience in an Education Department, we would welcome your opinions and judgements where you feel able to give them.

18 What is your opinion of the amount of students' time occupied by the PGCE timetable in your university?
Please tick ONE box

- 1 It occupies too much of the students' time
- 2 It is satisfactory
- 3 It leaves students too much unscheduled time

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

TIME

19a) In your experience, do any of the issues outlined below regularly cause problems on students' teaching practice on the PGCE course in your university?

MP = major problems; SP = some problems; NP = no problems

Please tick ONE box for each issue

		1 MP	2 SP	3 NP
ISSUE 1	1 Schoolteachers having insufficient time to supervise students adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISSUE 2	2 Schoolteachers being unwilling to allow students to observe their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISSUE 3	3 Students being given unnecessarily difficult classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISSUE 4	4 Teaching practice schools being inconveniently distant from the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISSUE 5	5 Visiting distant schools being expensive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISSUE 6	6 University tutors not having time to visit their students as often as they would wish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISSUE 7	7 Students finding it difficult to communicate with school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISSUE 8	8 University tutors not being well received by school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISSUE 9	9 Students not conforming to the norms and regulations of their teaching practice schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISSUE 10	10 School staff thinking that university tutors do not supervise their students adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISSUE 11	11 School administration being inefficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISSUE 12	12 Students being unable to control difficult classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Which of these problems occur(s) most frequently?
Please circle the appropriate number(s)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

PROB 1
PROB 2
PROB 3

20 In your opinion, which is the best way to organise teaching practice within the framework of a one year PGCE course?

Please tick ONE box

- 1 In one long block
- 2 In two approximately equal blocks
- 3 In one long and one short block, or vice versa
- 4 In several short spells throughout the year
- 5 For two or three days per week over twenty to thirty weeks
- 6 Other (please specify)

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

TP1
TP2

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.....
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21 Below is a list of statements about teaching practice supervision. How far do you agree or disagree with each one?

1 = strongly agree; 2 = agree; 3 = uncertain; 4 = disagree; 5 = strongly disagree

Please circle ONE number for each statement

		Strongly agree			Strongly disagree
TPSUPER1	1 Supervising students on teaching practice takes up university tutors' time which could be better spent in other ways	1	2	3	4 5
TPSUPER2	2 Students on teaching practice should be visited by university tutors at least once a fortnight	1	2	3	4 5
TPSUPER3	3 University tutors who supervise teaching practice should have only a limited number of other teaching commitments during the period of teaching practice	1	2	3	4 5
TPSUPER4	4 The main responsibility for supervising students on teaching practice should lie with the teacher(s) in the schools	1	2	3	4 5
TPSUPER5	5 All PGCE tutors, not just method tutors, should help with teaching practice supervision	1	2	3	4 5
TPSUPER6	6 Competent students should have as much supervision as weak students	1	2	3	4 5

22 Below is a list of statements about assessment on PGCE courses. Please indicate whether you agree or disagree with each of them

Please tick ONE box for each statement

1 Agree 2 Uncertain 3 Disagree

ASSESS 1	1	Students who are weak should be given every chance to pass teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSESS 2	2	Staff should be more prepared to recommend failure of the PGCE course as a result of a student's performance on teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSESS 3	3	Students in particularly difficult schools should have this situation taken into account in the assessment of their teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSESS 4	4	Poor practical teaching should be the main criterion for failing the PGCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSESS 5	5	Students who do not complete the required written assignments satisfactorily should fail the PGCE, however good their practical teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSESS 6	6	It should not be so easy to pass the PGCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23 It is sometimes asserted that PGCE courses, in general, make insufficient written demands upon students, and are insufficiently rigorous with respect to academic standards

Please comment on these criticisms with respect to the PGCE course in your university

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DEMAND

.....

.....

STANDARD

.....

.....

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.....

.....

24 In your opinion, who should be responsible for the final assessment of students' teaching practice performances?

Please tick ONE box

- 1 School staff only
- 2 University staff only
- 3 School and university staff should have equal responsibility
- 4 School staff, taking account of the opinions of university staff
- 5 University staff, taking account of the opinions of school staff

FINAL ASS

25a) When students are selected for PGCE courses, how important do you think each of the following criteria should be?

1 = very Important; 2 = of some Importance; 3 = not Important

Please tick ONE box for each criterion

	1 Very Imp.	2 Some Imp.	3 Not Imp.
1 Good references	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Knowledge of teaching subject(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Enthusiasm for teaching subject(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Good academic qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Personal appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Evidence of having thought carefully about teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Experience of working with children/young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 A lively personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 The ability to contribute to extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Experience of work unrelated to education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) Please list any other criteria which you consider important in the selection of PGCE students

CRIT1
CRIT2
CRIT3
CRIT4
CRIT5
CRIT6
CRIT7
CRIT8
CRIT9
CRIT10

OTCRIT1
OTCRIT2
OTCRIT3

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.....
.....

IDCODE 4

CARD 4

30 There is much debate about the characteristics of an effective teacher. How desirable do you think it is for a school teacher to have each of the attributes and abilities listed below?

1 = highly desirable; 2 = fairly desirable; 3 = immaterial

Please tick ONE box for each statement

	1 Highly desirable	2 Fairly desirable	3 Immaterial	
1 Clear diction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 1
2 Sympathy for the professional problems of colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 2
3 The ability to use a variety of teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 3
4 Knowledge of educational research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 4
5 Teaching from material prepared in advance of lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 5
6 Detailed knowledge of the subject to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 6
7 The ability to keep control of classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 7
8 Enthusiasm for the subject to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 8
9 Patience in dealing with pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 9
10 Awareness of the socio-economic differences between pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 10
11 The ability to relate well to colleagues in the staffroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 11
12 Efficiency at administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 12
13 Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 13
14 Awareness of ethnic differences between pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 14
15 Willingness to give up his/her own time for in-service training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 15
16 Sympathy for the problems of pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 16
17 Willingness to participate in extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 17
18 The ability to teach a class at a moment's notice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHAR 18

SECTION III

33 Are you running a method/teaching subject group(s) on the PGCE course this academic year?

Please tick ONE box

METHOD

- 1 Yes
- 2 No

34 Are you supervising (visiting) any students on teaching practice this academic year?

Please tick ONE box

VISITING

- 1 Yes
- 2 No

If NO, please go to Question 37

35 For each group of students whom you are supervising (visiting) this academic year, please give the following details:

VISGRU 1

VISGRU 2

VISGRU 3

NO VIS 1

NO VIS 2

NO VIS 3

TUTOR 1

TUTOR 2

TUTOR 3

GROUPS

Number of students

1	2	3
<input type="text"/>	<input type="text"/>	<input type="text"/>

Average no. of visits per student (over whole year)

<input type="text"/>	<input type="text"/>	<input type="text"/>
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Number of students who have teacher tutors (or other specially recognised teachers)

<input type="text"/>	<input type="text"/>	<input type="text"/>
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36 Which type(s) of students are you supervising (visiting) this academic year?

Please tick whichever boxes apply

- 1 Students in your method group(s) STUDY P 1
- 2 Students in your subject(s) STUDY P 2
- 3 Students for whom you are responsible as personal tutor STUDY P 3
- 4 Students in any subject in particular schools/ areas/zones STUDY P 4
- 5 Other (please specify) STUDY P 5
-
-

37 Do you undertake any school teaching in your present post?

Please tick ONE box

- 1 No
- 2 Occasionally
- 3 On a regular basis

TEACHING

38 Other than supervising teaching practice and/or running a method/teaching subject group(s), do you have any teaching commitment on the PGCE course this academic year?

Please tick ONE box

- 1 Yes
- 2 No

PGCE TEA

If NO, please go to Question 42

39 Excluding all kinds of method work, please complete the table below with respect to the courses or course components on which you are timetabled to teach on the PGCE course this academic year

COURSE 1

TEAMETH 1

TEAOT 1

COURSE 2

TEAMETH 2

TEAOT 2

COURSE 3

TEAMETH 3

TEAOT 3

COURSE 4

TEAMETH 4

TEAOT 4

COURSE 5

TEAMETH 5

TEAOTS

WEEKS 1

STUDENT 1

WEEKS 2

STUDENT 2

WEEKS 3

STUDENT 3

WEEKS 4

STUDENT 4

WEEKS 5

STUDENT 5

WEEKS 6

STUDENT 6

WEEKS 7

STUDENT 7

WEEKS 8

STUDENT 8

WEEKS 9

STUDENT 9

WEEKS 10

STUDENT 10

WEEKS 11

STUDENT 11

WEEKS 12

STUDENT 12

WEEKS 13

STUDENT 13

WEEKS 14

STUDENT 14

Name of course/
course component
(excluding method
work)

Teaching method(s)
(please tick whichever boxes apply)
Seminar/
Tutorial Lecture Other (please specify)

For each course or course component listed above, please complete the following table with regard to your personal timetabled workload

Number of students

Number of weeks course lasts this academic year

Average number of hours contact per week

For each course or course component listed above, please give what you consider are the most important topics in the area as you teach the course (please give no more than three topics for each course)

1(i) 4(i)

(ii) (ii)

(iii)..... (iii).....

2(i) 5(i)

(ii) (ii)

(iii)..... (iii).....

3(i)

(ii)

(iii).....

TOPIC 11 TOPIC 15

TOPIC 12

TOPIC 13

TOPIC 14

ID CODE 6
CARD 6

42 Other than PGCE work, which of the following teaching responsibilities do you have this academic year?

Please tick YES for those which you have
Please tick NO for those which you do not have

		1 Yes	2 No
TEACHMSTR	1 Teaching on master's courses	<input type="checkbox"/>	<input type="checkbox"/>
SUPERV	2 Supervising master's and/or doctorate students	<input type="checkbox"/>	<input type="checkbox"/>
UNDERGRG	3 Teaching on undergraduate courses	<input type="checkbox"/>	<input type="checkbox"/>
ADV DIP	4 Teaching on advanced diploma courses	<input type="checkbox"/>	<input type="checkbox"/>
INDUCT	5 Teaching on induction courses	<input type="checkbox"/>	<input type="checkbox"/>
INSET	6 Teaching on in-service courses	<input type="checkbox"/>	<input type="checkbox"/>
	7 Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>
OTHER 1	.....	
OTHER 2	.....	
		

43 Which course, including the PGCE and those listed in Question 42 above, takes up most of your time (timetabled or otherwise)?

MOST TIME 1	.....
MOST TIME 2	.....

44 Which of the following administrative responsibilities do you have this academic year?

Please tick YES for those which you have
Please tick NO for those which you do not have

	1 Yes	2 No	
1 National committee work (eg NATE, Schools Council)	<input type="checkbox"/>	<input type="checkbox"/>	ADMIN1
2 University committee work not necessarily directly related to your department (eg Senate and its boards)	<input type="checkbox"/>	<input type="checkbox"/>	ADMIN2
3 Education department committee work	<input type="checkbox"/>	<input type="checkbox"/>	ADMIN3
4 Interviewing prospective PGCE students	<input type="checkbox"/>	<input type="checkbox"/>	ADMIN4
5 Interviewing other prospective students	<input type="checkbox"/>	<input type="checkbox"/>	ADMIN5
6 Organising in-service courses	<input type="checkbox"/>	<input type="checkbox"/>	ADMIN6
7 Overall administrative responsibility for a course within the department (please specify course)	<input type="checkbox"/>	<input type="checkbox"/>	ADMIN7
.....			
.....			
8 Organising teaching practice school placements	<input type="checkbox"/>	<input type="checkbox"/>	ADMIN8
9 Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	ADMIN9
.....			
.....			
.....			

45(a) Below is a list of activities in which you may be involved as part of your teaching responsibility this academic year. On which, if any, of these activities would you wish to spend more time than is currently available to you?

Please tick whichever boxes apply

- | | | | |
|---|---|--------------------------|---------|
| 1 | Marking and assessing students' work | <input type="checkbox"/> | ACTIV 1 |
| 2 | Preparation for teaching | <input type="checkbox"/> | ACTIV 2 |
| 3 | Advising students about careers | <input type="checkbox"/> | ACTIV 3 |
| 4 | Pastoral care of students | <input type="checkbox"/> | ACTIV 4 |
| 5 | Keeping up to date with teaching subject(s) | <input type="checkbox"/> | ACTIV 5 |
| 6 | Personal research and/or writing | <input type="checkbox"/> | ACTIV 6 |
| 7 | Other (<i>please specify</i>) | <input type="checkbox"/> | ACTIV 7 |

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(b) Please comment on how you would prefer to have your workload rearranged to enable you to devote more time to these and any other departmental activities which you wish to pursue

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46 Does the balance of work in your present post lie primarily in teaching or research?
Please tick ONE box

- 1 In teaching
- 2 In both, but with a leaning towards teaching
- 3 In both, but with a leaning towards research
- 4 In research

47 Are you engaged in any work which you expect to lead to publication?
Please tick ONE box

- 1 Yes
- 2 No

48 Do you have any of the following publications, including those which have been accepted for publication and any which you may have published jointly with other authors?
Please tick ONE box for each type

TYPE OF PUBLICATION	NUMBER		
	None	5 or under	Over five
Article(s) in Journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School textbook(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University textbook(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic book(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report(s) (eg LEAs, Schools Council, SSRC, DES)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contribution(s) to academic books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49 Are you engaged in research (not including work for a higher degree)?

Please tick ONE box

- 1 Yes
- 2 No

RESEARCH

If NO, please go to Question 52

50 What is/are the area(s)/topic(s) of your research?

- AREA 1
- AREA 2
- AREA 3

51 Is any of your research externally funded (eg by the SSRC, Nuffield Foundation)?

Please tick ONE box

- 1 Yes
- 2 No

FUNDED

52 Please indicate any additional work in which you are involved, not previously mentioned, which you consider to be important

-
-
-
-
-
-

ADD WORK 1
ADD WORK 2
ADD WORK 3

BALANCE

ENGAGED

PUBLIC 1

PUBLIC 2

PUBLIC 3

PUBLIC 4

PUBLIC 5

PUBLIC 6

SECTION IV - METHOD WORK

Please complete this section only if you are involved in running a method/teaching subject group this academic year
 If you are not involved in running a method/teaching subject group this academic year, please turn to the end of this questionnaire

53 How many main method groups do you have this academic year?

Please tick ONE box

1 None	<input type="checkbox"/>
2 One	<input type="checkbox"/>
3 Two	<input type="checkbox"/>
4 Three	<input type="checkbox"/>

MAINMETH

54 How many subsidiary/second method groups do you have this academic year?

Please tick ONE box

1 None	<input type="checkbox"/>
2 One	<input type="checkbox"/>
3 Two	<input type="checkbox"/>
4 Three	<input type="checkbox"/>

SECMETH

55 In which subject(s) are you training students to teach?

Please put what you regard as your main method subject as number one

METHSUB1.....
 METHSUB2.....
 METHSUB3.....

56 Within the present structure of your PGCE, do you think that method work is allotted enough time in your university to enable you to prepare students for teaching their subject(s)?

Please tick ONE box

1 Yes	<input type="checkbox"/>
2 No	<input type="checkbox"/>

METHTITLE

57 Please complete one section of this table for each of your main method groups this academic year

	GROUPS			
	1	2	3	MAIN 1
Number of students	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	MAIN 2
No. of wks. course lasts (excluding teaching practice weeks)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	MAIN 3
Average no. of hrs. contact per week	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	LASTS 1
				LASTS 2
				LASTS 3
				CONTACT 1
				CONTACT 2
				CONTACT 3

58 Please complete one section of this table for each of your subsidiary/second method groups this academic year

	GROUPS			
	1	2	3	IDCODE 7
Number of students	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	CART 7
No. of wks. course lasts (excluding teaching practice weeks)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	SECMET 1
Average no. of hrs. contact per week	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	SECMET 2
				SECMET 3
				LASTS 4
				LASTS 5
				LASTS 6
				CONTACT 4
				CONTACT 5
				CONTACT 6

59 Below is a list of topics and activities which might be included in a method course. Please indicate which of them you include in your method course this academic year

If you teach more than one method subject this academic year, please answer with regard to your main method subject as indicated in Question 55

1 = Yes, I spend a lot of time on this topic/activity

2 = Yes, I spend some time on this topic/activity

3 = No, I do not include this topic/activity

Please tick **ONE** box for each topic/activity

	1 Yes	2 Some	3 No	
1 Team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 1
2 Organising school outings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 2
3 The preparation of teaching materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 3
4 The use of textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 4
5 The use of course materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	METCOU 5
6 The aims of teaching your subject(s) in the schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 6
7 Communication skills (eg voice projection)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 7
8 Project work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 8
9 Teaching children of below average ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 9
10 The place of your subject(s) in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 10
11 Course/syllabus planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 11
12 Lesson planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 12
13 Methods of assessment and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 13
14 Mixed ability teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 14
15 Preparation of pupils for public examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 15
16 Field work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 16
17 Lab work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 17
18 The skills of questioning pupils in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 18
19 Various methods of teaching your subject(s) in the schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 19
20 The use of the blackboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 20
21 The use of audio-visual aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 21
22 Classroom organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 22
23 Discipline in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 23
24 Teaching streamed classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 24
25 Microteaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 25
26 Interaction Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 26
27 School visits (other than teaching practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	METCOU 27

60 Are there any other topics or activities not listed in Question 59 which are important in your method course this academic year?

If so, please write in below

METCOU 28

METCOU 29

METCOU 30

.....
.....

61 Please list any topics or activities listed in Question 59 which you deliberately avoid because they are covered elsewhere on the PGCE course this academic year

METCOU 31

METCOU 32

METCOU 33

.....

62 On which THREE of the topics or activities listed in Questions 59 and 60 do you spend most time on your method course this academic year?

METCOU 34 1

METCOU 35 2

METCOU 36 3

63 Do you have any additional comments related to the teaching of method work on the PGCE course in your university?

If so, please use the space provided below

.....
.....
.....
.....
.....
.....

φ 9 3 φ 8 —

Q 16

SN: 2296

Type of work

First number refers to social class, second to type of work.

- Blank 1 Armed forces
- Blank 2 Banking
- Blank 3 Insurance unspecified
- Blank 4 Farming, forestry
- Blank 5 Housewife / mother
- Blank 6 British Council
- Blank 7 Electronics, aeronautics, aircraft industry
- Blank 8 Volunteer work, USO, etc
- Blank 9 UNESCO, UN secretariat

no social class code possible

- 1 1 Clinical psychologist
- 1 2 Research unspecified
- 1 3 Educational research
- 1 4 Clergy
- 1 5 Scientific / industrial research
- 1 6 Social science research
- 1 7 Economic research
- 1 8 Interpreting, translating
- 1 9 Engineer, technologist

Social class 1

- 2 1 Psychologist
- 2 2 Educational administration
- 2 3 Professional musician
- 2 4 Educational adviser
- 2 5 Youth work
- 2 6 Assistant Inspector, Ministry of Health
- 2 7 Educational TV, journalism
- 2 8 TV, journalism
- 2 9 Nursing

Social class 2

- 3 1 Bank clerk
 - 3 2 Insurance clerk, loss adjuster etc
 - 3 3 Civil service clerk
 - 3 4 Clerk / secretarial / office
 - 3 5 Shop assistant
 - 3 6 Inland revenue
 - 3 7 B R draughtsman
 - 3 8 Designer draughtsman
 - 3 9
- } Social class
3 non-manual

- 4 1 Truck driver
 - 4 2 Pet boy
 - 4 3 Apprentice printer's compositor
 - 4 4 Weaver
 - 4 5 Skilled manual workers
 - 4 6 Apprentice toolmaker
 - 4 7 Painter / improver
 - 4 8 C.P.O. / P.O. Engineer
 - 4 9 Factory inspector
- } Social class
3 manual

- 5 1 Farm / agricultural labourer
 - 5 2 Bricklayer's labourer, labourer on construction site
 - 5 3 Wood warehouse worker
 - 5 4
- } Social class 4

- 5 5 Stockbreeding
 - 5 6 Artist
 - 5 7 Welfare officer
 - 5 8 Speech therapy
 - 5 9 Assistant busker
- } Social class 2

6 1 Factory labourer / operative / worker }
6 2 hangshoreman } Social class 5
6 3 General labourer }
6 4 }

6 5 Accountant (BR) - social class 1

6 6

6 7 local government officer }
6 8 low own business } Social class 2
6 9 Photographer }

7 1 Other research } social class 1
7 2 Patent work }

7 3 Lab technician, assistant }
7 4 National coach, PE organiser } Social class 2

7 5 Translator }
7 6 Senior staff, Tavistock Institute }
7 7 Archivist } Social class 1
7 8 Statistician }

8 1 Director / warden of teacher's centre }
8 2 HM Inspector of Taxes }
8 3 Management - various }
8 4 Travel / gas engineer } Social class 2
8 5 All types sales / market research / retailing }
8 6 Consultant - industrial }
8 7 Inspector of schools }
8 8 Personnel work, education, training in industry }
8 9 Computer work }

9 1 Work related to education not hitherto specified }
9 2 Police } no social
9 3 Admin } class code
9 4 Aerial Survey } possible
9 5 Miscellaneous, description not clear }

Question 2 - Other List

CODE

1. Research posts e.g. research officer, senior research fellow
2. Particular responsibility posts e.g. part-time lecturer and director of university educational technology unit, deputy director of P.E., acting director of P.E. and recreation; director of teaching resources centre, supervisor of teaching practice, administrative grade III.
3. Senior posts e.g. senior lecturer and director of Institute and Dean of Faculty, head of department; assistant director of Institute of Education, dean (salary scale senior professor), director, dean, faculty officer.
4. Special lecturer; special lecturer in education.
5. Assistant tutor; assistant lecturer, senior tutor, tuto-speech, lecturer and senior lecturer - no difference here, tutor, tutor to course in special education.
6. Part-time (except for one example in two above), part-time tutor, part-time method tutor, halftime; part-time lecturer, special lecturer part-time.
7. Visiting lecturer, Honorary lecturer.

Question 7 - Other List

CODE

1. Direct grant of all sorts.
2. Any combination of one-to-six.
3. Elementary school; village school till fourteen, senior elementary.
4. No secondary school education because of war, had to leave school age twelve during WW2.
5. Technical high school, technical; technical high, junior technical; N.B. - technical grammar = grammar i.e. - code one.
6. Scottish High School, Scottish Academy (multilateral)
7. Army education.
8. Senior secondary, county school, bi-lateral, selective central school; higher grade school, secondary school.

N.B. Preparatory school = independent i.e. - code two
 Independent endowed = independent i.e. - code two.

Question 10 - List of Age Ranges

CODE

01 Under 5	02 5-11	03 9-13, 11-14
04 11-16	05 11-18	06 14-18
07 16-18	08 16 +	09 18 +
10 Under 5 and 5-11	11 Under 5 and 5-11 and 9-13, 11-14.	
12 5-11 and 9-13/11-14		13 Under 5 and 5-11 and 11-16
14 Under 5 and 5-11 and 11-18		15 Under 5 and 5-11 and 11-18 and 18 +
16 5-11 & 11-18	(18) 11-18, 18+	
17 5-11 & 11-18	(19) 5-18 +	

Quest

Question 11 - Other List

CODE

- 1 All overseas e.g. USA Senior High School, Nigerian independent Swedish middle.
- 2 The forces - army, air force, navy e.g. RAF Technical School Instructor, RAEC; Services Training College.
- 3 Special schools e.g. tutorial unit for maladjusted, blind school, deaf and ESN, remedial centre.
- 4 Adult education e.g. adult literacy.
- 5 Approved school, remand home, prison, borstal
- 6 Outdoor centre, outdoor pursuits, National Coach P.E.
- 7 Middle schools.
- 8 Youth organiser
- 9 All which do not fit either the categories in the question or the categories above e.g. administrative training centre, international school, teachers' centre, tutorial college; advisory teacher, education lecturer in record office and museum.

N.B. Supply work infant and junior should be coded primary - i.e. 5. Direct grant and technical grammar schools should be coded grammar - e.e. 1
 Preparatory schools should be coded independent - i.e. 2
 Secondary moderns, technical school and institute, technical, secondary technical Scottish academy selective, bilateral school, 6th form colleges should be coded other secondary - i.e. 4. Some items noted in questions 11 should actually be noted in question 14 e.g. colleges of education, universities overseas, youth leader training. Please exclude them from question 11 and make sure they are ticked and coded in question 14.

Question 13 - Other List

CODE

1. Lecturer II
2. Senior Lecturer
N.B. Senior lecturer polytechnic should not be coded here - check that they have ticked polytechnic in Q.14.
3. Head of department and housemaster.
4. Posts between categories 3 and 4 in the question e.g. head of faculty, senior science master, over heads of biology and physics.
5. Pastoral posts e.g. Housemaster (residential), assistant head of year, housemaster, deputy house head; master in charge of junior boarding house, promoted at lower level than head of department and 6th form supervisor (paid), 6th form teachers.
6. Head of Unit (Tutorial Unit for Maladjusted), Head of nursery, Head of an adult education centre; Teachers' Centre Warden
7. Peripatetic teacher e.g. peripatetic remedial teacher, advisory.
8. Principal.
9. Others e.g. Research officer - Burnham III, consultant in special education.

N.B. Acting senior mistress should be coded 4 - deputy headteacher. In charge of geography and in charge of department of 1 should be coded 2 - promoted at lower level than head of department.

National Technical and Development officer U K (National Coach) should be coded under Other 6 in Q.11, and ignored here i.e. code \emptyset .

Question 14 - Other List

CODE

1. College of Technology; College of Art, Design, Technical college, College for churchworkers.
2. Evening classes - all sorts e.g. Adult Evening Centres, evening classes junior technical.
3. Extramural
4. Forces
N.B. RAF Ed. Branch general subjects to adults on station, should be coded Other 2 in Q.11 and ignored here i.e. code \emptyset .

Question 14 - Other List - continued

5. Training teachers of mentally handicapped for NAMH, professional training of educational psychologists at child guidance training centre, youth leaders' training college.
6. Overseas - all sorts e.g. University of Paris, USA State college.
7. Other e.g. UNESCO perepatetic team
8. Any part-time work.

N.B. National coach (Athletics) should be coded Other 6 in Q.11 and ignored here i.e. code blank.

Adult Education and WEA should be coded 6 (FE) in Q.11 and ignored here i.e. code \emptyset

BBC FETV should be coded in Q.16 and ignored here i.e. code \emptyset

List of Teacher Training Qualifications (17 (d))

CODE

1. PGCE - all sorts of postgraduate training, so long as the respondent specifies that it is postgraduate e.g. Dip, in Ed. (PGCE), Scottish PG qualification; Cert Ed. (equivalent to PGCE); PGCE exemption exam.
2. B.Ed. (NB - this will be noted in 17(a) as well)
3. Overseas qualifications - all sorts.
4. City and Guilds Certificate /diploma.
5. Any kind of special education training e.g. certificate for teachers of the deaf.
6. Art teachers' diploma
7. All sorts of certificates and diplomas which do not fit any of the other categories here e.g. Dip.Ed.; 2 years teachers' certificate.
- 8.
9. Others e.g. Qualified under old ministry of education regulations; tutor's diploma; supplementary certificate in education, emergency training.

List of Other Qualifications (17(e))

CODE

- 01 First degrees - the first one given should be coded in 17(a) and any others should be coded here.
N.B. do not include B.Phil. Oxford, B.Litt. Oxford, B.Mus.
- 02 Master's degrees - the first one given should be coded in 17(b) and any others should be coded here.
N.B. - see instructions for 17(b) on Scottish and Oxbridge M.A.'s.
- 03 Doctorates - D.Sc., D. Phil.
- 04 N DD National diploma in design
- 05 College of Preceptors qualifications
- 06 Teacher training qualification in special education e.g. teacher of neurologically impaired children, College of Teaching of Blind Diploma, Remedial certificate.
07. Teacher training qualification other than in special education - the first one given should be coded in 17(d) and any others should be coded here e.g. Dip TEFL, Certificate in teaching of science.
- 08 Postgraduate diplomas /certificates - items should be coded here only if the respondent specifies that they are postgraduate.

List of Other Qualifications - continued

- 09 Lambeth Diploma
- 10 H.N.D.
- 11 O.N.C.
- 12 Sporting qualifications (except those dealt with in 7 above) e.g. BMX Rock Climbing Guide; Coaching awards (sport), BCU Canoe Coach, MLTB Mountaineering Instructor Advanced Certificate, St. John's Advanced Mountaineering First Aid.
- 13 Music and/ or drama qualifications e.g. Royal College of Music - ARCM, Guldhall School of Music and Drama - GGSMC (Grad.Dip.), LRAM; ALAM, Licentiate of College of Speech Therapists; Associateship of the Drama Board; LRAM (piano teacher), A. Mus. T.C.L.; LTCL; ATCC Music; LRAM - Speech and Drama, FTCL; L.Mus. T.C.L.; Trinity College of Music - Licentiate.
- 14 Full technological certificate
- 15 OU Certificate Associated Student
- 16 Goldsmiths' - Supplementary Cert. Ed.
Exeter -
- 17 Diploma Theology.
- 18 Further Professional Studies Certificate.
- 19 Bristol - ACE
- 20 Cambridge CCK
- 21 University London ATD.
- 22 Supplementary Handicraft Certificate.
- 23 DLC; Loughborough T.C. - DLC
- 24 D. Phys. Dev.
- 25 London CRE
- 26 Royal Horticultural Society - certificate in school gardening.
- 27 Advanced diplomas
- 28 Academic diplomas
- 29 Diplomas /Certificates - any not already coded above.
- 30 ABPS - Associate of the British Psychological Society; Fellow of the British Psychological Society.
- 31 Professional qualifications e.g. CIS (Chartered Institute of Secretaries), FCII (Insurance); Grad. IEE (Electrical Engineering), membership of Chartered Society of Physiotherapists; ACIT (Associate of Chartered Insurance Institute);
Preparation for R.C. Orders: Norway

List of Other Qualifications - continued

- 32 Cambridge Institute of Education Associateship.
- 33 King's College - AKC - Theology; AKC Theology - King's College.
- 34 Other associateships and fellowships e.g ARIC; FRIC; M.I. Biol; Fellow Zoological Society; RSA Fellowship; M.Inst. Physics; Associate Royal Inst. Chem.; Royal Stat. Soc. Fellow; Member British Computer Soc; L. Inst. of Maths; F.I. Biol.; F.L. Soc.; Associate Fellow of Institute of Maths; Grad. Inst - Physics; Associate R.C. Science; Royal College of Physicians and Surgeons - MRCS, LRCP; Graduate of Inst. Biol., International Phonetics Assoc - IPA.
- 35 Foreign qualifications e.g. Licence (Univ. Paris /Lille); Philosophie Kandidat (Univ. Lund, Sweden); Lyons - 1st prize in counterpoint and fugue; Licence ès lettres - Univ. Paris; Norwegian army course in Russian.
- 36 Tavistock Clinic - ed. psych. trainee
Tavistock Clinic - professional training in ed. psych.
- 37 B. Phil Oxford + *unpublished*
- 38 Any honorary degrees
- 39 Oxford B. Litt.
- 40 official degree
- 41 Part II Engineering Tripos
- 42 Cambridge English Part II
- 43 Froebel Traineeship
- 44 Authorized teacher of re-evaluation counselling
- 45 B, Mus.
- 46 C of E - GOE
- 47 Institute of Statisticians - parts 3 and 4
- 48 Navy - charge engineer
- 49 Civil Service Qualifying Exam

Other List for Question 20

CODE

- Ø1 1 long block, but with some classroom experience before and after (different, local schools) - $\frac{1}{2}$ days per week for a few weeks. 1 preceded by a term of 1 day a week in schools. One long block is OK but there are so many factors that a single tick answer is inadequate. 1 and structured contact with schools /colleges throughout the year. I like to combine 1 long block with 1 day per week in autumn and day per week in summer. Students in school for 1 day a week in term prior to t.p. 1 long block in 2nd. term and 1 day per week in 1st. term. 1 + 4 is ideal (ie. 1 long block and several short spells throughout the year) - some work in terms 1 and 3 and term 2 out. 1 and work in schools throughout the year - say $\frac{1}{2}$ - 1 day per week 1 and additional experience in 1st. and 3rd. terms on a regular basis
Combination of 5 + 1 ie. 1 long block preceded by a series of sandwiches.
- Ø2 In addition to 2 above, an initial unsupervised period of observation and teaching in a primary or middle school. 2 and introductory, tutor - led, block practice 2 and school based experience if can be provided 2, along with a closely linked contact with the schools and practical work and visits, possibly once per term, or 3 weeks between 2 blocks. 2 and also 1 day a week attachment throughout the course. As 2, and 1 day weekly between the 2 practices (continuity of contact)
No. 2, with regular whole day school experience in schools in taught course time. To 2 I would add a brief initial period of 1 day per week school attachment.
- Ø3 2 blocks, second slightly longer than 1st. In 2 blocks, of which the 1st is shorter, maintaining contact with the schools in between. 2, but 1 block slightly longer than the other.
- Ø4 I value 3, supplemented by $\frac{1}{2}$ day visits over the year
3 + day visits
3, coupled with days on a regular basis
- Ø5 A combination of 5 + 1. 5 + 1 longer spell. 2 days a week and 1 block
One half-term block followed by 2-3 days per week over 20 weeks
As in 5 for terms 1 and 2, with 4 weeks block at start of summer term and final 1 term in university /college.
- Ø6 1 block of 2 weeks followed by $\frac{1}{2}$ day per week for 10 weeks, followed by block of 6 weeks.
- Ø7 3 practically, 5 ideally
- Ø8 2 or 3 ie. blocks, and some day visits pre practice.
- Ø9 3 x 4-5 week blocks, 1 each term
- 1Ø 3 + 5 - geography /cash permitting
- 11 In 2 approximately equal blocks or 2 days per week over 20-30 weeks
- 12 I should like to see 3 blocks of increasing length and student independence

Other List for Question 20 - continued

CODE

- 13 As above, and visits of special educational interest in term 3.
- 14 There is no best way - a great deal depends on the exigencies of schools and UDE - local traditions, etc. I do not believe that there's any "best" way
No best way in terms of effect on future performance (see Australian evaluation research)
I don't think there is a "best" way - all of these can be successful - a lot depends on local circumstances and on the teaching subject.
- 15 Undecided
- 16 I often have my students on a split t.p. (school PE or school and school) in 1 block ie. 2 days in one, 3 days in another - this gives excellent experience of 2 places of different type, but its costly and wearing for the tutor and the practice organiser
- 17 The manner of supervision is the key factor - each of the above could offer a valuable experience.
- 18 It is good that students feel fully at home in their practice schools - they should not pop in for odd lessons.
- 19 2 short blocks + 1 longer block
20. 3 Equal Blocks
21. 2 day attachment 4th throughout yr with a final block of 6 wks or so.

Q 23

Demand

- Q1 Disagree
- Q2 Disagree with reservations
- Q3 About right
- Q4 Agree with reservations
- Q5 Agree
- Q6 No comment, don't know
- Q7 Varies, up to tutor
- Q8 Course seeks to be practical, but agree to some extent
- Q9 Irrelevant, as course seeks to be practical
- Q10 Varies with each student
- Q11 Nature of demands often inappropriate
- Q31 Too many demands
- Q32 Demands substantial
- Q33 Demands OK
- Q34 Written demands are irrelevant
- Q35 Amount varies
- Q36 Written work not an end in itself
- Q37 Written work inadequate in its quantity

Q 23

Standard

SN: 2296

- Q1 Disagree
- Q2 Disagree with reservations
- Q3 About right
- Q4 Agree with reservations
- Q5 Agree
- Q6 No comment, don't know
- Q7 Varies, up to tutor
- Q8 Course seeks to be practical, but agree to some extent
- Q9 Irrelevant, as course seeks to be practical
- Q10 Varies with each student
- Q11 Nature of demands often inappropriate
- Q31 Strongly agree
- Q32 Same agreement
- Q33 Agree OK
- Q34 Academic rigour irrelevant to teacher training
- Q35 Standards vary
- Q36 Not enough time to establish high standards
- Q37 Academic standards are important
- Q38 Academic standards are difficult to define in the PACE
- Q39 Academic rigour less important than other things in PACE
- Q40 To get an ACE, one assumes academic standard has been reached
- Q41 Academic standards poor

OTHER LIST FOR QUESTION 25(b)A

Awareness of needs of non-academic child	29	Administrative and organisational ability	31
Awareness of value to a school of good parent/teacher collaboration	06		
Awareness of importance of school's relationship with the community	06	Adequate personality	57
Awareness of other people	05	Adequate verbal ability	02
Awareness of current educational problems	06	All are very important for some students	34
Awareness of problems of less privileged social classes	43		
Awareness of, and interest in social issues	43	Age - since we raised our minimum age to 24, dropouts and failures have fallen - students are also serious about teaching, not taking PGCE while they think what to do next	68
Awareness of social reality (problems) familiarity with a wide social range	43		
Awareness of the immense responsibility of teaching for the development of learning and personality growth in each pupil	17	Attitude to teaching	03
Awareness of their subject in a much wider context than that of an undergraduate course	18	Application	63
Awareness that majority of school pupils have very different attitudes to school and academic subjects from most teachers and university students	36	Articulateness	02
Awareness of potential problems in schools	36	Articulate, clear speaker	73
		Articulate speech	73
		Articulacy	02
		As free from neuroses as possible	64
		As far as possible a genuine liking for working with people/ children	05
Adaptable linguistic skills - able to express themselves clearly	02	Appreciation of what their subject might offer the non-academic	29
Adaptable personality	57	Appreciation of human behaviour and motivation	05
Adaptability	04	Appreciation of emotional factors in the learner, teacher and learning environment	17
Adaptable	04		
Aesthetic and athletic interests	08	Acting ability	45
Able to sustain a point of view	09	Ability to accept criticism if necessary	04
Attempting to get a balanced group of students as well as good individuals	11	Ability to care and control	05
Apparent empathy with others' feelings	75	Ability to effectively explain and account for their commitment	03
Absence of a 'missionary' spirit	16	Ability to criticize self and others with sympathy	66
Absence of starry-eyedness	36	Ability to get on with colleagues/ peers and therefore to be able to work in a group	01
Absence of self-centredness	79	Ability to get on well with other people - very important	01
Appropriate disposition for teaching	57		
Aptitude for acquiring understanding of others	05		

Other list for Q.25(b) cont.

Ability to get on with rest of staff	Ø1	Ability to enjoy life	44
Ability to relate well to colleagues	Ø1	Ability to speak clearly and be understood	73
Ability to relate to others	Ø1		
Ability to work with others	Ø1	Ability to see some one else's point of view, non-evangelical etc.	Ø4
Ability to function in a foreign language	65		
Ability to speak modern language fluently	65	Ability to learn	Ø4
Ability to relate to other adults	Ø1	Ability to listen	Ø4
Ability to work constructively in a group	Ø1	Ability to get on well with pupils, colleagues and senior staff	Ø4
Ability to fit in with and work with others	Ø1	Ability to get on well with peers, inferiors, and those in authority	Ø4
Ability to adapt and mix socially	Ø1	Ability to conduct conversation in an articulate manner	Ø2
Ability to <u>hear</u> other people, especially when their ideas, .. etc., and to <u>respond</u> to what one hears	Ø1	Ability to relate well to people and especially to children	Ø1
Ability to <u>take</u> a critical stance and sustain argument against opposition i.e. not deferential or unduly conformist	Ø9	Ability to communicate (i.e. interact) with others easily	Ø1
Ability and willingness to defend a point of view	Ø9	Ability to relate to, respond to, get on with other people	Ø1
Ability to sustain a rational line of argument	Ø9	Ability to get on with other adults	Ø1
Ability to sustain a good argument	Ø9	Ability to develop good personal relationships	Ø1
Ability to endure administrators without despair	12	Ability to get on with peer group and staff	Ø1
Ability to explain things clearly	Ø2	Ability to work as a member of a group	Ø1
Ability to communicate easily with interviewer	Ø2	Ability to relate to people	Ø1
Ability to question, initiate discussion, etc.	Ø2	Ability to make worthwhile relationships	Ø1
Ability/interest to contribute to school a) in pastoral work, b) in widening out from a narrow single discipline	13	Ability to co-operate with colleagues across the age range	Ø1
Ability to discuss the strengths/weaknesses/qualities of teachers who have taught them in previous years	Ø6	Ability to co-operate with colleagues	Ø1
Ability to modify their own pre-conceptions about teaching	Ø6	Ability to communicate verbally (fluently)	Ø2
Ability to think around topics concerned with children and education	Ø6	Ability to communicate orally with clarity under mild interview stress	Ø2
Ability to demonstrate their interest in, concern for children/pupils as individuals, especially when selected for PGCE primary/middle courses	Ø5	Ability to express their views in such a way as to be clearly heard and understood	Ø2
Ability to be a collaborative learner, since our English method course depends on co-operative work in and out of school	Ø7	Ability to communicate with people	Ø2
		Ability to express themselves verbally	Ø2
		Ability to express oneself clearly orally and in writing	Ø2
		Ability to act independently	37
		Ability to think quickly, yet with rationality	76
		Ability to organise and plan	31

Other list for q.25(b) cont.

Ability to undertake what is involved in learning to do something other than the subject in which the candidate has been trained at university	08	Commitment to moral and cultural standards	51
Ability to express oneself clearly	02	Commitment to work in the state sector, although I realise this is impossible to enforce	93
Ability to communicate written and oral	02	Commitment to being prepared to make the most of the course	07
Ability to communicate interests, knowledge and enthusiasms to others	02	Commitment to the subject	18
Ability to communicate with young people particularly, and others in general	02	Commitment to the student	78
Ability to express himself clearly in words	02	Commitment to teaching	03
Ability to communicate orally, in writing	02	Commitment	03
Ability to communicate clearly	02	Constructively critical approach to educational matters	06
Ability to communicate	02	Creatively and imaginative	35
Ability to communicate with people	02	Creativity	35
Ability to communicate fluently	02	Capacity for empathy	75
Ability to communicate orally	02	Capacity for being interested in practical problems	14
Ability to talk fluently and express ideas with clarity	02	Capacity to reflect and self-critically evaluate	66
Ability to communicate well orally	02	Capacity to see other points of view	04
Ability to put subject across	02	Capacity for hard work	63
Ability to make good decisions which accumulate self-respect	88	Capacity to work harmoniously with other people as well as pupils - sensitivity to situations	01
Ability to project their personalities	61	Capacity to listen	54
		Capacity to think about teaching style, system and strategies, and develop high level skills of processing response, etc	17
<u>B</u>			
Balanced, mature personality	64	Concern for lives, well-being of young people	05
Balanced theatrical sense	45	Concern for their own and their pupils' happiness	05
Balance between academic and sports proficiency and interest	42	Concern and sympathy for disadvantaged, handicapped kids, etc.	05
Being a good listener	54	Concern for other people	05
Being out in world before doing PGCE	50	Concern for and interest in the problems of the learning process	17
Being able to form good relationships with others	01		
Being, or appearing to be, well organised	31	Careful thought	52
<u>C</u>		Care about people	05
Commitment to R.E. for educational (not merely confessional) reasons	16	Caring and giving attitudes	05
Commitment to change and experimentation	04	Caring attitude	05
Commitment to type of course that you are offering	07	Caring attitude towards young people	05
		Can I picture a prospective student in a classroom	13

Other list for Q 25(b) conts.

Common sense - a balanced outlook	55	Detachment	84
Common sense	55	Disposition towards optimism	47
Character	57	Determination	72
Clear diction and being articulate	73	Determination to find own ideas	37
Clear speech	73	Degree of flexibility in their attitudes - lack of dogmatism	Ø4
Clear and fluent speech	73	Degree of self-assurance	25
Certain toughness and ability to survive inevitable criticism from pupils	74	Demonstrable insight into subtleties of social relationships both at adult and child levels	Ø1
Certain amount of self-confidence	25		
Critical mind	21	<u>E</u>	
Critical approach to intellectual problems	21	Evidence of interest in children, young adults, especially those deemed "educational failures"	Ø5
Co-operative	Ø1	Evidence, from references, of conscientiousness	63
Communicative and explanatory skills	Ø2	Evidence of ability to communicate enthusiasm to children	Ø2
Communication and self-presentation skills	Ø2	Evidence of an ability and a desire to work in a co-operative mode	Ø1
Communication skills	Ø2	Evidence of ability to survive and provide reasonable competence in the classroom	13
Clarity in presentation of ideas and explanations	Ø2	Evidence of knowledge of education system in G.B and the purpose of education for all pupils	Ø6
Clarity on role mode of a good teacher	36	Evidence of caring and thoughtful manner	Ø5
Confidence	25	Evidence of having thought carefully about other careers than teaching	Ø7
Confident bearing	61	Evidence of possible developments as career proceeds	46
Charisma	61	Evidence of sound personal standards	51
<u>D</u>		Evidence of having thought carefully about the PGCE course for which they are applying	Ø7
Desire to assess schools critically	Ø6	Evidence of resilience	74
Desire to develop the self	66	Evidence of flexibility and resourcefulness	Ø4
Desire to get involved	4Ø	Evidence of capacity to communicate	Ø2
Desire/commitment to work with children	78	Evidence of personal interests other than education	Ø8
Desire to be a professional, competent teacher	Ø3		
Definite wish to be a teacher, not just because they can't think of anything else	Ø3		
Dedication to hard, sustained work	63		

Other list for Q.25(b) cont.

Evidence of what I would describe as jet propulsion, the ability to make things happen	40	Experience between university and PGCE is useful	50
Evidence of ability to think independently	37	Experience of a variety of social class settings	43
Evidence of an awareness and sensitivity to others	75	Extroversion	57
Evidence that the student has given at least some thought to the problems of teaching his subject to people much less able than himself	29	<u>F</u>	
Evidence of good administrative ability	31	Freedom from dogmatism, political, religious or any other variety	04
Evidence of liking children	05		
Evidence of likely professional commitment	03	Feeling of commitment coming through	03
Evidence of self-confidence	25		
Evidence of mature personality	23	Flexibility and adaptability	04
Evidence of personal maturity	23	Flexibility, openness of disposition	04
		Flexibility of mind	04
Embryo sense of professional responsibility	67	Flexibility in thinking	04
		Flexibility	04
Enthusiasm about/for anything	62	Friendliness	57
Enthusiasm for working hard, conscientiously	63	Foreign travel	71
Enthusiastic attitude to a professional course of preparation	07		
Enthusiasm for teaching children	78	For P.E. an ability to play at least one sport up to county standard	42
Enthusiasm for teaching	03		
Enthusiasm to give it a good try	03	For linguists, residence abroad and evidence of fluency and good accent	65
Enthusiasm about teaching and education in general, not only about subject	03		
Extent to which they have a realistic impression of today's teaching situation	36	For modern language students - good oral command of languages offered	65
		For all - some dramatic ability - good voice and the ability to use it well	45
Establish sound working and social relationships	01	For all candidates some evidence of articulate expression of opinions and ideas in discussion	02
Equanimity	23	For first and middle school students, an appreciation of the importance of and ability to work in all aspects of the curriculum, etc	08
Empathy	75	For P.E. - games ability, strength, agility, swimming, sport background	42
Emotional stability	64		
Emotional maturity	64		
Emotional balance	64		
Even if it produces administrative problems, a personal interview seems to have great importance	28	Familiarity with context as well as content of teaching subject(s)	18
Equitable temperament	64		

Other list for Q.25(b) cont.

<u>G</u>		<u>H</u>	
Good listener	54	High stress thresholds	64
Goodness	91	High level of ability	82
Good personal relationships (open, good at understanding other person's reactions to what is going on)	01	High regard for young people	05
Good at personal relationships	01	High sense of self-esteem - low self-esteem in my experience	25
Good self-presentation	02	relates to class control problems	
Good match between the candidate and the UDE	07	High level of confidence	25
Good clear voice	73	Humour	60
Good voice	73		
Good physical and emotional health	70	Humility before academic excellence	27
Good human relations skills	01		
Good ability to relate with other people	01	Handling difficult questions	85
Good humour	60		
Good health i.e. stamina and resilience	24	Honest and candid	58
Good health	24	Honesty in the candidate	58
		Honesty	58
General wide range of practical skills	14	Healthy both in mind and body - very important	70
General interest in and awareness of educational issues	06	Healthy realism, tinged with compassion, but without sentimentality	36
General critical awareness	21	Health prognosis	24
General culture, wide interests outside the classroom	08		
General enthusiasm for wanting to teach	03		
General enthusiasm about teaching	03	<u>I</u>	
Genuine interest in children	05	Indication of willingness to undertake responsibility	49
Genuine concern for children as individuals	05	Indication that they will probably be sensitive and sensible in their relationships with children and their teaching colleagues	01
Genuine awareness of other people	05		
Genuine interest in and liking for children and young people	05	Indication of propensity to work harmoniously with colleagues	01
Genuine desire to teach	03		
Get on with other people	01		
Graphic skills	10	Integrity	58
Gut of tempered steel	24	Involvement with subject	18
		Informed scepticism	21

Imagination	35	Idealism	15
Imaginative mind	35	(Ideally) oral skills (in modern languages)	65
Imaginative	35	Ideally a liking for/love of children	05
Independent mind	37		
Independent opinions	37		
In a science student, evidence of ability to design and fabricate things, of being practically minded	14	It seems to me to be worthwhile trying to find out if they are drifting into teaching or using a PGCE course in order to prolong student life	03
In certain cases (i.e. in constituting a curriculum studies group) a leavening of maturity - late entrants to H E.	68	It is very much the output score of the above as they interact, etc.	95
In the case of modern linguists - the nature and length of residence in the country whose language is offered	65	It is of some importance that their own school days should be made clear, etc.	96
In my area extensive experience of living in the country whose language they wish to teach	65		
Interest in and knowledge of childhood/adolescent cultures	77	I should like to stress (b) even more by adding that in my experience such students often come to us with wrong motives - to find "a job" to "change society", and in a simplistic way to continue whatever prejudices they may have acquired during their own pupilage	03
Interest in children	05		
Interest in, and the desire to get to know children	05		
Interest in people, particularly children	05	I'd want to positively discriminate in favour of women wanting to teach maths and science	48
Interest in their own development	66		
Interest in education and children	06	I would take all of these into account but none of them would disqualify by absence	34
Interest in contemporary issues, i.e. awareness of what's going on	55		
Interest in and concern for other people's problems	05	Intellectual and emotional maturity	23
Interest in young people	05	Intellectual curiosity and the energy to pursue it	04
Interest in children and young people and their development	05	Intelligence	69
Interest in children as well as in academic subject, etc.	05		
Interest in communities as strong as an interest in subjects	43	If applications fall there is pressure to accept students to keep the course viable	87
Interest in how people think and learn	17		
Interest in ideas and activities outside education	08		
Interests outside their own field	08	<u>J</u>	
Interests outside the main subject	08	Judgement at interview of potential for effective teaching-personal authority?	13
Impression given of willingness to work	63		
Interpersonal skills	01		
Interactional competence	01		

K

Keep out missionaries and zealots	16	Lively mind	20
Kindly attitude towards learners	05	Linguistic fluency	65
Knowledge of disciplines bearing upon educational issues	06	Legible handwriting	41
Knowledge of and experience with different social and cultural groups	43		
Knowledge and qualifications should indicate ability to seek and select information from sources and to understand how to use it for learning	04		
Knowledge of "kids' culture"	77		
Keen to teach children	78		

L

Lack of conditioning by exam. system	04		
Lack of bigotry and bias	04		
Lack of racial/political prejudice	04		
Lack of intellectual arrogance	04		
Lack of any personal psychological problems	64		
Lack of dogmatism	04		
Lack of haste to make judgements about other people	04		
Love	05		
Love of subject	18		
Liking for children	05		
Likes working with children	05		
Likely to be conscientious	63		
Likely to fit in well with school staff	01		
Likely ability to fit in with our way of working	07		
Likelihood of being able to work well with me and vice versa	07		
Likelihood of the candidate finding a post, given his qualifications and personality	38		
Learning potential	04		
Long term stamina	24		
		M	
		Mental stability	64
		Mental toughness	64
		Motivation and commitment	03
		Motivation	03
		Modern languages - residence abroad at least one year - fluency in the language	65
		Maturity	23
		M ^{us} ical ability	59
		Modesty, even slight apprehension is often best expression of (b), etc.	27
		Matter of fact approach to education	36
		Must be willing to conform to the requirements of a school	81
		Must show some signs of really wanting to teach as a profession and not just to qualify for educational psychology or fill in time	03
		N	
		Not out to save the world in a romantic fashion - realistic?	16
		Not applied at last minute	03
		Not using teaching mainly for emotional satisfaction	64
		Not in the habit to bluff when "on the spot"	85
		Not too high a priority given to high academic teaching aspirations - likelihood of disillusionment	29

Not too serious about life, i e some element of fun and joy	60	Oral fluency	73
		Oracy - some ability/skill in verbal communication	02
Necessary degree of maturity	23	Originality	35
Negative criterion weeding out those who appear only to be delaying decisions for a year and have little or no intention of teaching	03	<u>P</u>	
Negative criterion viz that if they are unable to communicate at interview with fellow interviewees or the interviewers, they may not be much good in schools	02	Physical size and characteristics	89
		Physical fitness	24
		Physical health	24
Non-authoritarian attitudes	04	Personal maturity	23
		Personal maturity - good self-knowledge	23
		Personal interests outside the professional field of education	08
No strong political/religious affiliations	04	Personality - somewhat indefinable	57
		Personality	57
		Personal balance	64
		Personality problems which make personal relationships difficult	64
		Personality characteristics which suggest that the student will be able to survive in a classroom in a modern comprehensive school	13
<u>O</u>			
Openness to error and exploration	04		
Open-mindedness	04		
Openness of mind	04		
Openness	04		
Openness to people and ideas	04	Psychological balance	64
Open-mindedness - intellectual curiosity	04		
Open-minded approach to education	04		
Open, outgoing personality	57	Patience	32
Open-minded	04	Patience and equable temperament	32
"Open" attitudes - class, multi-ethnicity, etc	04	Possessive of qualities which could in _____ ways be conducive to successful classroom rapport	13
Open and enquiring mind	04		
Openness to new ideas	04		
Our course places all its students in inner-city schools - we tend to recruit students who have a particular interest in that experience	07	Pleasant and relaxed manner	57
		Pleasant voice	73
		Possible flair	82
Optimism	47	Powers of perception	90
Outgoing	57	Positive attitude towards all children whether these children are successful pupils or not	05

Positive attitude towards pupils - teacher warmth, one of the few variables consistently related to teacher effectiveness	39	Respect for others	05
		Respect for children(1.e. not necessarily love)	05
		Respect for the differentness of other human beings	05
Positive approach to life	62		
Positive attitude(s)	62		
Positive liking of young people	05	Real dedication to their subject which will last with enthusiasm for forty years	18
Positively likes children/adolescents	05	Real interest in young people and their learning	05
Preparedness to accept professional responsibility	67	Realism	36
Preparedness to explore educational fields outside own curriculum area	08	Realistic understanding of children as animals	36
Prepared to teach a range of science subjects, not just their specialism	08	Realism about schools	36
		Reflexivity	66
Professional attitude(s)	67	Reflective potential	52
Professional attitudes, beliefs and values	67		
		Resilience	74
Performance at interview	28	Resilience to adversity	74
Perseverance	72	Reasonable freedom from neurotic (and of course psychotic) conflict	64
Potential for relating well to pupils	01	Reasonable attitude towards the prospective PGCE course	07
		Reasonably good health - no record of mental illness	70
		Reasonable range of interests outside schools and teaching	08
<u>Q</u>		Reasonable physical health	24
Quality of speech	73		
		Residence abroad for modern language course	65
Quickness of perception and response	76		
Quickness to assess and react sensibly to 'psychological atmosphere'	76	Resourcefulness and obstinacy	53
		Range of skills/interests	08
<u>R</u>		Range of extra-academic interests	08
Readiness to use each other in the group as a learning resource	04	Responsible attitude	49
Readiness to admit deeply felt personal response	66	Response in interview situation	28
Readiness to recognise other values and experience than one's own	04	Reading of intellectual literature	80
Readiness to accept teacher's changing role	81	Receptivity	04
Readiness and ability to empathise	75	Receptivity to others	04
		Receptivity to ideas and situations	04

Relaxed open personality	57
Relaxed personality	57
Robustness	74
Reliability	19

S

Sensitive to needs of others	75	Social skills necessary for teaching	Ø1
Sensitivity to the way people are reacting to the interviewee	75	Social adjustment	Ø1
Sensitivity	75	Social conscience	43
Sensitivity - difficult to assess, but assential for future development	75	Sociable nature	57
Sensitivity to other people	75	Social sensitivity	75
Sensitivity to interviewer's response	75	Some indication that a student is prepared to listen and learn from the experience of others, etc.	Ø4
Student should possess quality of empathy which is likely to contribute to care and respect for children	75	Some evidence of an open mind	Ø4
Signs of a personal philosophy and a degree of idealism	15	Some demonstrable understanding of the ways in which young people learn	17
Sign of ability to establish good personal relationships	Ø1	Some commitment	Ø3
Sympathy with the underdog	Ø5	Some sense of self evaluation	66
Sympathy	75	Some evidence of sensibility to people, demonstrated by their facility in relating to others	Ø1
Stamina	24	Some stability and balance in personality so that they are not too subject to day to day fluctuations in _____	64
Sense of the individuality of others	Ø5	Some ability to relate to one another in group interview if possible and to treat one another's work sympathetically	6
Sense of commitment to people	Ø5	Some sign of being able to work with groups of demanding and sometimes difficult young people	Ø1
Sense of how he/she will make out	13	Some idea of what they think they can contribute to a school and to teaching	13
Sense of responsibility	49	Some kind of evidence that they are resilient individuals given to hard work	78
Sense of proportion	36	Some evidence of thought about why they are doing their subject and why it is important to them	18
Sense of planning and design	31		
Sense of humour	6Ø		
Sense of commitment and/or public service	Ø3		
Skills of "recovery" in the classroom situation	13		
Social competence ie. certain basic standard of manners should be observed	Ø1		

S

Some evidence of outgoing personality or ability to get on with others	01	Sufficient "presence" /personality to be able, with training to take a leadership role with a class of youngsters	61
Some evidence of social skills	01		
Some genuine outside interests	08		
Some awareness of the demands of teaching	36	Specific personal qualities e.g. reliability, openness (if these can be judged at interview)	57
Some originality looked for	35		
Some sign of having a sense of humour	60	Suitable personality characteristics .	57
Some confidence in their own authority and values in front of a class	25	Speech clarity	73
		Speech - clarity etc.	73
Self insight	66	Sound judgement	88
Self knowledge	66	Standard of speech - ability to communicate	73
Self criticism and awareness of strengths and weakness and necessary motivation to try to remedy weakness and exploit strengths	66	Standard of English	22
Self respect without self importance	25	Strength of character	74
Self critical	25	Show evidence of appreciating problems faced by young people and teachers in schools	36
Stability	64		
Stable personality - good mental health	64	Sticability	72
Stable, balanced personality	64		
Stability of personality - sanity and dependability	64	<u>T</u>	
Stable personality	64	Teaching as a first choice occupation	03
Spontaneity	86	Teachability - in so far as this quality can be identified from references and interview	04
Subject(s) offered	56		
Strong interest in the PGCE course applied for	07	There are negative criteria which are taken into account - looking for a safe job, interested in lecturing students rather than teaching children, etc.	03
Strong roots in an area where they would like to teach, enabling them to use the environment in teaching	94		

T

Travel	71	Willingness to explore personal values and reflect on experience	66
Tenacity	72	Willingness to inspect their own motives and their effect of others	66
That they are teachable	Ø4	Willingness to accept, neglect upon or suggest criticism of, the validity of their own schooling and teaching methods	66
They should be able to relate their own teaching to the general curriculum of the school, etc.	Ø8	Willingness to see other points of view	Ø4
They should be willing to give a guarantee to teach at least 2-3 years after qualifying	Ø3	Willingness to suspend judgments	Ø4
They understand the nature of the particular course and really want to do it	Ø7	Willing and co-operative attitude	Ø1
Their ability to articulate ideas	Ø2	Willingness to adapt to different social circumstances which may be found in different schools	43
They like children	Ø5	Willingness to take initiative	4Ø
Tolerance, based on maturity	Ø4	Willingness to take risks	4Ø
Tolerance	Ø4	Willingness to work at his/her own level since no degree in religious studies will cover every possible requirement of the subject in schools	18
Thorough understanding of the course they are about to undertake - awareness of other related career avenues	Ø7	Willingness to learn	Ø4
Thoughtful responses to questioning	52	Willingness to learn from mistakes and to take advice from other teachers	Ø4

U

Unpretentiousness	92	Willingness to take on new ideas	Ø4
Understanding of human nature	Ø5	Willingness to continue learning	Ø4
Underline enthusiasm for subject	18	Willingness to co-operate with other teachers and ideally evidence of successful working in a team	Ø1

V

Voice		Willingness to consider teaching approaches that are of benefit to children rather than over concern with exam. syllabuses	33
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W

Willingness to give teaching "a go" few of us know in advance if it is the right job	Ø3	Willingness to consider the needs	
--	----	-----------------------------------	--

to be continued

W

of children above the needs of a subject 33

Willingness to work with and ability to relate to pupils of a wider range of age and ability (ie. not only interested in 6th form colleges or selective schools) 29

What it is in the student that appeals to my intuition (experienced teacher) 13

Write satisfactory English 22

Wide range of interests 08

Wide interests and experience 08

Width of interests 08

Width of vision, experience of life in other countries 08

Warmth 39

Well organised 31

While success and enthusiasm are important, indicating the quality of undergraduate experience, some good candidates might have had a disappointing experience and this should be weighed in considering them 26

- Q1 Course being changed, under constant ~~and~~ review
- Q2 Course being changed to make it more practical, less theoretical
- Q3 Changes have led to greater relevance
- Q4 Course needs changing, is out of date, traditional
- Q5, Should be more practical
- Q6 Should be less theory
- Q7 It has always endeavoured to be practically based
- Q8 Too practical - should be more theory
- Q9 Should be more practical, less theory
- Q10 Relevance OK, content is relevant
- Q11 Content + relevance OK
- Q12 Good, adequate
- Q13 Varies, some bits OK
- Q14 Content poor
- Q15 Content varies
- Q16 Content good
- Q17 Method good, rest less so
- Q18 Relevance poor
- Q19 Very low, like all the rest
- Q20 Relevance varies
- Q21 Method OK, too much coherence elsewhere
- Q22 Students indicate dissatisfaction
- Q23 Is practical & relevant
- Q24 Relevance has been increased by having less theory
- Q25 It is a reasonable compromise
- Q26 Too academic and subject centred
- Q27 Should be more emphasis on educational disciplines

Other List for Question 36

CODE

- 1 For colleagues in particular subjects with heavy subject loads, assis methods tutor, supplementary visiting for a maths tutor, students in one method group too numerous for method tutor to see properly.
- 2 Students of a colleague on leave, visiting for methods tutors on study leave, a method group of a member of staff on study leave, colleague on study leave, students of colleagues on sabbatical leave, one student of a colleague on study leave.
- 3 Any I act as referee on re pass/fail, 2nd opinion visiting only, all sampling, weak students in alternative groups.
- 4 Students in related languages, including TEFL, maths students, primary school tutor group, English method students whom I otherwise do not teach, *special schs. J/K students*
- 5 Students who have no supervisor, a student who would have failed the course if I hadn't agreed to supervise him.
- 6 Dissertation students.
- 7 *Students on option course 'placement', students in my course option*
- 8 *Occ. visits*

Other List for Question 39

CODE

- 1 Any sort of practical - practical sessions, theory and practice sessions, language class, AV /AIDS, workshop(s), experimental sound workshop, demonstration(s), practical class, practical lectures, joint teaching with students at school, exercises, role play, teaching children.
- 2 Visits - any sort e.g. school based
- 3 Visiting speakers
- 4 Films, T.V. programmes, film and discussion
- 5 A combination on 1 and 2 above
- 6 A combination of 2 and 3 above
- 7 *A combination of 2 + 4 above.*
- 8 *Comb. of 2, 3 + 4*
- 0 Special option, preparation /evaluation, consultant, individual sessions.

Q 41

Gen int, gen lect,
 } gen sem, gen
 discussion group
 } elective, gen ed,
 gen theory, prns
 } + practice,
 foundation group
 } foundation studies
 special study,
 } lectures, options,
 study group
 } current issues,
 background
 studies, inquiry
 } group, extended
 course, core course,
 } Schools, Teachers +
 Children, Teachers
 } + Children, Analysis
 of Teaching, Prns of
 } Teaching, Interdisc-
 ipinary, sec model,
 } Theory, activities group
 } 328 277 128 302
 } 272 384 251

- Q1 aims of course, insight into the PACE course,
 processes of T-ed
- Q2 expl of t+p, sch practice, initial sch exp,
 visits to schs, expl of summer induction scheme
- Q3 ed-affairs, current ed pdas, ed ideas + argument
- Q4 Home / sch. interface
- Q5 Philos of t, aims + objectives, aims of ed,
 purpose of ed, ideologies, pedagogical fashions/
 theories, prns philos of ed., nature of t., theories of
 ed., ed-theory, concept(s) of ed, nature of ed, philos
- Q6 T. groups, why stream?, mixed ab.t, group
 work, grouping in schs, children's groups
- Q7 T. of reading
- Q8 integrated day, open plan, ways of org. open plan pr.
- Q9 middle schs
- 10 dev ed in 3rd world
- 11 compar ed., non Eng perspectives on ea Theme
- 12 curric relevance, curric issues, core curric,
 curric dev, curriculum, The sch curric, psych-
 the curric
- 13 Sch org, 'Do Schs Matter?' - Rutter Rpt, The sec sch,
 sch as a whole, anatomy of schs, sch norms
- 14 provisions, workings of ed. syst, new syst, intro
 to Eng ed syst, ed admin, knowledge of sch. syst,
 informing on current regs + LEA practice, gov
 policy, LEA admin
- 15 practical implications of Theory, Theory v practice,
 rel. Theory + practice
- 16 pattern of exams, exams, assessment, evaluation
- 17 comp schs, various ways of org the comp. sch, T-in a
 comp, comp ideal, comp sch debate
- 18 problems of traveller ed
- 19 intro t. skills, t skills, psych of selected t skills +
 meths, gen t skills
- 20 role of pupil - learning processes, psycho-soc. factors in
 children's motivation + learning, prns of t + learning,
 learning prns, psych. of learning, learning, org of
 learning

- 241 (gen) cont'd
- 21 relevant t. mats, lesson prep, gen meths, integ + meths, t. techniques, fieldwork meths, practical work, prep font, planning prog work
 - 22 pastoral scheme/counselling, Erikson, Carl Rogers
 - 23 ethnic background, multi-cult, multi-racial ed
 - 24 classroom interaction, t/pupil interaction
 - 25 soc influences, soc. background, soc class + ed, ed + soc class, sociology, sch. + soc
 - 26 language, lang across the currie, written lang, lang + learning
 - 27 expectation effects
 - 28 deschooling, nature of schooling alternatives
 - 29 inequality, equality, equality of opp.
 - 30 soc work theory
 - 31 disadvantaged ed, cycles of disadvantage
 - 32 concept of real self, awareness of own impact on others
 - 33 concept of creativity, creativity
 - 34 liaison + co-op bet. schs
 - 35 findings of nat survey of pr sch
 - 36 parents + t's
 - 37 indoctrination
 - 38 nature of subj
 - 39 t of subj
 - 40 behavioural problems, punishment/discipline, punishment, discipline, what do we mean by discipline, class control, classroom management, disruptive behaviour, classroom org.
 - 41 transition bet pr + sec
 - 42 singing
 - 43 drawing
 - 44 seeing + hearing
 - 45 soc. hist of ed, recent polit. hist. of ed, history, hist perspective on current events
 - 46 sch broadcasting
 - 47 new technol, its soc + ed implications
 - 48 t styles
 - 49 pers exp

- Q 41 (gen.) cont'd.
- 50 mental dev, appreciation of adol dev + probs, child dev, child/adol dev, growth of concepts in child, cognitive dev., children's thinking
 - 51 hist of sci. ed
 - 52 critical thought re issues / stimulate critical thinking in t.
 - 53 sch timetabling
 - 54 adol, adols, + t's
 - 55 concept of culture
 - 56 intelligence
 - 57 pupil profiles
 - 58 ed + work
 - 59 ed. + leisure
 - 60 role of t, awareness of breadth of t's role, t resp, t. autonomy
 - 61 moral ed
 - 62 human groups
 - 63 place of arts in ed.
 - 64 philos of child centred ed
 - 65 polit awareness
 - 66 knowledge
 - 67 progressive schs
 - 68 concern for colleagues, prof conduct
 - 69 classroom climate
 - 70 polit implications of t
 - 71 T. effectiveness
 - 72 environmental awareness
 - 73 child observation, understanding children
 - 74 career prospects, clarifying career choice
 - 75 child's view of schooling
 - 76 relig + moral ed
 - 77 role of head t
 - 78 psych
 - 79 indiv diff's, wide variations in pupils' personalities + attainment + some of the reasons
 - 80 ed res
 - 81 perception
 - 82 memory
 - 83 personality

- Q41 (gen) could 84 non-verbal communication in the classroom, communication in classroom
- 85 sex diff's + ed
- 86 sch - HE career diff's + soc implications
- 87 social - of classroom
- 88 peer groups
- 89 authority in ed
- 90 freedom
- 91 sch + community
- 92 more able pupils
- 93 nature of rels, relationship failure, dev pers rels in sch
- 94 care + concern
- 95 confidence dev
- 96 knowing when to get info
- 97 accountability
- 98 basic guitar playing + its use in sch
- 99 motivation

Q 41 cont'd.

which - racial education
multi-cultural education
multi-ethnic course
ed in / for a multi-cult
society
Immigrants, race + ed
ed in a multi-ethnic
soc
1 (P

P1 soc adjust of black pupils
P2 racism in society
P3 racism in media
P4 racism in schools

P5 dissemination of facts about problems faced
by black kids in England

P6 linguistic + cultural diversity in The classroom

P7 why teach race

P8 problems of West Indian children

P9 language, language + learning

P10 pupil cultural differences / different backgrounds

P11 adjustments in teaching materials + methods, + wa

~~P12~~

P12 probs. of cultural prejudice

P13 moral issues of multi-cult soc

P14 1-1 tutoring

P15 anal. of schs from multi-cult perspective

P16 race / racism

P17 multi-ethnic crime, criticism of multi-ethnic
crime

P18 underachievement

P19 behavioural probs

Child development, developmental

Psychology, cognitive dev

205

P1 relevance of child dev res to ed

P2 physical dev

P3 cognitive dev

P4 moral dev

P5 soc / emotional dev

P6 motivation

P7 self

P8 lang / cognitive

P9 socialization of child

P10 prejud of mental dev

P11 growth + dev

P12 dev of thinking

P13 structure of abnd

P14 creative thinking

SN: 22976

Q 41

Curriculum Theory,
curriculum + TI meta level
Curriculum, school
curriculum, curriculum
index, ed + currc

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- 01 Themes of knowledge
- 02 modes of analysis
- 03 simple models, models of currc.
- 04 stress on pupils' perspectives of currc
- 05 structure, soc/hist-determinants of currc
structure, match of currc + strcuts, strcuts
+ processes of curricula
- 06 process, currc process models
- 07 definitions, awareness of what is a currc
- 08 role of diff subjs in currc
- 09 soc control
- 10 construction of a sch currc.
- 11 hidden currc
- 12 issues involved in currcs
- 13 how theory relates to practice
- 14 diff views of currc
- 15 how curricula are dev, currc dev, ideas of currc
dev, currc dev. movement
- 16 taxonomy of objectives, currcs of ed
- 17 assessment + grouping
- 18 published mats
- 19 res projects
- 20 ~~aspects of currc~~ child centred pedagogy,
child centredism
- 21 patterns of currc
- 22 knowledge + control
- 23 types of org
- 24 social context of currc
- 25 core currc
- 26 sch + community
- 27 points of ed change
- 28 components
- 29 approaches to study of currc
- 30 content

First aid, first aid for 15,
1st aid in schools

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- 01 aid with practical sessions
- 02 Red Cross, St John's course material
- 03 applicability to responsibility in school
- 04 dealing with uncourse patients
- 05 all aspects of 1st aid

Q.41

Educational psychology,
psychology, psychology
of education, basic
psychology, primary
psychology, psychological
assessment

Q30, Q26, 295

- Q1 Basic strands, Themes
- Q2 Adolescence Themes, adol, adol dev
- Q3 personality dynamics, personality
- Q4 cognitive development, cognitive processes
- Q5 conditions of learning, psych of learning, learning
processes of learning, how to help children with learning diff
- Q6 classroom interaction
- Q7 discipline
- Q8 pupils' attitudes
- Q9 design of lessons
- Q10 nature of intelligence, intelligence, accessibility of
intelligence
- Q11 intellectual development
- Q12 Teaching
- Q13 child development
- Q14 ed res
- Q15 learning + behaviour difficulties in the classroom
- Q16 Motivation
- Q17 individual differences
- Q18 human ability
- Q19 applied behavioural analysis
- Q20 implications of Warnock Rpt for + 6 in ord scho,
special education
- Q21 language, lang in ed., lang dev, lang + thought
linguistic dev, lang + cognition
- Q22 Social psych
- Q23 psych aspects of reading
- Q24 second lang learning
- Q25 independent thinking
- Q26 pers rel-
- Q27 attribution
- Q28 creativity
- Q29 social development
- Q30 conceptual development
- Q31 emotional development
- Q32 methods of assess.
- Q33 limitations of testing

language in education
 language matters
 option on language
 language + communication
 language + learning
 lang / literacy option

- 01 effects of style of discourse
- 02 imp of use of appropriate lang
- 03 use of lang as an instrument
- 04 The life and range of language
- 05 language and creativity
- 06 acquisition + mastery of language, conditions for acquisition of language
- 07 Bernstein + Rosen
- 08 lang in the classroom, imp of classroom talk, classroom lang, classroom talk, + / pupil lang interaction, classroom interaction, oral interaction in school
- 09 Structuring group work
- 10 Reading + writing in learning
- 11 children's reading, reading skills, literacy, language + literacy, reading for learning
- 12 Talking to learn
- 13 Writing across the curriculum, writing, writing in the secondary school
- 14 problems in communication
- 15 setting + marking written work
- 16 language + learning
- 17 linguistic diversity in the classroom
- 18 teaching a 2nd lang
- 19 remedial lang probs
- 20 interpreting + transmission
- 21 pers lang
- 22 specialist lang
- 23 lang dev
- 24 lang across the currc
- 25 nature of lang
- 26 discourse structure
- 27 questioning skills
- 28 exploratory talk
- 29 language in thinking
- 30 talking + writing in learning / to learn
- 31 T's / textbook lang
- 32 lang + ed success
- 33 accents / dialects
- 34 attitudes
- 35 cognitive aspects
- 36 meths of assess,

Q4

History of education

Historical perspectives on

current educational issues

History of ed since 1870

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- 01 Schooling + society 1600-1980
- 02 Use of local sources for history of ed
- 03 evolution of comprehensive, ed, comp ed since 1920's
- 04 Secondary ed, sec ed in 20
- 05 H E
- 06 Origins of mass education + literacy
- 07 Politics of educational change
- 08 changing concepts of childhood, changing attitude to the child
- 09 Dev. of ed syst in UK
- 10 Evolution of t prof, t. status in 19 + 20
- 11 Tradition + change
- 12 Elites
- 13 Equality
- 14 DES
- 15 LEA
- 16 architecture
- 17 public schools 19 + 20
- 18 education of girls 19 + 20
- 19 working class children 19 + 20
- 20 State education
- 21 Educational thought
- 22 social pressures
- 23 Ed org
- 24 Cume
- 25 Secondary historical themes

16-19⁺, exam + training
of 16-19 yr olds, post
compulsory ed / sector

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- 01 Pupil attitudes / aspirations
- 02 Teaching styles, balance of elements
- 03 Parallelism, escalator influences
- 04 FE sector
- 05 Course needs of 16+
- 06 Sch v F.E
- 07 theory + practice of adult ed
- 08 org + struct of post sch ed
- 09 curic dev
- 10 T strategies
- 11 context of FE

Q 41

Philosophy of education
Special study in
philosophy of education
Common course in
philosophy of education

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- Q1 Existentialism
- Q2 Phenomenology
- Q3 Education
- Q4 Education + Teaching
- ~~Q5~~ Learning
- Q6 Authority / control, authority, discipline + control
- Q7 Authority / freedom
- Q8 Curric plans, curriculum, core currc, currc integration, approaches to study of currc, currc content
- Q9 Inductionism
- Q10 Nature of philosophy
- Q11 Knowledge (incl moral), nature of knowledge
- Q12 Existence of God
- Q13 Equality
- Q14 Value of ed res
- Q16 Knowledge + the curriculum
- Q17 Personal + social development
- Q18 Knowledge + belief
- Q19 Values
- Q20 Mind
- Q21 liberal education
- Q22 education of the emotions
- Q23 Nature of teaching activities
- Q24 Competition in schools
- Q25 Discovery learning
- Q26 School worship
- Q27 Relns bet relig + ed

Games & skills, swimming
teaching, games theory,
Tennis, Weight Training

- Q1 Nature of skills
- Q2 T-skills
- Q3 org of games, outdoor activities etc
- Q4 safety / safety factors
- Q5 lesson planning
- Q6 Evaluation
- Q7 Theory of skill acquisition, skill acquisition
- Q8 Pms
- Q9 effects
- Q10 subj matter
- Q11 physical

Q 41

Sociology of The School
 Sociology of Education
 Education + Society
 Sociology
 Primary sociology
 Sociol basic
 Sociol option
 Sch + soc

- Q1 The culture of The school
- Q2 organisation of teaching + learning
- Q3 sociology of The curriculum
- Q4 problems of classroom teaching
- Q5 schools
- Q6 schools + society
- Q7 class, race + gender differences
- Q8 teacher / pupil interaction, t / pup rels
- Q9 schooling, state + society
- 10 social class + ed opportunity / ed life chances
- 11 classroom interaction / lab settings, pr classroom interaction
- 12 education + The economy
- 13 soc class of ed ach, differential attainment in schs
- ~~14~~ social influences on educability, soc expls of ed failure
- 14 sociol of sch, sociol of sch + t/s
- 15 pupil view of schooling
- 16 sociol of assessment
- 17 family background, family + ed, sociol of home, family
- 18 Sociol of classroom
- 19 Class + ed, soc class / ed, ed + class
- 20 Equality
- 21 Sch org, pr sch org
- 22 Soc - ed. rels
- 23 Sociol of a/cld.
- 24 pr sch + outside world
- 25 Sociol of knowledge
- 26 polits of ed
- 27 education, ideology + social control
- 28 cultural reproduction
- 29 gender differentiation
- 30 authority in schools

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 work, youth and
 community work
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- Q1 Youth clubs exp
- Q2 Background to local youth services
- Q3 practical work
- Q4 youth cultures
- Q5 political awareness
- Q6 Org of youth + community work
- Q7 Social group work prms

Q 41

Guidance + counselling
Counselling often
Counselling
guidance in the
secondary school
Counselling skills
for pastoral care
090

- 01 pastoral care
- 02 pers counselling
- 03 careers guidance, careers ed
- 04 self awareness
- 05 awareness of others
- 06 knowledge of counselling
- 07 purposes of counselling
- 08 essential skills / counselling skills
- 09 decision making
- 10 interpers rels
- 11 guidance + counselling systs
- 12 Rogersian Theory
- 13 practical problems
- 14 school situations
- 15 group dynamics, group work skills
- 16 indiv differences
- 17 social skills

Children with special
needs, special education,
special educational
needs, special needs,
Common course on
children with special
needs

103

- 01 behaviour problems
- 02 learning probs/diffs, diffs in learning
- 03 handicap
- 04 Warnock, The + The Warnock Rpt
- 05 remedial work
- 06 availability of esp ed
- 07 follow up to visits to scho., hosp, etc
- 08 Kinds of handicapping condits
- 09 Case study ex's
- 10 basic skills (reading, writing)
- 11 org of special help
- 12 ed of hearing impaired children
- 13 awareness of children's special educational needs
- 14 greater understanding / Pre - - + poss resps to children with educational + behavioural difficulties
- 15 classroom management, descrip of classroom management techniques
- 16 problems, esp learning, of children with handicaps
- 17 T. Piers
- 18 diagnosis + planning programmes of work for children

Q 41

- Health ed 172
- Q1 drugs ed
 - Q2 sex ed
 - Q3 evaluation
 - Q4 org
 - Q5 resources
 - Q6 scope of health ed
 - Q7 + meths
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- Sch exp, practice lessons 382
- Q1 sch orgs
 - Q2 catchment areas
 - Q3 Theory behind comprehensivization
 - Q4 T's plan courses
 - Q5 T styles
 - Q6 T's + assess
 - Q7 prep
 - Q8 delivery
-

- Attitudes + values Values course
- Q1 T expectation + self-fulfilling prophecy
 - Q2 influence of sex-role stereotyping on attainment
 - Q3 prejudice + attitude change
 - Q4 whole course
 - Q5 + / pupil rels
 - Q6 + / + rels
-

- Curric dev issues in P.E Intro to P.E 069
- Q1 Role + resp of t of P.E
 - Q2 Place of suby in course
 - Q3 constructing syllabuses
 - Q4 prof awareness
 - Q5 prof knowledge
 - Q6 pers skills
 - Q7 relating skill / meths
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- mixed ab lang + option 309
- Q1 prep of lang + mats for incl abled classes
 - Q2 psych of slow learners
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- Factors affecting success at sch 453
- Q1 Intelligence
 - Q2 Piagetian dev
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- Econs of ed 339
- Q1 Human capital Theory
 - Q2 Planning of ed
 - Q3 ed costs

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Teaching techniques

307

- Q1 design of + site
- Q2 design of lessons
- Q3 type + function
- Q4 implementation
- Q5 effective +, eval of effectiveness

Teaching + learning

Theories of learning

Psychology of learning

learner in school

learning in classroom

276

- Q1 Teaching through the environment
- Q2 pupils with probs
- Q3 soc influences on learning
- Q4 learning general
- Q5 activation, discipline/motivation
- Q6 dev of thinking, children
- Q7 soc determination of educability
- Q8 peer group influences on learners
- Q9 T expectancy effects
- Q10 Comparison of psych theories of learning
- Q11 types of learning
- Q12 ed values
- Q13 + / pupil rels
- Q14 + / pupil mismatch
- Q15 Questioning
- Q16 indiv diffs
- Q17 methods of learning

Org of sch journeys

379

- Q1 org + how to do it
- Q2 legal aspects

Art / Display, drawing + painting
option Q82

- Q1 all areas of art/craft suitable for use in pr sch
- Q2 artistic skills

Probationary year

The New T

292

- Q1 interviews
- Q2 difficult pupils
- Q3 eval of probs yr
- Q4 ideology of ed

Social ed

Q92

- Q1 awareness of needs
- Q2 awareness of own feelings

Option course on English for
speakers of other languages

Q95

- Q1 awareness of linguistic problems of learners
- Q2 ed implications of linguistic diff.
- Q3 T. strategies

Q. 41

Comparative education

235

- Q1 ed + dev in 3rd world
- Q2 2 lects on C. ed syst
- Q3 Ed in USSR, schs in USSR
- Q4 Knowledge of other systs, comparisons with abroad
- Q5 Marxist v Eu classical devs
- Q6 Aims of compar. ed
- Q7 Dangers of cultural borrowing
- Q8 ed in multi-cult socs
- Q9 Schs in USA
- 10 Schs in Sweden
- 11 Background world hist of ed
- 12 Outline of B syst
- 13 Quality in ed
- 14 Sch + community
- 15 Ed for nationhood
- 16 e.g.'s of schs working in multi-cult socs
- 17 probs of ed. in an urban environment
- 18 compar study of socialization
- 19 Sec. sch. curric in F. + USA
- 20 Probs of univ. ed. in F. + USA
- 21 Probs of T. ed. in F. + USA

Group dynamics

349

- Q1 Group process
- Q2 leadership role
- Q3 application to teaching

Ind archaeology

170

- Q1 what the suby area is re
- Q2 Possib. in sch courses
- Q3 ed use of ind museums + resources

Ed in 3rd world, ed in dev countries

199

- Q1 ed dev
- Q2 non formal ed
- Q3 cross-cult studies
- Q4 rel. of ed + dev
- Q5 concept of quality
- Q6 concept of relevance
- Q7 facts re countries from which immigr. to UK came
- Q8 rel above to immigr. ed in UK
- Q9 consider dev. studies as a suby or a pupil's sch. curric

Q 41

Prof studies

290

- Q1 prof profs
 - Q2 T counselling
 - Q3 Pupil counselling
 - Q4 changing org of sec ed
 - Q5 assess, testing, records + exams
 - Q6 The currc + lang. across the curric
 - Q7 classroom control
 - Q8 classroom grouping
 - Q9 school + parents
 - Q10 philosophical prms in ed
 - Q11 soc prms in ed
 - Q12 moral prms in ed
-

Change + The student

teacher

580

- Q1 The nature of change
 - Q2 students' exp of + p
 - Q3 students' exp of acad courses
-

Moral ed, moral dev

Q21

- Q1 nature of morality
 - Q2 moral judgements + actions
 - Q3 moral ed
 - Q4 moral dev of children, schs, facilitation of moral dev
 - Q5 current affrs to M E
 - Q6 psych basis
 - Q7 pupil interncing
 - Q8 classroom obs
-

Assertiveness training

232

- Q1 self concept
 - Q2 verbal, non verbal assertion
 - Q3 dealing with emotions
-

Pr course, aims

in pr ed,

currc + org of pr
sch, pr special

Q76

- Q1 pr org
- Q2 pr currc, org of currc, currc design
- Q3 pr topical issues, pr obs
- Q4 trends
- Q5 nature of pr sch
- Q6 t. styles
- Q7 how children learn
- Q8 trnds
- Q9 pupil grouping
- Q10 integrated work
- Q11 evaluation
- Q12 res
- Q13 reflection on sch. exp

Q 41

Eol org + admin

Struct of Eng ed-syst

Ed management

B Ed syst

Chars of Ed. Syst of Eng

+ Wales Ed admin

Org Ed syst course

230 260 283

Q1 ed syst

Q2 internal sch org

Q3 falling rolls

Q4 how ed syst works

Q5 why we've got the ed syst we have got

Q6 what are the processes influencing or likely to influence it?

Q7 sch org

Q8 accountability

Q9 resources

10 org of Eng ed, org of ed

11 management in schs

12 finance of ed

13 distrib of power + authority

14 exam systs

15 knowledge of powers, duties + resps of agents in ed syst

16 what makes a good sch / bad sch?

17 pupil chars

18 T. chars

19 Sch- chars

20 classroom management

21 record keeping

22 soc groups

23 aims + objectives

Pr. sci, sci. ed, sci

+ relig, Philos of sci

Sci dev. studies

305

Q1 cognitive dev

Q2 subj knowledge

Q3 practical skills

Q4 sci in the pr sch

Q5 nature of sci aspects of

Q6 scard of sci aspects of

Q7 currc theory, aspects of

Q8 concept acquisition + dev

Q9 miracles

10 organs

11 induction

12 falsification

13 paradigms

14 dev of conf

Children under stress

321

Q1 addl

Q2 community schs

Q3 multi-cult ed

Q 41

Supervision of writing

- Q1 use of sources
- Q2 writing for self
- Q3 dev own line

508

What is literature?

- Q1 subjectivity of judgement
- Q2 need to form indep opinion
- Q3 class + ideas
- Q4 lit + exams
- Q5 writing as well as reading
- Q6 children's lit
- Q7 management + admin of sch library

Lit of 10th

Curriculum of 10th

149

Law + The teachers

- Q1 elems of complexity
- Q2 intro. to concepts
- Q3 family law

388

Humanities, Q1 humanities

course in humanities Q2 environmental studies

Q31

- Q3 humanities: concord The man made world

Teaching of reading

- Q1 pract exp
- Q2 recent res + theory
- Q3 anal. of pupil perf
- Q4 meths, mats, etc, prod of readable mats
- Q5 testing, assess

Reading in sec. sch

Reading across currc

Reading in sec currc

109

- Q6 socio-cultural, historical aspects of the literary abstrata

Q7 awareness of probs of lang + vocals

Q8 alienation of reading probs

Q9 sensitivity to variety of reading + talk capability

10 pract skills to help assess + dev reading

Drama

Q1 ideas

Q2 practicalities

Q3 speculation

Q4 games

Q5 improvisation

Q6 simulation

Q7 essential nature of drama

Q8 co-op. working

Reasoning

506

Q1 probs of assessing reasoning

Q2 distinction bet math + soc reasoning

Q3 appreciation of psych res.

Q.41

T. points
389

- Q1 for and against Desulby
- Q2 Polits Assoc scheme
- Q3 T meths

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Q2 pers writing

Compensatory and remedial ed 291 Q1 compensatory prog
Q2 understanding learning diff'
Remedial scheme Q3 reading skills
Remedial workshop Q4 remedial techniques

Studying classroom interaction 238 Q1 'classical interaction studies
Q2 'recent dev in + framing
Q3 practical studies on sm scale
Q4 + strategies
Q5 classroom discourse
Q6 sm-group - - - ?

Use of games + simulation 269 Q1 e g 's of games in esp subj. areas
Q2 - simulation
Q3 practical construct + involvement

Approaches to comprehensive ed 324 Q1 comp prog
Comp ed Theory Q2 comp res
Option Q3 mixed ab
324 Q4 dev. of emotions
Q5 emotions + feelings
Q6 ed. of feelings

Delinquency + Deviance, deviance 253, 358 Q1 juvenile delinquency
Q2 sch. and deviance
Q3 sociol aspects of criminology
Q4 subcultural deviance
Q5 T. deviance
Q6 Warnock issues

Eng in classroom 262 Q1 lang across currc
Q2 students' cur Eng

~~Ed management~~ Graphics 222 Q1 OHP transparencies
Q2 Wall charts

The Work of EWO's 334 Q1 socio-hist setting
Q2 visits with EWO

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Assessment

Evaluation

Assessment in science

Tests + evaluation

226, 444

Q1 descrip of public exams syst, external exams, role of exam boards

Q2 purpose + limitations of exams, exam rationale

Q3 poss future dev in assess struct

Q4 basic — ?

Q5 use of tests - ability

Q6 use of tests - uch etc

Q7 assessment techniques, etc, means of eval

Q8 assessment by objective questions, objective testing

Q9 assessing practical work in science

10 case study work

11 illustration

12 examples

13 exams + marking

14 design of tests

School + work

338

Q1 school/work rels

Q2 attitudes of young workers

Q3 careers advice provision

Q4 Needs of sch leavers

Q5 character of ind

Q6 ed + soc policy

Statistics

More advanced statistics

123

Q1 descriptive statistics

Q2 normal curve

Q3 use in schools

Q4 use in relevant res

Q5 fiducial limits

Sex ed, methods in

sex ed

380

Q1 identity

Q2 roles

Q3 authority

Q4 + methods

Q5 resources

Q6 outside influences

Environmental ed. Nature of environmental ed

environmental studies

3 + 1 Q32

Q2 civic matt

Q3 eval

Q4 field techniques

Q5 field excursions

Q6 use of natural environ for extra-curric activ + civic linked topics

Q7 method

Q8 content

Q 41

Sociology of adolescence	Q1 adolescence as created by society
Young person in society	Q2 youth culture
	Q3 delinquency
228	Q4 adults + parents
	Q5 olds + young people
	Q6 young people + alcohol

Computing in ed	Q1 computer awareness, awareness of possibilities
242	Q2 challenge of microelectronics
	Q3 confidence in doing something
	Q4 CAL design
	Q5 scope of CAL
	Q6 pupil involvement

TV production	Q1 lighting
188	Q2 camera control
	Q3 sound mix

Photography	Q1 composing
291	Q2 printing (BW)
	Q3 film dev
	Q4 planning scripts for tape/slide
	Q5 using basic photographic + audio equipment

Numeracy at school and work	Q1 use of local resources rel bet subj
287	Q2 interdisc work maths at work

Local studies, local history	Q1 use of local environment
279	Q2 interdisc work
	Q3 collab in prod of finished piece of work
	Q4 <u>Q1</u> + <u>Q2</u> local history

Careers education	Q1 careers ed. in schools
179	Q2 demands of industry and emp prospects

Resource based learning	Q1 potential of photography in ed
104	Q2 - - - sound - - -
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Folk dancing	Q1 dance steps
247	Q2 dances
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Recreational music
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Q83 284

- Q1 sight reading
- Q2 selection of music
- Q3 ensemble singing + perf
- Q4 exposure to music in schools
- Q5 use of percussion
- Q6 pleasure of music making
- Q7 consid of 4-music
- Q8 discussion / involvement

Sports medicine
151

- Q1 pms
- Q2 prevention
- Q3 rehabilitation

Physical conditioning
356

- Q1 physiol of fitness
- Q2 pms-of training
- Q3 assess.

Physiology
142

- Q1 physiological basis of skill acquisition
- Q2 exercise physiol

Educational disadvantage
107

- Q1 issues relating to poverty
- Q2 minority ethnic groups
- Q3 women

Sexism in school and society
415

- Q1 esp probs girls face in rel. to schooling or achr acad success
- Q2 strategies for helping them in schs

Schools + communities
Community ed
236

- Q1 soc. class scls
- Q2 study of ref groups
- Q3 value conflicts
- Q4 approaches to teaching adults
- Q5 range of institutions / agencies involved
- Q6 need for flexibility

Teacher or social worker
265

- Q1 case presentation + discussion

Inequality in society
414

- Q1 soc class inequalities
- Q2 sexual inequalities
- Q3 racial inequalities

Projects
585

- Q1 Objectivity
- Q2 critical judgement
- Q3 resourcefulness

Q 41

Biological bases of behaviour

- Q1 brain + behaviour
- Q2 hormones + behaviour
- Q3 genetics and behaviour

Information technol. soc + ed

- Q1 information technol
- Q2 impact on soc
- Q3 response of ed

Classroom French Q01, Q64

- Q1 class management

Children with learning difficulties Q89

- Q1 specific learning problems
- Q2 diagnosis and assessment
- Q3 the teacher + other agencies (eg. ed - psych)

Educational research

Sch based research study, Methods of educational inquiry

Q46

- Q1 nature of educational inquiry
- Q2 types of ed res
- Q3 usability of res by t's, relevance to t
- Q4 res methodology
- Q5 obs of children
- Q6 pers construct theory
- Q7 where to find it
- Q8 how to understand it
- Q9 measurement in ed
- Q10 data anal
- Q11 using the computers in res
- Q12 test construction
- Q13 interview schedules

Media studies Q31

- Q1 Theory of media
- Q2 pract. work / skill
- Q3 critical appreciation
- Q4 pers creativity
- Q5 understanding frameworks of perception
- Q6 nature of the media
- Q7 media + adde
- Q8 media + schs

Hist of technol Q55Q

- Q1 evl. of technol as a soc process in a cultural context

Ed tech Q258

- Q1 psych basis
- Q2 use of AVA
- Q3 design of the learning sit
- Q4 handling of mats + hardware
- Q5 design + prod of a learning package

Handicapped children
 087

- 01 slow learning children
- 02 behaviour disorders
- 03 reading diff's
- 04 handicap
- 05 sources of advice

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 secondary education
 330

- 01 decisionmaking at gov level
- 02 - - - LEA -
- 03 - - - sch -

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- 01 awareness of science, its nature + limitations + its place in ed

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- 01 outdoor pursuits + field studies as they enhance ed
- 02 safety
- 03 acquisition of skills
- 04 org
- 05 pers. skills
- 06 relating skill, meth + t

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 224

- 01 projectors
- 02 Video equipment
- 03 radio vision, audio + tapeslide

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 085

- 01 modular courses on technology
- 02 microelectronics

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- 02 programming

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 evolutionary biology
 042

- 01 awareness of methods
- 02 similarities/diffs bet various sci + meths
- 03 mechanism of evl
- 04 alternative theories

Classroom problems
 288

- 01 talking with children
- 02 discipline / motivation
- 03 accidents

Ecology of the school
 332

- 01 Parents
- 02 Community
- 03 Unseen environment

long-term planning
 278

- 01 effect of rapid change
- 02 increased leisure

Mechanising mind
 584

- 01 How the mind works

Q 41

Scheme able pupils 229
Q1 intro students to able pupils
Q2 students + able pupils in class
Q3 theoretical background

IT group 509
Q1 intermediate treatments
Q2 soc disadvantage
Q3 delinquency

Interdisciplinary 153
Q1 integration
Q2 co-operation
Q3 investigation

FE 081
Q1 intro to FE
Q2 + techs
Q3 ed res
Q4 practice lessons

Motor skill learning 581
Q1 relevant psychopedagogy
Q2 indiv diff

Workshop on less able pupils 422
Q1 contact with least able pupils
Q2 prep of suitable matls. for least able pupils
Q3 reflection on least able pupils

Communication in the classroom 035
Q1 elements of effective communication
Q2 imp of non-verbal communication
Q3 barriers to effective communication

Syllabus design 404
Q1 struct - learning objectives, logical sequences, etc
Q2 content of subjs
Q3 eval

Bauhaus 316
Q1 res
Q2 seminar involvement
Q3 study of an interesting ed idea

Lettering 248
Q1 Calligraphy - learning how to write
Q2 hist. aspects

Human encounters
Human rels 271
Q1 the child in need
Q2 diversity of needs
Q3 sympathetic
Q4 self awareness
Q5 coping with authority
Q6 accepting resp

Libraries - Resources 214
Q1 educational use of libraries

Psych of 2nd lang learning 372
Q1 Basic psych (schs)
Q2 Acquisition of L1
Q3 Acquisition of L2

Other List for Question 42

CODE

- 1 Recreational courses, instructing on PE and recreational courses, Physical Recreation, general recreational courses and administration of PE facilities, recreation classes, responsibility for women's sport in the university, working with college clubs - court-tennis, etc.
- 2 Courses for school children
- 3 DES Courses
- 4 B Phil Ed
Sch t.
- 5
1 Lecturing in other departments of the university, occasional social work students, contributions to adult education courses - should be coded 05 in question 52. Please check that it is and leave blank here.
Director of Teaching Resource Centre and University Teaching Methods and Physics Teachers' Centre - should be coded 21 in question 52. Please check that it is and leave blank here

Other List for Question 45

CODE

- 1 Teaching in a school, school teaching LEA courses consultancy in schools
- 2 Developing in - service work of the school - focused variety, time to visit non schools, making contact with schools, establishing and maintaining contacts with schools, consultations for schools
- 3 Reading, reading journals or educational matters
- 4 More time to work with teachers on a curriculum / pedagogic development of in - service, development work, external relations and popularisation of science, exam work and writing school materials, maintaining professional contacts with colleagues, Inv. archivist of a university history of technology collection
- 5 Individual tutorial work with PGCE students
- 6 Teaching
- 7 Making video & cine films, Photography
- 8
- 9 A considerable amount of practical work

NB. I organise my own workload, I'm happy with the present arrangements - should not be coded - leave blank

More time for personal research/writing - box 6 should be coded 1.

Tutorial responsibilities - box 6 should be coded 1.

Listening to people on ego trips - box 4 should be coded 1.

Q 44 (7)

- 1 All courses eg. all AVA, modern languages, option course co-ordinators (level unspecified)
- 2 Subjects within PGCE eg PE or the PGCE, PGCE general lecture programme
3. Subjects within PGCE and elsewhere eg PGCE and Masters music
- 4 Running whole PGCE (or a brief section)
- 5 PGCE unspecified
- 6 PGCE unspecified + others eg PGCE + B Ed
- 7 Other courses (no mention of PGCE)
- 8 Pastoral + career responsibilities
- 9 Timetable

Q. 44 (9)

- 1 Head of dept
- 2 Finance
- 3 Exams
- 4 Safety
- 5 Dean, sub-dean
- 6 Deputy director / head of dept
- 7 Appointments
- 8 Administration
- 9 Other

- 01 Course development
- 02 Publicity
- 03 Liaison
- 04 Extramural
- 05 Teaching in another department
- 06 General liaison, contacts
- 07 Consultancies
- 08 Staff development
- 09 Governorships
- 10 External lecturing, attending conferences, going abroad
- 11 Professional associations, groups, organisations, committees
- 12 Committee work, working parties
- 13 Magistrates
- 14 Hall, warden etc
- 15 Teaching materials
- 16 Schools Council
- 17 Broadcasting, Films
- 18 Publishing, editing, reviewing
- 19 Personal work, development e.g. singing in LEA choirs
- 20 Running courses, teaching, DES courses etc
- 21 Tutor / Director e.g. tutor to overseas students
- 22 Projects e.g. local school / industry project
- 23 Admin
- 24 Research
- 25 Pastoral
- 26 Other
- 27 School examining
- 28 University, college examining, CNA
- 29 External examining unspecified
- 30 Examining unspecified
- 31 Examining at school + university / college level
- 32 Theses

A

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A method option which gives him/her chance to study a task in depth	92
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Aspects of language	45
Aspects of sixth form teaching	50
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... cont. new page

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Varieties of history department	53
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W

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Working with groups	46
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Subject/ Course list

SN: 2296

- 001 French
- 002 German
- 003 Russian
- 004 Spanish
- 005 EFL, TEFL, ESL, TESOL
- 006 Wolof
- 007 Italian
- 008 language study/studies
- 009 Linguistics
- 010 English language
- 011 English
- 012 History
- 013 Geography
- 014 Philosophy
- 015 Classical studies
- 016 Classics
- 017 RE, RK
- 018 Religious studies
- 019 European studies
- 020 American studies
- 021 Moral education
- 022 Drama
- 023 English literature, literature
- 024 Economic history
- 025 Sociology
- 026 Psychology
- 027 Politics
- 028 Economics
- 029 Social sciences
- 030 Educational psychology, psychology in the classroom, etc
- 031 Humanities
- 032 Environmental Studies
- 033 Social studies
- 034 Liberal studies
- 035 Communications, communication studies, communication in school

L1

- 036 Communication media
- 037 Integrated humanities
- 038 Information studies
- 039 Integrated liberal Studies
- 040 International Relations
- 041 Political Economy
- 042 Biology
- 043 Chemistry
- 044 Physics
- 045 Maths
- 046 Botany
- 047 Rural + environmental science
- 048 Environmental science
- 049 Integrated Science
- 050 General Science
- 051 Biological Science(s)
- 052 Physical Science(s)
- 053 Biological + Physical Science(s)
- 054 Social Biology
- 055 Combined Science
- 056 Natural Science(s)
- 057 Geology
- 058 Computer studies
- 059 Computer science (s)
- 060 Computation
- 061 Unified Secondary Science
- 062 Engineering Science
- 063 Applied Science
- 064 Applied Maths
- 065 Applied Physics
- 066 Biochemistry
- 067 Zoology
- 068 statistics and computing
- 069 PE
- 070 Games

- 071 Outdoor education
- 072 Games coaching, coaching certificates
- 073 Outdoor pursuits
- 074 Athletics
- 075 Outdoor activities
- 076 Primary
- 077 Nursery
- 078 Infants
- 079 General primary
- 080 Middle
- 081 FE
- 082 Art
- 083 Music
- 084 Home Economics
- 085 Technology
- 086 Business Studies
- 087 Teaching the mentally handicapped, teaching deaf children, etc.
- 088 Creative Studies
- 089 Learning difficulties
- 090 Guidance, counselling, pastoral systems
- 091 Remedial / compensatory education
- 092 Social education
- 093 Teaching under-achieving pupils
- 094 Youth work
- 095 Commerce
- 096 Design Technology
- 097 Craft + design
- 098 Visual art
- 099 Dance drama
- 100 Slow learners(s)
- 101 Youth & community studies
- 102 Expressive arts
- 103 Special education, special educational needs
- 104 Resources management
- 105 Urban Education

- 106 Urban studies
- 107 Disadvantaged children
- 108 Movement studies
- 109 Reading, literacy, dyslexia
- 110 Education of ethnic minorities, multi-racial education
- 111 Creative design
- 112 Tutor librarianship
- 113 Education of minority groups
- 114 School gardening
- 115 General subjects
- 116 Fine arts
- 117 Sculpture
- 118 Rural Environmental Studies
- 119 Design
- 120 —
- 121 Civil Engineering
- 122 Nursing
- 123 Statistics
- 124 Electrical Engineering
- 125 General Studies
- 126 Social Administration
- 127 Chemical Physics
- 128 Education - general category
- 129 Astrophysics
- 130 Theology
- 131 Welsh literature
- 132 Typography
- 133 Calligraphy
- 134 Law
- 135 Latin
- 136 British constitution
- 137 Modern languages
- 138 Pharmacy
- 139 Food science
- 140 Adult education

- 141 Greek
- 142 Physiology
- 143 Genetics
- 144 Comparative Literature
- 145 Political History
- 146 Engineering - mechanical
- 147 Physical Electronics
- 148 -
- 149 Literature
- 150 Liberal Studies in Science
- 151 Medical Sciences
- 152 Biomedical electronics
- 153 Integrated Studies
- 154 Geophysical Sciences
- 155 Acoustical Engineering
- 156 Microbiology
- 157 Agricultural Science
- 158 Human Biology
- 159 Agricultural botany
- 160 Metallurgy
- 161 Political Theory
- 162 Ergonomics
- 163 Celtic languages + literature
- 164 Anthropology
- 165 Social anthropology
- 166 Textile design
- 167 Embroidery / Textiles
- 168 -
- 169 History of Art
- 170 Archaeology
- 171 -
- 172 Health education
- 173 Mathematical statistics + operational research
- 174 Biblical Studies
- 175 Materials Science

- 176 -
- 177 Environmental biology
- 178 Secondary education
- 179 Vocational guidance, careers education
- 180 Pharmacology
- 181 Management Science
- 182 Chemical Engineering
- 183 Accounting & financial administration
- 184 Electronics
- 185 Dance
- 186 Religion & ethics in Western Thought
- 187 Creative Arts
- 188 TV, video
- 189 Accountancy studies
- 190 Agricultural Zoology
- 191 Anatomical studies
- 192 Animal & Plant ecology
- 193 Naval architecture
- 194 Land Economy
- 195 Prehistory & archaeology
- 196 Industrial Relations
- 197 -
- 198 Architecture
- 199 Education in developing countries
- 200 Nutrition
- 201 Ecology
- 202 -
- 203 Applied chemistry
- 204 Agricultural & environmental science
- 205 Developmental psychology, child psychology, child development
- 206 English & drama
- 207 Agricultural biochemistry
- 208 Marine biology
- 209 Liberal Humanities
- 210 -

- 211 Ancient history, ancient civilization
- 212 Applied biology
- 213 Postcompulsory education, 16-19 Question
- 214 USSR-ianship
- 215 Developmental studies
- 216 Parasitology
- 217 International History & Politics
- 218 Government
- 219 —
- 220 —
- 221 Physiology & Chemistry
- 222 Graphics
- 223 Art & Design, Art & Craft
- 224 AVA
- 225 Attitudes & Values
- 226 Assessment, Evaluation, Examinations
- 227 Alternative education
- 228 Adolescence
- 229 Able, gifted children
- 230 Organisation & administration of education
- 231 Arts & The media
- 232 Assertion
- 233 Behaviour problems, maladjustment
- 234 Curriculum
- 235 Comparative education
- 236 Community education
- 237 Creative growth option
- 238 Classroom interaction
- 239 Children in / and literature
- 240 Choir
- 241 Communist education
- 242 Computer programming, CAL
- 243 Chemistry assessment, chemistry workshop, etc
- 244 Creative writing
- 245 Children's interests

- 246 Communication among / with the deaf
- 247 Country / folk dancing
- 248 Various types of art - ceramics, weaving, etc
- 249 Culture and education
- 250 Classroom management, discipline, control
- 251 Children + Teachers
- 252 Computing + Maths
- 253 Distance
- 254 Drama in education
- 255 English literature + education
- 256 Gypsies, travelling children + education
- 257 Educational ideologies, Marxism + education, etc.
- 258 Educational technology
- 259 History of education
- 260 Education system
- 261 Sociology of Education, School + Society, etc
- 262 English teaching, English in the middle school, etc
- 263 First aid
- 264 French civilization, reading French, etc
- 265 Form tutor, role of teacher
- 266 Films
- 267 Field trip
- 268 German civilization
- 269 Games + simulation
- 270 Instrument playing eg clarinet lessons
- 271 Human encounter
- 272 Inquiry group
- 273 The staff of a school
- 274 Language - development, acquisition, in the classroom, etc
- 275 Lifesaving
- 276 Learning children's learning, etc
- 277 Lectures
- 278 Long range planning in education
- 279 Local studies
- 280 Maths in the middle school, primary maths, etc

- 281 Maths + Science
- 282 Microelectronics, microprocessors, microcomputers
- 283 Management in schools
- 284 Music appreciation
- 285 Mixed ability teaching
- 286 Microteaching
- 287 Numeracy
- 288 Problems, problem children, problems in the classroom, etc
- 289 Psychology of sport
- 290 Professional studies
- 291 Photography
- 292 Probationary teachers
- 293 Philosophy of education
- 294 Education + politics
- 295 Psychological assessment, psychology study group, etc
- 296 PE in primary, middle
- 297 Russian - intensive course, for beginners
- 298 Non specialist RE, world religions, etc
- 299 ROSLA
- 300 Individualized, independent, programmed learning
- 301 Recreation
- 302 Non-explicit eg option course, background studies
- 303 Outside speakers
- 304 Archives
- 305 Science education
- 306 The arts + the education of the feelings
- 307 Method work
- 308 Science method work
- 309 Language method work
- 310 English / History method work
- 311 Astronomy
- 312 Art - music
- 313 Art in / and education
- 314 Various sports eg swimming, badminton
- 315 Bilingualism

- 316 Bauhaus
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Staff Questionnaire Coding Instructions

SN: 2296

Missing data i.e. no answer given;
 answer illegible;
 more than 1 box ticked when only 1 should be ticked;
 should not be coded. The relevant boxes on the coding sheet should be left blank.

Use figures as follows: Ø 1 2 3 4 5 6 7 8 9
 Please be as legible as possible.

CARD 1

(LIST OF INSTITUTIONS NOT INCLUDED FOR REASONS OF CONFIDENTIALITY)

	Boxes	
5 boxes for 1D code - see back page of questionnaire	5	
1 box for card number - code 1	1	
1.	2 boxes - code by writing in number given e.g. 69, 75	2
2.	2 boxes First box - code 1, 2, 3, 4, or 5 Second box - code blank, unless Other written in-code according to other list for question 2.	2
3.	2 boxes - code by writing in number given e.g. 69, 75	2
4.	1 box - code 1 or 2	1
5.	2 boxes - code by writing in number given e.g. 46, 39	2
6.	2 boxes This will be pre-coded on the questionnaire. Please copy the code given on to the coding sheet. SOCLASS - coded according to Registrar - General's categories, i.e. 1 = social class I	2 - EDCLASS - 1 = sub. + 2 = + other These sub.
7.	2 boxes First box - code 1, 2, 3, 4, 5, or 6 Second box - code blank, unless Other written in - code according to Other list for question 7.	2 3 = sub. + see sources 4 = totally unselected to sub
8.	1 box - code 1 or 2	1
9.	2 boxes - code by writing in number given e.g. 69, 75 N.B. if the respondent at present teaches part-time in a school and part-time in a university, code these boxes 99.	2
10.	2 boxes - code according to list of Age Ranges	2
11.	18 boxes 12 boxes - 2 per item from Grammar to Further education Code each pair of boxes by writing in the number given e.g. Ø3, 12. Anything over ½ or 6 months should be coded as 1 year 15 91 If a box is ticked, but no number written in, code 98. Anything under ½ or 6 months should be coded as 97 If any part-time work is noted, code 97 in the appropriate boxes. 6 boxes - 3 per item - code up to 2 Others. First box - code according to Other List for question 11. Second and third boxes - code by writing in number given e.g. Ø3, 12.	18
12.	9 boxes Code up to 3 subjects, 3 boxes each, according to Subject/Course List.	9
13.	2 boxes First box - code 1, 2, 3, 4, 5, or 6 Second box - code blank, unless Other written in - code according to Other List for question 13	2
14.	7 boxes 6 boxes - 1 per item from No to College of Advanced Technology code 1 if ticked, Ø if not. 1 box code Ø, unless Other written in - code according to Other List for question 14	7

Staff Questionnaire Coding Instructions - continued

13.	2 boxes	2
	First box - code 1, 2, 3, 4, 5 or 6	
	Second box - code blank, unless Other written in -code according to Other List for question 13	
14.	7 boxes	7
	6 boxes - 1 per item from No to College of Advanced Technology code 1 if ticked, 0 if not.	
	1 box - code 0, unless Other written in - code according to Other List for question 14.	
15.	1 box - code 1 or 2.	1
16.	6 boxes, 2 per item	6
	This will be pre-coded on the questionnaire. Please copy the code given on to the coding sheet. <i>See list for question 16</i>	
		TOTAL 67

END OF CARD 1

CARD 2

	Boxes
5 boxes for 1D code - as on card 1	5
1 box for card number - code 2	1
17 (a) 15 boxes	15
Code 1 first degree. If more than 1 is given here, additional ones should be coded under 17 (e) below.	
3 boxes for awarding institution - code according to List of Institutions (LIST NOT INCLUDED FOR REASONS OF CONFIDENTIALITY)	
2 boxes for year - code by writing in number given e.g. 56, 62	
1 box for class/grade - code:	
	1 = First
	2 = Unpper Second, 2 1
	3 = Lower Second; 2 2
	4 = Unclassified Second, 2.
	5 = Third, 3
	6 = unclassified
	7 = pass/ordinary/general
	8 = aegrotat, wartime award, etc.
	9 = if more than one class/grade is given,
and it cannot easily be averaged out to fit another category.	
9 boxes for subject - code up to 3 subjects, 3 boxes each, according to Subject/Course List	
17 (b) 9 boxes	9
Code 1 Master's degree. If more than 1 is given here, additional ones should be coded under 17 (e) below.	
3 boxes for awarding institution - code according to list of Institutions. <i>See above</i>	
3 boxes for year - code by writing in number given e.g. 56, 62	
3 boxes for subject area - code the subject or subject	

Staff Questionnaire Coding Instructions - continued :

32. do not code *Not included in computer analysis*
33. 1 box - code 1 or 2 1
34. 1 box - code 1 or 2 1
35. 18 boxes, 1 for each box in the question 18
Work across the page. Code by writing in the numbers
given e.g. 05, 10, etc.
36. 6 boxes 6
4 boxes - for items 1-4 - code 1 if ticked, 0 if not
2 boxes - 1 for each of 2 other items code 0, unless
Other written in - code each according to Other List for
question 36
37. 1 box - code 1, 2, or 3 1
38. 1 box - code 1 or 2
39. 25 boxes, 5 per line 25
Work across the page
3 boxes for course/course component - code according to
Subject/Course List
1 box for teaching method - code: 1 = Seminar/Tutorial
2 = Lecture
3 = Other
4 = Seminar/Tutorial/
and Lecture
5 = Seminar/Tutorial
and Other
6 = Lecture and Other
7 = Seminar/Tutorial
and Lecture and
Other
1 box for coding Other - code according to Other List
for question 39.

TOTAL 78

END OF CARD 4

CARD 5

- 5 boxes for 1D code - as on card 1 6
1 box for card number - code 5 1
40. 30 boxes, 6 per line 30
Work across the page
2 boxes for number of students - code only the tens and
units by writing in the number given e.g. 09, 55
N.B. If 100 or more is given, code as 99.
2 boxes for number of weeks - code by writing in the
number given e.g. 09, 20.
2 boxes for number of hours - code by writing in the
number given e.g. 09, 11

Staff Questionnaire Coding Instructions - continued

41	30 boxes, 2 per topic - code according to List of Topics for question 41. <i>Note, coding depends on name of course given in quest. on 39</i>	30
42.	8 boxes 6 boxes for items 1-6 - code 1 or 2 2 boxes - 1 for each of 2 other items - code \emptyset , unless Other written in - code each according to Other List for question 38 . 42.	8
43.	2 boxes, 1 per course - code up to 2 courses: 1 = Master's course(s) 2 = Master's /doctorate supervision 3 = Undergraduate teaching (e.g. B.Ed.) 4 = Advanced diploma teaching 5 = Teaching on induction courses 6 = Teaching on in - service courses 7 = Other (first one coded in question 42) 8 = Other (second one coded in question 42) 9 - PAGE	2
		TOTAL 76

END OF CARD 5

CARD 6

5 boxes for 1D code - as on card 1	6
1 box for card number - code 6	
44. 9 boxes, 1 per item Boxes 1-6, and box 8 code 1 or 2. Box 7 - code type of course as in question 43 above. <i>If NO as ticked - code to 1 or 2</i> Box 9 - code according to Other List for question 44	9
45 (a) 7 boxes 6 boxes for items 1-6 - code 1 if ticked, \emptyset if not 1 box - code according to Other List for question 45	7
45 (b) Do not code. <i>Not included in computer review</i>	
46. 1 box - code 1, 2, 3 or 4	1
47. 1 box - code 1 or 2	1
48. 6 boxes, 1 for each item - code: 1 = None 2 = 5 or under 3 = over 5	6
49. 1 box - code 1 or 2	1
50. 9 boxes, 3 per topic - code up to 3 topics, according to Subject /Course List	9
51. 1 box - code 1 or 2	1
52. 6 boxes, 2 per item - code up to 3 topics, according to work list for question 52 <i>code according to list for quest. on 52</i>	6
53. 1 box - code 1, 2, 3 or 4	1
54. 1 box - code 1, 2, 3, or 4	1

Staff Questionnaire Coding Instructions - continued

55.	9 boxes, 3 per subject - code up to 3 subjects, according to Subject /Course List	9
56.	1 box - code 1 or 2	1
57.	18 boxes, 1 for each box in the question Work across the page. Code by writing in the numbers given e.g. 05, 10, etc.	18
	TOTAL	<hr/> 77

END OF CARD 6

CARD 7

	5 boxes for 1D code as on card 1 1 box for card number - code 7.	6
58.	18 boxes - code as question 57.	18
59.	27 boxes - code 1, 2, or 3	27
60.	6 boxes, 2 per topic - code up to 3 topics, according to List of Topics for question 60.	6
61.	6 boxes - code as question 60	6
62.	6 boxes - code as question 60	6
	TOTAL	<hr/> 69

END OF CARD 7