

### Chapter 1 : PGCE Post Compulsory Education | University of Wolverhampton

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Europe[ edit ] Compulsory school attendance based on the Prussian model gradually spread to other countries. It was quickly adopted by the governments in Denmark-Norway and Sweden , and also in Finland , Estonia and Latvia within the Russian Empire , but it was rejected in Russia itself. Attendance was made compulsory until age 10 in The Education Act of made it an obligation on parents to require children to have a full-time education from age 5 to However, attendance at school itself is not compulsory: Section 7 of the Act allows for home education. France[ edit ] France was equally slow to introduce compulsory education, this time due to conflicts between the secular state and the Catholic Church, [19] and as a result between anti-clerical and Catholic political parties. The first set of Jules Ferry Laws , passed in , made primary education free for girls and boys; communes and departments had the shared responsibility to fund it. In , the second set of Jules Ferry Laws made education compulsory for girls and boys until the age of In , the upper age limit was raised to It started in and improved in the 17th century. It had a huge effect in the country and among larger amount of people than the one in the United States. In particular, the Massachusetts General Court required every town to create and operate a grammar school. Fines were imposed on parents who did not send their children to school, and the government took the power to take children away from their parents and apprentice them to others if government officials decided that the parents were "unfit to have the children educated properly". In , Mississippi was the last state to enact a compulsory attendance law. Society of Sisters , determining that "a child is not a mere creature of the state". This case settled the dispute about whether or not private schools had the right to do business and educate within the United States. People are free to choose to study or not. Also, since America has a comparably thorough education system, each school is responsible for its own students and does not receive much help from the government. Initially, it was strongly influenced by the Prussian education system. After World War II, it was rebuilt to a large extent, and the new education model is largely influenced by the American model. The amount of students became larger and the drop-out rates of students decreased in huge percent, even in the rural area. On the other hand, it efficiently improves the quality of the facilities in schools because of the safety guarantee. However, nine-year compulsory education still has problems and needs to be improved. Most of the drop-out students quit schools because of the unwillingness of studies and bad education, instead of not being able to afford the tuition. Therefore, the improvements of Chinese compulsory education are still necessary in the modern society. The most common age for starting compulsory education is 6, although this varies between 3 and 8.

## Chapter 2 : What is Post-Compulsory Education | IGI Global

*Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.*

**Professional Practice** The Professional Practice module combines practical experience in schools, where trainees observe and undertake classroom teaching, subject knowledge development through UCL Institute of Education IOE sessions as well as pedagogical and professional development in schools and IOE-based sessions. Assessment for this module is undertaken by school-based mentors in collaboration with IOE tutors.

**Optional modules** There are no optional modules for this programme

**Teaching and learning** The programme is delivered via taught sessions, including lectures, presentations, discussions, and classroom group tasks, and a practical teaching element based in a partner-provider organisation, usually a further education college or adult education institute. You are also required to read widely and to carry out written assignments in your own time. The programme is assessed through written assignments, module tasks and formal and informal observations of practical teaching skills.

**Placement** All students on this programme will undertake a teaching practice placement and your development as a teacher will be assessed as part of the course. You will spend at least hours, working with subject-specialist mentors who support you through your placement. We are fortunate to have a good choice of colleges and other providers, as well as some outstanding mentors in the field of post-compulsory teaching, with whom we work. They will also need to cover the cost of travelling to and from the UCL Institute of Education and their placement organisation. Please note that the list of modules given here is indicative. This information is published a long time in advance of enrolment and module content and availability is subject to change. For a comprehensive list of the funding opportunities available at UCL, including funding relevant to your nationality, please visit the UCL Scholarships and Funding website.

**Careers** Graduates of this programme are currently working for a very diverse range of employers. The programme can also serve as route towards higher qualifications.

**Employability** This course will help you gain employment in a wide range of educational settings in the post-compulsory sector, in other industrial and professional contexts. Through your teaching practice placement, you will also gain awareness of aspects of workplace life and the norms of professional behaviour, around respect for others, equality and diversity, health and safety, rights at work, line-management and appraisal, inspection and quality assurance procedures, etc.

**Why study this programme at UCL?** The post-compulsory teacher education programmes at the UCL Institute of Education IOE are designed to meet the training needs and qualification requirements of people who are working or would like to work in the post-compulsory sector. Following their most recent OFSTED inspection in November, our post-compulsory programmes were deemed outstanding and given a Grade 1 the highest possible grade. Following successful completion of the programme, students may apply through the Educational and Training Foundation for the QTLS licence to practice in the sector.

**Application and next steps** Applications Students are advised to apply as early as possible due to competition for places. Those applying for scholarship funding particularly overseas applicants should take note of application deadlines.

Individuals who are interested in teaching in the post compulsory sector and have first degree minimum of lower second class or equivalent.

### Chapter 3 : Formats and Editions of Post-compulsory education II : the way ahead [calendrierdelascience.c

*education up to age 18, achieving an upper secondary (Level 3) qualification, commencing a bachelor's degree, attending a prestigious university belonging to the Russell Group 1, commencing some other form of tertiary (Level 4 and above) education and commencing an.*

Our tutors are all experienced teachers who have worked with partnership organisations for many years. High quality learning facilities, including well equipped teaching rooms, cutting edge learning spaces, lecture theatres and a social learning environment. Access to leading research in the field of Education that enables trainees to develop as reflective practitioners. What do Ofsted say? The University of Wolverhampton provision is particularly effective in developing highly professional teachers with the skills to reflect critically on the quality of their teaching in order to improve it. They are valued highly by the schools, colleges and other settings where they secure employment in the region. The university has an excellent reputation that enables it to build strong partnerships across the region to support high-quality teacher training and educational improvement. Employment rates in all phases are high, with many former trainees working in the region. Ofsted Looking for advice? Alternatively why not attend one of our Postgraduate Open Evenings , where you will have the opportunity to talk to staff and students who are currently studying and find out more about the course and our facilities. We have Open Evenings taking place at our Wolverhampton Campus. What our students think Qualifying as a Post Compulsory Teacher allows you to teach in areas such as: Sixth Forms Adult and Community Learning institutions e. Academies International education settings The majority of our students go on to successful careers in colleges, sixth forms and adult education. Our qualifications are also widely accepted in the prison service and commercial training organisations throughout the private sector. This postgraduate qualification offers 60 Masters-level credits that can be used towards any of our Masters degrees in the field of education. What skills will you gain? The course learning outcomes are: Theoretical knowledge and application 2. Practical, professional and research skills Who accredits this course? Entry requirements You must be sure that you wish to embark on a career of teaching in Post-Compulsory Education before applying for this course. In order to achieve this we recommend that you gain some experience within the post compulsory sector. A charge will be introduced as follows: Please note we do not accept GCSE Equivalent Tests from other institutions or organisations and be aware that not all equivalency tests are accepted, if you unsure please contact our Admissions Department admissions wlv. You will be required to provide evidence of your original qualifications. We expect you to research your subject area within the post-compulsory context, and to visit a further education establishment to make an informed decision about how your subject specialism fits into the national vocational framework. All applicants that are successful with their application will be invited to an interview. This will include a presentation and a panel-based interview. Please view information regarding interview preparation.

### Chapter 4 : Compulsory education - Wikipedia

*Women's access to post-compulsory education has improved, however, and they have made up the ground lost in earlier generations: more than half of all women aged over 65 have no post-compulsory education.*

### Chapter 5 : Post-Compulsory Education II: The Way Ahead | UVA Library | Virgo

*What is Post-Compulsory Education 1. In the UK, a generic term for the education al sectors covering students aged 16 and upwards: chiefly further education, higher education (universities), adult and community learning, and work-based learning.*

### Chapter 6 : post-compulsory education | WordReference Forums

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### Chapter 8 : post-compulsory education - definition - English

Â¡Hola! Post-compulsory education Â¿CÃ³mo se traducirÃ­a esta frase? Â¿EducaciÃ³n postobligatoria? La palabra postobligatoria no la recoge la RAE. Es para una publicaciÃ³n oficial, asÃ­ que tiene que usarse algo % correcto.