



## Programme Specification

### International with Qualified Teacher Status Secondary (11-16) [Frenchay][Distance]

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## Section 1: Key Programme Details

### Part A: Programme Information

**Programme title:** International with Qualified Teacher Status Secondary (11-16)  
[Frenchay][Distance]

**Highest award:** PGCE International with Qualified Teacher Status Chemistry (11-16)

**Highest award:** PGCE International with Qualified Teacher Status Mathematics (11-16)

**Highest award:** PGCE International with Qualified Teacher Status Physics (11-16)

**Interim award:** PGCert Studies in Education

**Awarding institution:** UWE Bristol

**Affiliated institutions:** Not applicable

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**Department responsible for the programme:** ACE Dept of Education and Childhood, Faculty of Arts Creative Industries & Education

**Contributing departments:** Not applicable

**Professional, statutory or regulatory bodies:** Not applicable

**Apprenticeship:** Not applicable

**Mode of delivery:** Distance without attendance

**Entry requirements:** Entry requirements to ITT programmes are determined by the DfE.

Entrants must:

- Have achieved a standard equivalent to a grade 4 in the GCSE examinations in mathematics and a science or overseas equivalent.

Will need to evidence an average IELTS score of 6.5 or higher (or equivalent score in another English language testing system), or to have completed some of their education in English, for example a degree studied in English.

- A first degree of a United Kingdom higher education institution, or an equivalent qualification.
- Have taken part successfully in the UWE selection process designed to assess their suitability to train to teach.
- Be able to demonstrate competence in speaking, listening, communication and writing, and in the use of data and graphs, calculations and mathematical problem solving.
- Have the health and physical capacity to train to teach.
- Have evidence of suitability to work with children, including successful appropriate statutory checks (ICPC checks, Disclosure and Barring Service and children's barred list information or equivalent).
- Have any additions or amendments as required by national policy for recruitment to International ITT programmes.

For detail of the current entry requirements see the UWE public website.

**For implementation from:** 01 September 2023

**Programme code:** X10H62

## **Section 2: Programme Overview, Aims and Learning Outcomes**

### **Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** This full-time Postgraduate programme is designed to meet the relevant statutory requirements for International Qualified Teacher Status (iQTS) and provide

students with opportunities to meet the International Teachers' Standards. Students will train to teach children in the Secondary age range (11-16).

The iQTS programme at UWE Bristol develops teachers who are committed, collaborative, adaptable and solution-focused professionals. We deliver high-quality training in international spaces and we put the emphasis on having learners at the heart of teaching, celebrating difference and helping transform the life chances of children, young people in our global society.

This programme is for students who are already school based as part of an existing or new employment arrangement. Students will also need to gain experience in an alternative school as required by the Department for Education. This three-way partnership between the university, the schools and the student is critical to this programme and our overarching provision.

Students will be supported to develop advanced knowledge, understanding and professional skills, and to use literature, research evidence, guidance from tutors, mentors and peers, self-reflection and critical analysis to develop their practice. You will set high expectations which inspire, motivate and challenge all learners, whilst reducing barriers to learning and promoting good progress and outcomes and a love of learning.

We aim to ensure you have a sound underpinning of theories of learning and teaching, and of the contexts of children's lives. We support students on this programme to be thinkers and excellent reflective educators.

The academic content of the programme has been arranged into three elements

- Teaching and learning and the contexts of learning
- Subject knowledge, understanding and pedagogy
- Your development as evidence-informed professionals

Whilst specific modules contain the larger portion of each of these elements, the

compact nature of the programme means that these strands are interwoven throughout and most significantly with the practice base of the programme.

**Educational Aims:** 1. Develop student's critical, evidence-based understanding of theories and practices of learning and teaching to support all learners to make good progress.

2. Support students to understand and apply key concepts, curriculum and subject specific pedagogical approaches in relevant phases and subject areas, and to be able to develop these to devise effective, creative plans to meet all learners' needs and to make connections beyond the curriculum.

3. Facilitate students to understand key features of child/adolescent development, diverse needs, the contexts of their lives and the impact these have, and how to use this to support learners' social, cultural, emotional, and academic development.

4. Develop students' awareness of values positions, including their own, their communication skills and how they present to others, and how to build positive, respectful relationships with children and adults.

5. Support students' development of professional skills, and understandings, including issues around safeguarding, children's wellbeing, equality, information sharing, managing their time, their own wellbeing, resilience and agency, and identifying their ongoing development needs and how to meet these.

6. Enable students to apply their knowledge, understanding, skills and empathy to their own practice as reflective, creative, future-facing teachers and to critically evaluate the educational impact of their pedagogic choices on learners.

7. Enable students to meet all the statutory requirements to achieve iQTS.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

PO1. Critically evaluate theories and practices of learning and teaching to support all learners to make good progress and to inform evidence-based classroom practice

- PO2. Understand and apply key concepts, curriculum and subject specific pedagogical approaches in relevant phases and subject areas, and to be able to develop these to devise effective, creative plans to meet all learners' needs and to make connections beyond the curriculum.
- PO3. Evidence critical engagement with issues relating to child/adolescent development, diverse needs, the contexts of their lives and the impact these have, and be able to use this to support learners' social, cultural, emotional and academic development.
- PO4. Demonstrate an understanding of the importance of, and how to build, respectful positive relationships with children and adults, underpinned by a critical exploration of values positions, communications approaches and their impact.
- PO5. Evidence and critically examine appropriate professional skills, and understandings, including issues around safeguarding, children's wellbeing, equality, information sharing, managing their time, their own wellbeing, resilience and agency, and identifying their ongoing development needs and how to meet these.
- PO6. Apply their knowledge, understanding, skills and empathy to their own practice as reflective, creative, future-facing teachers and to critically evaluate the educational impact of their pedagogic choices on learners.
- PO7. Evidence critical engagement with wider debates in education, including policy and comparative studies.
- PO8. Evidence all the statutory requirements to become a qualified teacher in England.

## Part B: Programme Structure

### PGCE International with Qualified Teacher Status Chemistry (11-16)

#### Year 1

Full time students must take 90 credits from the modules in Year 1.

#### Year 1 Compulsory Modules

Full time students must take 90 credits from the modules in Compulsory Modules

Module Code	Module Title	Credit
UTLGYB-30-M	Curriculum Inquiry 2023-24	30
UTLGYD-30-3	International Practice 2023-24	30

UTLGYC-30-M	Professional Studies 2023-24	30
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### **PGCE International with Qualified Teacher Status Mathematics (11-16)**

#### **Year 1**

Full time students must take 90 credits from the modules in Year 1.

#### **Year 1 Compulsory Modules**

Full time students must take 90 credits from the modules in Compulsory Modules

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTLGYB-30-M	Curriculum Inquiry 2023-24	30
UTLGYD-30-3	International Practice 2023-24	30
UTLGYC-30-M	Professional Studies 2023-24	30

### **PGCE International with Qualified Teacher Status Physics (11-16)**

#### **Year 1**

Full time students must take 90 credits from the modules in Year 1.

#### **Year 1 Compulsory Modules**

Full time students must take 90 credits from the modules in Compulsory Modules

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UTLGYB-30-M	Curriculum Inquiry 2023-24	30
UTLGYD-30-3	International Practice 2023-24	30
UTLGYC-30-M	Professional Studies 2023-24	30

### **Part C: Higher Education Achievement Record (HEAR) Synopsis**

This programme is underpinned by a commitment to training outstanding teachers who can play their part in transforming the educational and experiences of children, and in making a positive difference to their day-to-day lives and to their life chances. As well as being skilled classroom practitioners, they will also understand the

significance of the context of learners' lives and the policy and social context of education. Key features of this programme are working collaboratively with professional partners, children and parents/carers, evidence-informed practice, reflexivity and creativity.

#### **Part D: External Reference Points and Benchmarks**

This programme has been designed to meet the requirements of Initial Teacher Training and makes explicit reference to the International Teachers' Standards. This programme is also informed by the QAA benchmarks for Education Studies as part of the broader aims of the programme. Programme delivery will also be informed by the Sustainable Development Goals and the UWE Enhancement Framework. Successful completion of the programme leads to recommendation for international Qualified Teacher Status .

This programme is subject to inspection by the Department for Education (DfE).

#### **Part E: Regulations**