



## Programme Specification

### International Qualified Teacher Status Secondary Geography (11-16) [Online]

Version: 2026-27, v1.0, Validated

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## **Section 1: Key Programme Details**

### **Part A: Programme Information**

**Programme title:** International Qualified Teacher Status Secondary Geography (11-16) [Online]

**Highest award:** PGCE International Qualified Teacher Status Secondary Geography (11-16)

**Interim award:** PGCert Studies in Education

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CHSS School of Education and Childhood, College of Health, Science & Society

**Professional, statutory or regulatory bodies:**

Department for Education (DfE)

Office for Standards in Education, Children's Services and Skills (Ofsted)

**Modes of delivery:** Distance without attendance

**Entry requirements:** For current entry requirements see the UWE public website.

**For implementation from:** 01 September 2026

**Programme code:** X1TB62

## **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.

**Features of the programme:** This iQTS PGCE programme enables graduates to gain International Qualified Teacher Status whilst studying internationally.

Applicants must be employed in a role in school (or be in a position to secure one) which will enable them to undertake the required teaching practice as specified by the DfE, and in agreement with UWE in advance of starting the course. This will include some time spent in an alternative placement setting to ensure a variety of teaching experience. The settings involved will need to be fully supportive of your engagement with and progression through the programme.

Students who do not pass all modules will not achieve the PGCE but may still be recommended for iQTS providing both practice modules have been passed.

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

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.

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.

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.

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.

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.

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.

**Assessment strategy:** Subject, professional and practical knowledge, skills and understanding are assessed through the programme. In particular the placement-based assessment uses evidence of their progress towards meeting the relevant professional International Teachers' Standards. The assessments provide appropriate challenge to support them to engage with academic, practice-focused and creative opportunities as part of their developing professional competence.

The practice module is assessed through a range of evidence of their teaching, a teaching portfolio and a professional conversation.

We have a range of assessment types to provide variety and experience to inform the professional study of assessment. These assessments may include, but are not limited to: essays, presentations, and schemes of learning. There is flexibility within some assessments, to provide space for students to make academic and professional choices. We have also left space for us to tailor assessments in response to pedagogic judgement and cohort needs.

To help students to succeed in assessments, we plot these throughout the duration of the programme to enable students to manage their time well, alongside the teaching and practice, and to ensure we can support students in a range of ways during the course.

Transferable skills are assessed throughout the programme. In particular they are assessed through developing professional competence and the ability to work as a professional colleague in schools and settings; and through assessment against the relevant professional International Teachers' Standards.

Plagiarism is avoided by the expectation that students will refer to their own practice and values. Students will also be supported to prepare well for assessment and understand what is expected in the Learning Outcomes, for example by unpicking key assessment terminology.

**Student support:** The course is designed to enable students to build their skills, understanding and experience from the point they start from. This will include working with tutors to help them to identify their learning needs and priorities, and how best to meet those through direct academic provision, through externally available sources and from their educational settings.

## Part B: Programme Structure

### 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 2026-27     | 30     |
| UTLGYD-30-3 | International Practice 2026-27 | 30     |
| UTLGYC-30-M | Professional Studies 2026-27   | 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**

Approved to University Academic Regulations.