



Programme Specification

Post Graduate Certificate in Education International (Primary)

[SEP][NF][DL][1yr]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Post Graduate Certificate in Education International (Primary)
[SEP][NF][DL][1yr]

Highest award: PGCE Postgraduate Certificate in Education International (Primary)

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: For the current entry requirements see the UWE public
website

For implementation from: 01 September 2021

Programme code: X2H112-SEP-NF-DL-X2H112

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This full-time Post Graduate Certificate in Education International (iPGCE) is a one year programme for teachers working with learners in the post-Early Years teaching phases. This is appropriate for existing teachers, and for those with some experience of teaching and supporting learning who are currently in post, and who wish to learn about best practice pedagogical approaches used internationally, and how to apply these effectively in their practice. You will reflect on the curriculum used in your school/s and develop a robust understanding of the English curriculum. You will learn at a distance, supported by UWE tutors and you will also have opportunities to form communities of practice and learn from each other. You will be assessed through a variety of assignments. This will include assessment on your teaching from UWE tutors against the English Teachers' Standards using a range of remote strategies.

The programme is underpinned by a commitment to developing students to become outstanding, transformational teachers, who will have the potential to make a significant difference to the life chances of learners. You will develop your knowledge, understanding and professional skills and use reflection to think critically about your practice. You will engage with a range of educational literature, research and other evidence to inform your development as a teacher. You will be supported to set high expectations and to inspire, motivate and challenge all learners, whilst reducing barriers to learning. The programme aims to develop teachers into professionals who can demonstrate high levels of confidence, competence and creativity in their teaching, and who meet the high standards of personal and professional conduct expected of teachers throughout their careers. The programme will be delivered in a clear sequence to support clarity for online learners. This will usually be as follows: 1. Learning and Teaching, 2. Professional Practice – initial 3. Contextual Inquiry, 4. Professional practice – continued

Educational Aims: 1. Develop students' understanding of theories, underpinning a range of best practice pedagogical approaches used internationally, and their application to practice.

2. Develop students' understanding of learner development and their ability to critically assess individual learners' needs and learning opportunities and to use this to plan and teach creatively and inclusively to support high expectations and progress for all pupils.

3. Provide students with the skills to evaluate the educational impact of their pedagogic choices on all learners in their contexts

4. Provide opportunities for students to develop a reflective approach to enable them to understand different philosophies of education and the impact of teachers' values, beliefs and experiences on their practice.

5. Develop students' understanding of curriculum as a frame for education and as a cultural construct.

6. Develop students' professional understanding, skills and attributes including keeping learners safe and building positive relationships with all stakeholders.

7. Support students to understand the importance and potential impact of the policy, cultural and social contexts of learners' lives and how they can respond to these as educators.

8. Develop students as teachers who use appropriate evidence to inform their practice, and who are open to new ways of working.

9. Support students in understanding the requirements of the English Teachers' Standards.

Programme Learning Outcomes:

Programme Learning Outcomes

PO1. Critically evaluate pedagogical theories underpinning a range of best practice pedagogical approaches used internationally to inform effective evidence-informed classroom practice.

- PO2. Assess learners' diverse needs and learning opportunities and plan and implement appropriate teaching strategies to support all pupils in their learning.
- PO3. Critically evaluate the educational impact of their pedagogic choices on learners and identify continuing professional development needs
- PO4. Critically explore different philosophies of education and the ways in which their values, beliefs and experiences impact on themselves and their role as teachers.
- PO5. Critically evaluate the forms and impact of curriculum.
- PO6. Apply, critique and adapt professional behaviours appropriate to a range of contexts, including keeping learners safe and building positive relationships with all stakeholders.
- PO7. Critically engage with the policy, cultural and social contexts of learners' lives and respond to these in practice as appropriate.
- PO8. Critically engage with relevant research and current debates in education to inform and develop their practice.
- PO9. Critically engage with relevant research and current debates in education to inform and develop their practice.

Part B: Programme Structure

Year 1

The student must take 90 credits from the modules in Year 1.

Year 1 Compulsory Modules

The student must take 90 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTLGXG-30-M	Contextual Inquiry 2021-22	30
UTLGXF-30-M	Learning and Teaching 2021-22	30
UTLGVT-30-3	Professional Practice 2021-22	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Students successfully achieving this Award will have had an opportunity to become outstanding and transformational teachers, who are knowledgeable about a range of pedagogical approaches, who will continue to develop advanced knowledge, understanding and professional skills, and who will have the potential to make a significant difference to the life chances of learners. These professionals will be able to use reflection and critical analysis to develop their specialist practice, and have notable impact on the quality of learning. Their practice will have been assessed against the relevant English Teachers' Standards with reference to national and local contexts.

Part D: External Reference Points and Benchmarks

This programme has been designed with reference to the relevant English Teachers' Standards and makes explicit reference to them. However it is important to note that this programme is not able to lead to recommendation for Qualified Teacher Status in the UK as the UK requirements for this would not be able to be met by the school context of most students on the programme.

This programme is also informed by the QAA benchmarks for Education Studies as part of the broader aims of the programme. This programme has been designed to embed the principles, knowledge, application and skills outlined in the UK Quality Code for Higher Education's subject benchmark statement for Education Studies.

Part E: Regulations

Approved Variant to University Regulations and Procedures

Approved by Academic Board 10/12/2019.

Post Graduate Certificate in Education (PGCE) International

FHEQ Level 7

90 credits comprising:

60 credits at UWE Level M.

30 credits at UWE Level 3 or above.

Exclusively for use of the Post Graduate Certificate in Education International.

No differential level of award available.

