Programme Specification

International Professional Graduate Certificate in Education [Online]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: International Professional Graduate Certificate in Education [Online]

Highest award: iProfGCE International Professional Graduate Certificate 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: Not applicable

Modes of delivery: Full-time

Entry requirements: For current entry requirements please see UWE public website.

For implementation from: 01 September 2024

Programme code: X3S162

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This full-time Professional Graduate Certificate in Education International (iProfGCE) is a one year programme for teachers working with learners in all 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 educational setting/s and some knowledge 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.
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 and 2.Contextual Inquiry.

Features of the programme: This programme is primarily designed to support the professional development of existing teachers working across a range of educational settings.

The programme is online, but supported by personal tutors through shared, synchronous seminar discussions. This supports cohort identity and peer learning.

There are strong links between theory and practice with tasks and assessments that recognise the value of self reflection and reflective practice, underpinned by academic rigor.

Research and practice skills are embedded in learning and assessment throughout the course to support students' professional choices.

International perspectives are valued and individual student experience is shared across the cohort to develop global perspectives and conversations on key themes.

UN Sustainable Development Goals are embedded throughout and mapped to the course content.

Educational Aims: 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.

More specifically the programme aims to:

Develop students’ understanding of theories, underpinning a range of best practice pedagogical approaches used internationally, and their application to practice.

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.

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

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.

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

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

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.

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

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following 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. Critically explore the ways in which their values, beliefs and experiences impact on themselves and their role as practitioner

PO3. Critically engage with the policy, cultural and social contexts of students' lives and respond to these in practice as appropriate.

PO4. Apply, critique and adapt professional understanding, skills and attributes relevant to a range of contexts

PO5. Critically engage with relevant research and current debates in education to inform and develop their practice.

PO6. Evidence and critically reflect on their professional competencies to identify continuing Professional development needs

Assessment strategy: Assessments develop from module activity provide appropriate challenge to engage you with academic, research and creative opportunities to support your developing professionalism. Appropriate to this practice-focused programme, the assessments includes a log of at least 60 days in

class and at least 120 direct teaching time to groups of 8 or more learners.

Assessments have been carefully designed to ensure clarity of understanding and expectation, but they also include some flexibility to ensure that you are able to explore areas of interest which are relevant to your developing professional profile, the context within which you work, and perhaps to reflect future career ambitions.

To facilitate success, assessments build through each module and are carefully scaffolded and supported. This represents a flexible, student-centred approach to assessment which provides opportunities to tailor assessments according to individual student contexts and also provides a model of range of assessment approaches to consider in your roles as teachers. We are mindful of the need for you to have opportunities to develop your skills in extended writing pieces to enable you to explore ideas in depth, prepare for future work projects, and to practice the skills needed if you wish to extend your study to a full Master's degree in the future.

You will be supported in preparing for assessments through the provision of clear guidance, examples, and group and individual feedback from UWE tutors. You will be able to access UWE academic support services, if required. Feedback from your completed assignments will support your success in your next assignments.

Student support: As well as support for your academic work from UWE tutors you will also have access to technical support for using the virtual learning environment and accessing online learning opportunities, and support from our library service for academic writing skills and accessing online literature and resources. As a UWE student you will have access to a wide range of readings.

Students will be encouraged to form online study and practice groups to share ideas and support each other with their professional development.

For an additional fee, some students may be able to access a pre-programme course in English/academic writing.

Part B: Programme Structure

Year 1
Students must complete 60 credits from the modules in Year 1.

Year 1 Optional Modules A (Full Time)
Students must take 30 credits from the modules in Optional Modules A (Full Time).

Module Code	Module Title	Credit
UTLGXG-30-M	Contextual Inquiry 2026-27	30
UTLH43-30-3	Contextual Inquiry 2026-27	30

Year 1 Optional Modules B (Full Time)
Students must take 30 credits from the modules in Optional Modules B (Full Time).

Module Code	Module Title	Credit
UTLGXF-30-M	Learning and Teaching 2026-27	30
UTLH44-30-3	Learning and Teaching 2026-27	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 may reference the relevant English Teachers' Standards. However, it is important to note that this programme is not able to lead to recommendation for Qualified Teacher Status or Early Years Teacher Status in the UK as the UK requirements for those would not be able to be met by the educational setting context of most students on the programme.

This programme is also informed by the QAA benchmarks for Education Studies and the QAA benchmarks for Early Childhood 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 addition to University Regulations and Procedures.

Approved by Academic Board 15/05/24:

International Professional Graduate Certificate in Education (iProfGCE) FHEQ Level 6 - 60 credits at Level 6

International Postgraduate Graduate Certificate in Education (iPGCE) FHEQ Level 7 - 60 credits at Level 7

Differential level of award: Pass / Merit / Distinction