

Programme Aim and Title	International Postgraduate Certificate Education (iPGCE)
Intermediate Awards Available	Associate Certificate
Teaching Institution(s)	TES Institute
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Cass School of Education and Communities
UCAS Code	N/A
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	N/A
Additional Versions of this Programme	N/A
Date Specification Last Updated	July 2017

Programme Aims and Learning Outcomes

This programme is designed to give you the opportunity to:

- develop a level of professional competence appropriate to that of a newly qualified teacher
- develop empowered, reflective practitioners and managers in education who can be agents of change
- critically engage with a wide range of education issues from a multi-disciplinary subject/phase perspective
- develop models of good practice, drawing on a range of literature, comparing own teaching practice to models of 'good practice' to identify and set potential areas for professional development
- build upon the internationally diverse and professional experiences of the students to link theory with research, policy and practice in international education and development

What you will learn:

Knowledge

- to critically evaluate teaching and research with a view to improving your own teaching and the learning of the pupils you teach
- to apply subject knowledge in a form which is appropriate to the needs of the pupil both in terms of content and teaching methodology and meets the curriculum demands of the institution in which you are based

Thinking Skills

- to critically analyse, synthesise, interpret and evaluate a wide range of data, information and ideas from either primary or secondary sources
- to distinguish and employ a range of quantitative and qualitative research methods

Subject-Based Practical skills

- to embody the wider role of the teacher, including professional, pastoral and administrative responsibilities
- an in-depth understanding of the individual needs of learners appropriate to their age, ability, language and cultural background
- to create, maintain and critically evaluate the impact of a stimulating and appropriate learning environment
- an understanding of the assessment of pupils and the selection and application of appropriate assessment techniques and their impact on next steps in learning

Skills for life and work (general skills)

- to demonstrate responsibility and accountability when working as an individual and in groups
- to identify, evaluate and maintain capabilities and qualities to support effective communication in a range of forms within educational contexts including written form, through formal presentations, in visual forms and through email and the world-wide web
- to autonomously implement and evaluate improvements to performance drawing on innovative or educational best practice

Learning and Teaching

Teaching strategies may include:

- online interactive study sessions – providing the opportunity for the presentation of an extended and coherent line of argument
- synchronous/asynchronous collaborative learning/discussion forums - to generate group and individual creativity, discussion and reflection
- work-based collaboration and feedback eg role play, paired work, peer review, presentations
- work-based activities and focused tasks – to allow participants to undertake enquiry and/or development work and for students to consider the implications of educational issues for specific subject specialisms and phases
- guided reading and independent study – to enable participants to engage with relevant and appropriate debate
- supported self-study using relevant materials to promote individual enquiry and development
- individual online tutorials - to enable a more extended, in-depth analysis and support of self-study

- e-learning opportunities – involving the use of interactive packages and virtual learning environment
- formative feedback on work in progress, submitted electronically
- face-to-face tutorials/support from in-country mentors
- face-to-face workshops and lectures in-country from TES Institute tutors

Assessment

Knowledge is assessed by

- Coursework
- Online focused study tasks –(the presentation of an extended and coherent lines of argument)
- Work-based activities and focused tasks within the portfolio

Thinking skills are assessed by

- Coursework
- Work-based activities and subsequent focused reflection within the portfolio
- Individual enquiry and development through supported self-study using relevant materials

Practical skills are assessed by

- Work-based collaboration and feedback
- Portfolio completion

Skills for life and work (general skills) are assessed by

- Portfolio completion
- Work-based collaboration and feedback eg role play, paired work, peer review, presentations

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Director to ensure they are able to fully engage with all assessment within the programme.

Programme Structure

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree programme.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree programme.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree programme.
- 7 Equivalent in standard to a Masters degree.

Programmes are made up of modules that are each credit weighted.

The module structure of this programme:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	PE7004	Developing effective subject knowledge and pedagogy	30	Core	Y
7	PE7003	Investigating strategies for raising pupil learning and achievement	30	Core	Y

The overall credit-rating of this programme is 60 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website. There are no exemptions currently identified for these modules.

Typical Duration

The iPGCE is a part-time programme and the expected duration is one academic year.

Further Information

More information about this programme is available from:

- The TES Institute website (<https://www.tes.com/institute/>)
- The programme handbook
- Mentor handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)

Additional detail about the programme module structure:

A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. Both modules are core modules for this award.

All UEL programmes are subject to thorough programme approval procedures before we allow them to commence. We also constantly monitor, review and enhance our programmes by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

See TES Institute Assessment Policy for further information regarding resubmissions.

Depending on the outcome students who aren't successful may be able to resubmit work within a specific time frame; however, a charge may apply.

Resource requirements include access to the Internet.