Course Aim and Title	International Postgraduate Certificate Education (iPGCE)
Intermediate Awards Available	N/A
Teaching Institution(s)	TES Institute (Distance Learning)
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	The School of Education and Communities
UCAS Code	N/A
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	QAA Education Studies Benchmarks; QAA Master's Level Study
Additional Versions of this Course	iPGCE Primary iPGCE Secondary iPGCE EYFS iPGCE SEND
Date Specification Last Updated	September 2022

Course Aims and Learning Outcomes

This course is designed to give you the opportunity to:

- Develop your knowledge and understanding of your curriculum and how pupils learn most effectively in the classroom, with a focus on inclusive education.
- Critically evaluate current research and ideas about education in order to extrapolate best practice and apply this to your teaching.
- Explore research methodologies and the ethical considerations that underpin classroom-based research in order to undertake your own action research projects.
- Evaluate the outcomes of your research in order to reflect on your own professional development as a teacher.

What you will learn:

Knowledge

- The scope, distinctiveness, essential characteristics and key knowledge and skills of a chosen specialist subject/curriculum area and its theoretical underpinnings;

- The principles of inclusive education;
- Assessment of learning and for learning as related to students' learning in the subject

Thinking skills

- Critical and reflective reading and writing at Master's level;
- Evaluating practice based on empirical evidence and from a theoretical perspective.
- Understanding and applying a model of reflective practice;

Subject-Based Practical skills

- Action research – its processes, practices and relevance for reflective educational practice and change;
- The pedagogy and practice of a chosen specialist subject/curriculum area and how pupils learn in the subject;
- Professional development as a teacher through application of reading and research.

Skills for life and work (general skills)

- Criticality
- Working alongside peers
- Distance learning skills including research processes.

Learning and Teaching

Knowledge is developed through

- Guided reading
- Knowledge-based activities via TES Learn sessions with Pathway Tutor feedback
- Online webinars and collaborative activities

Thinking skills are developed through

- Reflective activities with feedback
- Online webinars and activities

Practical skills are developed through

- IT activities with feedback
- Research skills-based activities with feedback

Skills for life and work (general skills) are developed through

- The demands of the study medium (e.g. distance learning)
- Planning activities with feedback
- Project work

Assessment

The course is assessed through formative learning diaries written each week for the TES Learn sessions and the written assignments submitted for both modules of study.

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

Work or Study Placements

All iPGCE learners must be in a teaching role by the time they start the programme, whether they are employed by a school or accepted as a volunteer.

Course Structure

All courses 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 course.
4	Equivalent in standard to the first year of a full-time undergraduate degree course.
5	Equivalent in standard to the second year of a full-time undergraduate degree course.
6	Equivalent in standard to the third year of a full-time undergraduate degree course.
7	Equivalent in standard to a Masters degree.

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

The module structure of this course:

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
7	PE7005	Assessed Teaching Practicum*	120P	Core for Hong Kong Students	Y

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.

Additional detail about the course module structure:

Both modules are taught through online webinar sessions and the TES Learn independent study sessions. You will receive a course calendar that outlines which sessions are due for study and when webinars are being held.

Both modules are core for the iPGCE.

*The Assessed Teaching Practicum module is core for Hong Kong students only.

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

The overall credit-rating of this course 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.

Course Specific Regulations

N/A

Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The duration of this course is one calendar year full-time if enrolment is in September, October, January or April, and two calendar years part-time.

The time limit for completion of a course is four years after first enrolment on the course.

Further Information

More information about this course is available from:

- The UEL web site (www.uel.ac.uk)
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages
- The iPGCE Learner Guide

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

Additional costs:

N/A

Alternative Locations of Delivery

N/A