



UWE iPGCEs – Information and agreements for students and schools

The iPGCE (Early Years) and the iPGCE are one-year postgraduate courses from UWE Bristol for teachers, or aspiring teachers in international schools/Kindergartens, or those with an international focus anywhere in the world. The course is taught and assessed in English.

This is an online course with students studying at a distance, supported by UWE tutors, alongside your work. It is also very practice-focused so students need to be teaching during the course. We share different theories, models and practice approaches and students will be supported to try out new ways of working, implement different strategies, and evaluate the impact of teaching on learners' needs in your educational setting.

Students will try out different teaching strategies and ways of managing the classroom. We will provide feedback on students' plans and evaluations with reference to the appropriate English IQTS Teachers' Standards, referring to a range of evidence to support this.

This course does not lead to QTS, or to the equivalent in any other country because Qualified Teacher Status in England is awarded by the Teaching Regulation Agency on behalf of the government; it is not awarded by universities.

The programme comprises three modules:

- Learners and Teachers (which explores theories and practice)
- Professional Practice (the application of the student's learning to the classroom)
- Contextual Inquiry (an opportunity for the student to explore an area of interest in more depth)

Sixty of the ninety credits on the programme are at Master's level and students can go on to use these as part of a full MA Education.

The programme will enhance the professional practice and development of the student, and in so doing, support the educational provision of their school/Early Years setting.

Information for Students

Who is on the course?

Students join this course from all over the world. They have a wide range of experience which they bring to the sessions. You will have an opportunity to meet each other on line, get to know each other and support each other on your learning journey, helping to create a community of practitioners

Teaching practice

You need to be able to engage in a teaching role for the duration of the course. This is usually at least 60 days of teaching and supporting learning comprising of at least 120 hours of direct teaching to groups of 8 or more learners. You will study and discuss a range of teaching and learning approaches. We will support you to try relevant strategies, and to evaluate and reflect on these to develop your practice. A range of evidence from your teaching will be valuable to this process, including videos if this is possible in your education setting.

What happens if job/placement falls through

If you leave your job, or for whatever reason the placement falls through we will need to have a conversation about the next steps. If this comes late in the course this may not impact your studies but if it comes earlier you may need to temporarily suspend your studies whilst you find a new job or placement.

Study arrangements

Much of the course consists of asynchronous content as this allows the maximum flexibility for students to enable you to plan your study time when it most suits you, and to facilitate students working in different time zones. The teaching materials are posted online in advance, and you can work through them in your own time, communicating with each other and your tutors via discussion boards or email. There is a recommended schedule for you to follow to help you stay on track and deadlines for work to be submitted.

There is also some synchronous teaching, where the lecturer and students are together in an online space to give you the opportunity to ask questions in real time and discuss issues.

Collaboration between yourselves as students, and between students and tutors is an important part of the programme as it helps to create a sense of connection between participants and to build a sense of community and shared purpose.

Expectations for reading

Wide reading during your study is vital and you should ensure you keep up to date with reading tasks. Module overviews will contain information about required reading which should be undertaken in advance of the relevant session every week as many of the activities during sessions will include reference to these. Module tutors will also identify wider reading which will support a deeper understanding of the module themes.

Agreement - students

Family name:	First name:
Programme (please delete as appropriate): iPGCE (Early Years) / iPGCE Primary/Secondary	Start date of programme enrolled on:
Name and contact details of School/kindergarten	
Employment role and status (title, duration of role, full time or part time etc.)	
Year groups and subject/s you teach	
Any other relevant information	

I confirm that I'm aware of the following features and expectations of my programme:

1. This is an online Masters-level programme and I will be studying at a distance.
2. The course is taught and assessed in English.
3. This course does not lead to QTS in England, or to the equivalent in any other country.
4. I am responsible for ensuring I have the technology equipment and internet connectivity needed to access and participate in the programme.
5. I need to ensure that I am able to undertake sufficient time in a teaching role for the duration of the course. This is usually at least 60 days of teaching and supporting learning comprising of at least 120 hours of direct teaching to groups of 8 or more learners. I understand that if my employment/placement ends during the course, I may need to suspend my studies until I am back in a teaching role.
6. I will liaise with my institution to discuss the programme and to confirm they are able to approve and support my engagement with the requirements of this programme
7. I understand that developing my teaching practice is part of the programme and that this will include self-evaluation. If I would like to record examples of my teaching as part of this process, this can only be with the permission of my school/kindergarten.

I have permission from my school/kindergarten to video my practice to share with my tutor (please delete as appropriate)	Yes	No
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8. I confirm that I meet any safeguarding clearance required by my educational system and/or institution.
9. I will comply with all UWE regulations, policies and procedures.
10. I will check my UWE e-mail and any other communications relating to the programme regularly.

Signed:	Date:
Name:	

Information for Schools

Supporting the student in school

The school/Kindergarten in which the student is working will play an important role in their participation on the iPGCE programme and their subsequent professional development. While the student will be expected to engage with the academic study in their own time, there is significant connection between the learning on the programme and the practical application of that learning to the classroom. The role of the student's school in supporting that development is important.

Developing and evidencing Professional Practice

We will ask the student to provide evidence of their teaching and work undertaken in school to inform their self-evaluation and discussion with their tutor about their developing practice. This could include videoing examples of their teaching to share with their tutor, but this can only be undertaken with the consent of the school/kindergarten as part of this agreement.

Any videos should focus on the student, not the pupils. This recording can be made on a tablet, phone or other video recording device and then shared with UWE as part of the student's academic portfolio of work. UWE will not retain any rights to these recordings once the student has completed the programme. Where there are positive teaching examples which we would like to be able to share with others, we will only do so with the school's and the student's permission.

Students will be supported to evaluate their teaching and pupils' learning. When evaluating pupils' learning, we encourage the student to identify the learning of individual children whilst keeping the identities of individual children hidden by using initials, or pseudonyms.

The student is likely to gather a range of information about their practice. This may include:

- Records of teaching activities
- Feedback from colleagues
- Examples of pupils' work completed during the lesson
- Notes made by the student
- Responses from pupils
- Images of the classroom relating to the organisation of the lesson

The school's co-operation in this will be invaluable, and the student may appreciate support from you in having opportunities to collect relevant evidence of their work.

Agreement - Schools/Kindergartens

Name of student	
Name of school/kindergarten	
Type of school	
Name of any wider institution/ company the school is part of	
School postal address, including country	
School website address	
School contact details – e-mail and telephone	
Name of Head Teacher/Principal and e-mail address	
Name of line manager and e-mail address	
Curriculum/curricula taught in the school	
Age range covered by the school	
Year group/s and subjects taught by the student	
Any other relevant information	

I understand and confirm the following, on behalf of the educational institution named above:

1. I have discussed the course with the student and can confirm that we are able to approve and support their engagement with the requirements of this programme.
2. The student meets any safeguarding clearance required by our educational system and/or institution.
3. As far as this can be anticipated at the start of the course, the student is able to undertake sufficient time in a teaching role for the duration of the programme. This is usually at least 60 days of teaching and supporting learning comprising of at least 120 hours of direct teaching to groups of 8 or more learners.
4. Developing the student's teaching practice through supported self-evaluation of teaching and learning is part of the programme. Recording and sharing videos of their teaching with their tutor could be part of this, but only with the consent of the school/kindergarten.

I give permission for the student to video their practice in this school/ kindergarten to share with their tutor (please delete as appropriate)	Yes	No
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5. The student can use information from the school/kindergarten as part of their engagement in and assessment of the programme of study.
6. This course does not lead to QTS in England, or to the equivalent in any other country.

Signed (on behalf of the school/kindergarten):		Date:
Name:	Role:	