

Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2027/28

Date created: 11/03/2021

Last amended: 15/04/2025

Version no. 1

Please note, this programme is currently undergoing review as part of the University's continuous cycle of curriculum enhancement. The information in Appendix 1 represents the current structure and content of the programme. Any future enhancements to the programme in terms of content will be communicated to applicants and offer holders once finalised.

1. Programme title(s) and code(s)

International Postgraduate Certificate in Education (iPGCE without QTS)

Notes

[HECOS Code](#)

HECOS Code	%
101246	100%

2. Awarding body or institution

University of Leicester

3. a) Mode of study

Part-time

b) Type of study

Distance learning

4. Registration periods

The normal period of registration for the International Postgraduate Certificate in Education is one year

The maximum period of registration for the International Postgraduate Certificate in Education is two years

5. Typical entry requirements

First degree (usually 1st, 2:1 or 2:2), the certificate is open to graduates who are working in an educational setting in either a paid or voluntary position.

Students must be native speakers of English or have English Language qualifications to Level 6.5 IELTS (with a minimum of 6 on any of the four skills), or equivalent.

6. Accreditation of Prior Learning

No accreditation of prior learning can be accepted on this standalone PG Certificate course.

7. Programme aims

The programme aims to enable you to demonstrate the ability to:

- develop pedagogic skills at primary or secondary level depending on the age range in which you specialise;

- conduct school-based studies of education, focusing on the evaluation of teaching, learning and assessment of learning;
- show evidence of being a reflective and effective classroom practitioner;
- have a critical understanding of pedagogic theory and the implications for your practice;
- develop skills of research and analysis to be applied to the study of teaching in your school/ educational setting.

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy](#) [Login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Enhanced knowledge of aspects of pedagogic expertise	Module 1 face to face meetings and module 2 preparatory meetings (using online methods); Online seminar activities, tutorials, independent study	Online presentation, 4000-word essay/report.

ii) Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Enhanced knowledge of theoretical frameworks relevant to learning and teaching	Module 1 face to face meetings and module 2 preparatory meetings (using online methods). Online seminar activities, tutorials, independent study	Online presentation, 4000-word essay/report.

iii) Techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Mastery of educational research methods	Module 1 face to face meetings and module 2 preparatory meetings (using online methods). Online seminar activities, tutorials, independent study	Online presentation, 4000-word essay/report, with formative feedback on contributions to relevant online forums, blogs and wikis.

iv) Critical analysis

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to apply understanding of theoretical frameworks and research methodology with independence and rigour	Module 1 face to face meetings and module 2 preparatory meetings (using online methods). Online seminar activities, tutorials, independent study In addition, the induction programme introduces students to the University's resources that support development of critical reading and critical writing, currently located on the Library website	Online presentation, 4000-word essay/report, with formative feedback on contributions to relevant online seminar activities.

v) Presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Mastery of presentation methods appropriate to a variety of audiences within the field of education	Online seminars, tutorials, independent study	Online presentation, 4000-word essay/report.

vi) Appraisal of evidence

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to analyse and assess educational policy and reform, and findings from research	Module 1 face to face meetings and module 2 preparatory meetings (using online methods). Online seminar activities, tutorials, independent study	Online presentation, 4000-word essay/report, with preparatory formative discussion in relevant online seminars, blogs and wikis.

b) Transferable skills

i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to locate, organise and marshal evidence, report on findings analyse complex ideas and construct critical arguments	Online seminars relating specifically to research methods, tutorials, independent study	Online presentation, 4000-word essay/report.

ii) Communication skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to deliver oral and visual presentations appropriate to the audience, respond to questioning and write clearly and cogently	Online seminars, tutorials	Online presentation, 4000-word essay/report.

iii) Data presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to present research findings clearly and effectively, using appropriate IT resources	Online seminars relating specifically to research methods, tutorials, independent study	Online presentation, 4000-word essay/report, with formative feedback on contributions to relevant online forums, blogs and wikis.

iv) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to evaluate a range of classroom practices	Online seminars relating to pedagogy and to research methods, independent study of pedagogy: learning, teaching and/or assessment.	Online presentation, 4000-word essay/report, with formative tutorial feedback on contributions to educational practice in their workplace.

v) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to identify main features of a problem, examine alternative solutions, and plan and carry out suitable actions.	Module 1 face to face meetings and module 2 preparatory meetings (using online methods). Online seminars, tutorials	Online presentation, 4000-word essay/report, with formative feedback on contributions to relevant online forums, blogs and wikis.

vi) Working relationships

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to contribute to and comment on ideas in seminar groups	Module 1 face to face meetings and module 2 preparatory meetings, online seminar activities	Formative feedback on contributions to online seminars, contributions to relevant online forums, blogs and wikis.

vii) Managing learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Use theory and the practice learned from the course and wider academic and professional community to reflect on own practice	Module 1 face to face meetings and module 2 preparatory meetings (using online methods), online seminar activities Engagement with professional communities and peers on reflective activities. In addition, as noted above, the induction programme introduces students to the University's resources that support development of critical reading and critical writing, currently located on the Library website .	Online presentation, 4000-word essay/report, with formative feedback on contributions to relevant online forums, blogs and wikis.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Identifying benefits of Level 7 study & transferable skills to match career development needs.	Tutorial support	Tutorial discussion, reflective blog.

10. Special features

The iPGCE is an innovative offering, which combines theory with practice. The programme offers unique opportunities to study pedagogy in real professional settings. It is led by academics from the School of Education who are engaged in research to influence and shape quality of learning and teaching. Working with them and in collaboration with education professionals and researchers from around the world, students will be at the forefront of the latest pedagogical developments as they happen.

As they work through the programme, students will be guided by extensive online resources, their personal tutor and learning sets, i.e., small groups of participants who meet regularly online to discuss issues of mutual importance. They will learn to use the knowledge they acquire to extend their passion for enhancing the experiences of learners in their classrooms. The learning sets will be determined by geographical location where a group from one jurisdiction has been recruited; or, if from multiple settings sets will be set up to reflect for examples phases in which participants work e.g. primary, secondary or possibly by subject specialism e.g. English language teachers or teachers of STEM subjects. They will have the opportunity to take part, online or in start-of-module centre workshops, delivered by University colleagues. Throughout the programme, pedagogic literacy will be explored and developed, identifying the skills that contribute to growing teacher reflection and expertise.

10a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	The iPGCE programme enables the students to develop critical understanding of pedagogic theory to become effective and reflective practitioners. The students are supported to develop research skills and plan/carry out a small-scale classroom-based research project. Research-briefed: The iPGCE is grounded in the fundamental learning theories that shape and influence the design and delivery of learning, and covers topics such as teaching and learning, assessment, curriculum, learning technologies etc.
Research-based Framed enquiry for exploring existing knowledge.	Research-based: The content of the programme is designed in guided learning activities which provides opportunities for the students to explore different approaches to teaching and research. Using evidence-informed pedagogy, the students are encouraged to critically reflect on their own context, and develop strategies to enhance their practice and learners' experience.

Research-oriented Students critique published research content and process.	Research-oriented Throughout the programme, the students engage in critically evaluating content and research papers related to pedagogy and research. They reflect on and evaluate their classroom practice and think critically on how theory that they have learnt can be applied in the classroom.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	Research-apprenticed: In the second module of the iPGCE programme, the students develop their understanding on research methods and methodology by designing their own research project. This is often a small-scale study/action research based in their own educational context. They are encouraged to experiment with different pedagogical approaches and research methods to build up their subject knowledge, whilst gaining insights about their educational setting.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

iPGCE is a distance learning programme but opportunities are provided to the students to join some events remotely which are organised by the university such as guest speaker events, research presentations etc.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

This course is informed by current research into teacher education. It draws upon a range of developments and research into the best practices for how to become a teacher.

Tutors teaching as module/personal tutors on the programme are research active and engage with and conduct contemporary pedagogic research.

11. Indicators of programme quality

The programme has an external examiner with relevant expertise to cover all modules, who reports annually on the quality of the programme.

12. Criteria for award and classification

This programme follows the standard scheme of taught postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

13. Progression points

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

Students can use the PG Cert as APL and join the MAIE, MSc or M.Ed programmes. In relation to the MAIE, the 60-credit exemption will apply to the pathways modules

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.

14. Rules relating to re-sits or re-submissions

As defined in [Senate Regulations](#) - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

15. External Examiners reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

16. Additional features (e.g. timetable for admissions)

N/A

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Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

International Postgraduate Certificate in Education (iPGCE without QTS)

Credit breakdown

Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	n/a	30 credits	30 credits	n/a

60 credits in total

Level 7/Year 1 2027/28

Core modules

Delivery period	Code	Title	Credits
October	ED7691	Critical Reflections on Classroom Practice: how people learn and pedagogy	30 credits
March	ED7692	Classroom Research Project	30 credits

Notes

N/A