



TEACHER DEVELOPMENT IN CHINA

October 2020



REPORT OVERVIEW

- There has been an increased demand for qualified teachers in China's international and bilingual schools, and thus increased demand for teacher education and development programmes that meet the needs of local and non-Chinese teachers.
- The UK has a well-established history of providing high-quality teacher education, establishing its first PGCE course in 1951.
- There are many types of UK qualifications available to meet the needs of all teachers, including short-courses like CELTA and PDQ, as well as degree-level courses like the PGCE and international PGCE.
- Valued for its quality and rigour, PGCE is one of the world's most recognised teaching qualifications. The international PGCE is a qualification mostly aimed at in-service teachers and designed for teaching and learning in international contexts.
- QTS is available in combination with an international PGCE through the AO route to QTS. QTS allows teachers to teach in UK schools and is considered a marker of excellence.
- PGCE and international PGCEs are flexible, fulfilling and provide students with transferable skills they can use to develop their professional careers.
- There are a range of teacher education and development courses available to learners in China that offer practical and theoretical training as well as pathways for further study (i.e. Masters in Education) or to QTS.

Disclaimer:

All information in this report is either from calls and conversations with individuals from the featured institutions or publicly available sources such as websites.

THE MARKET

In 2019, ISC Research reported that in order to meet growing demand for teachers in international schools globally, a ¼ of all teachers practising in the UK, Ireland, US and Australia would need to move abroad every year until 2029.¹

In China, the demand for qualified teachers is particularly high. Large numbers of international schools have opened, and continue to open across the country. An ISC report published earlier this year found that 200 new international schools have opened over the last five years, with student enrolment increasing from 270,400 to 395,600 (a compound annual growth rate of 7.9%).²

Since 2015, China has tightened regulations on the employment of teachers for education institutions at all levels, requiring all teachers, regardless of their nationality and educational background, to provide a teaching qualification in addition to a bachelor's degree or diploma in their chosen subject.

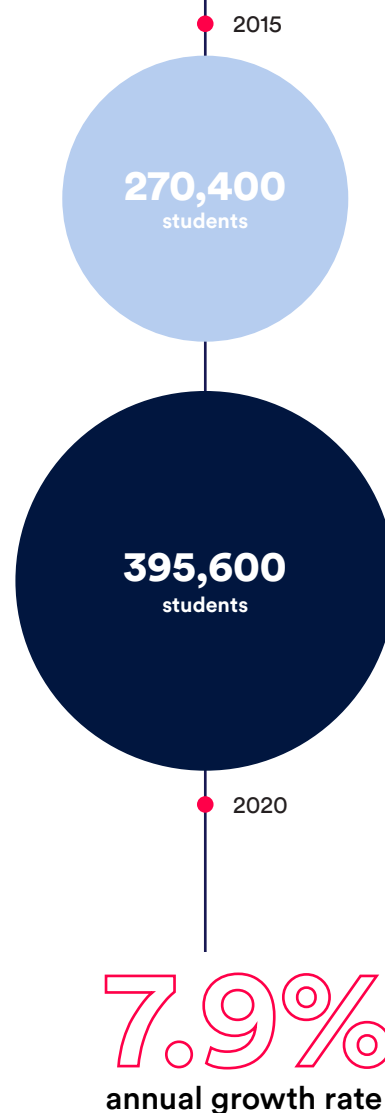
Local Chinese teachers and foreign teachers in international schools are increasingly looking towards international teaching qualifications, either online, or in emerging blended formats, as a means to obtain a significant place in this workforce.

The UK is renowned for the quality of its teacher training. The Postgraduate Certificate of Education (PGCE) is a global standard for comprehensive, rigorous training and Qualified Teacher Status (QTS) is highly desirable in schools around the world. QTS can be obtained through a variety of pathways in combination with international training programmes.

In recent years, a host of British universities have extended their teacher training courses through distance learning online platforms and international campuses to provide a UK-calibre teaching qualification for the international market.

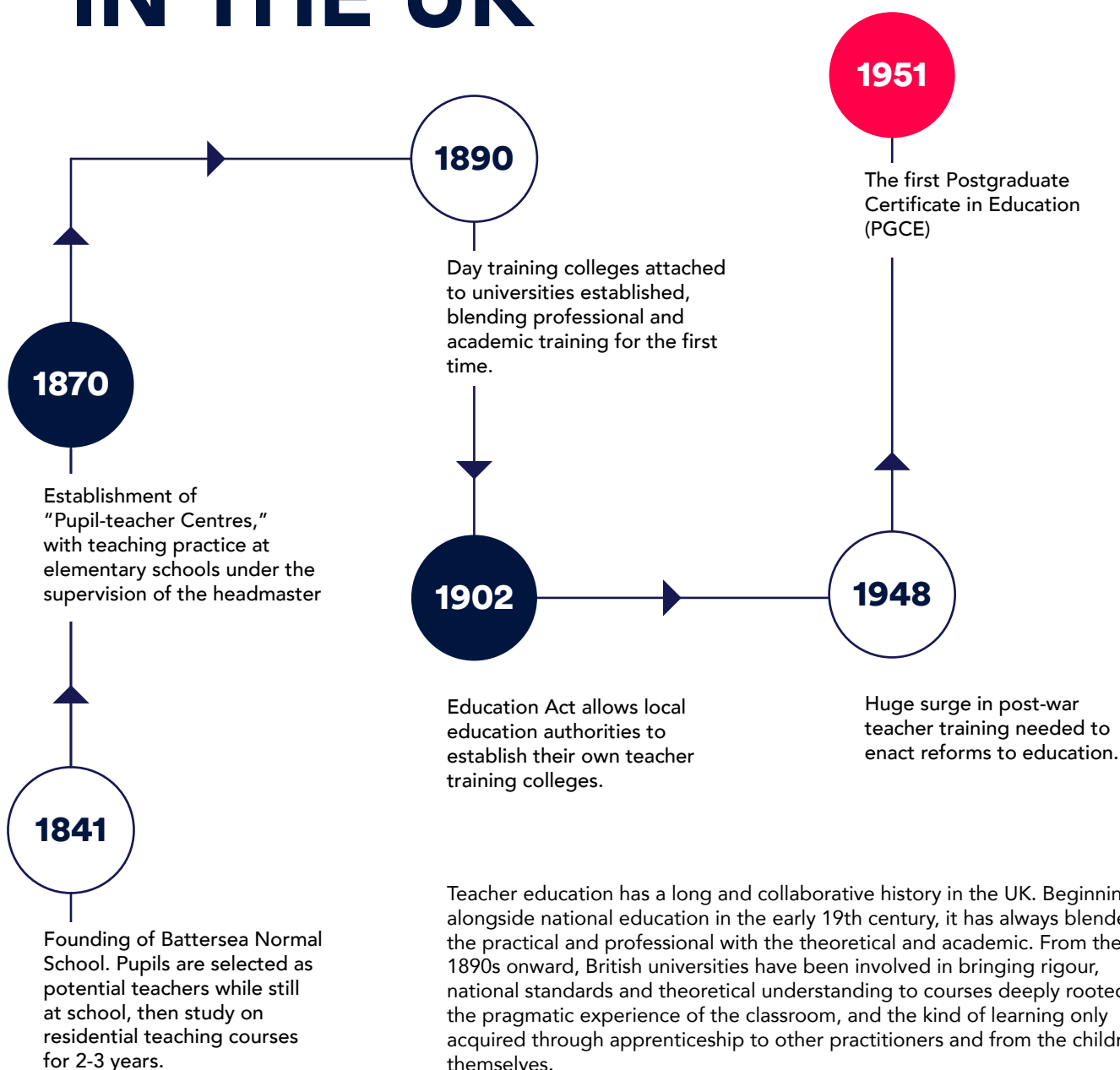
This report outlines the teacher education services available to students wishing to embark on, or advance, a successful teaching career within China, focusing on the offerings from UK providers.

Student enrollment in China's international schools



¹TES. "One in four teachers 'needed overseas by 2029,'" (9/12/2019). Accessed at: <https://www.tes.com/news/one-four-teachers-needed-overseas-2029>
²ISC Research. "What is the future of international school development in China?" Accessed at: <https://www.iscresearch.com/news-and-events/isc-news/isc-news-details/~post/news-from-isc-research-august-2020-20200814>

TEACHER EDUCATION IN THE UK



Teacher education has a long and collaborative history in the UK. Beginning alongside national education in the early 19th century, it has always blended the practical and professional with the theoretical and academic. From the 1890s onward, British universities have been involved in bringing rigour, national standards and theoretical understanding to courses deeply rooted in the pragmatic experience of the classroom, and the kind of learning only acquired through apprenticeship to other practitioners and from the children themselves.

This is a collaboration that survives and thrives today: modern UK teacher qualifications take the best from the classroom and the seminar hall, and remain underpinned by a set of standards designed to be coherent and comprehensible to everyone.

“

EXPERT INSIGHT

According to data from ISC Research in early 2020, the international school sector – including both British and non-British schools – has been growing at a rate of c.6% annually with, on average, more than 550 new international schools opening globally each year. Conservative estimates suggest that, in the next ten years, British international schools will need more than 175,000 additional teachers to meet their staffing needs. According to less conservative estimates, the number of teachers required could be more than 300,000. While Covid-19 has undoubtedly had an impact on the growth of the sector, the fact remains that there is an enormous demand worldwide for high-quality teachers with globally-recognised qualifications.

One of the ways in which this demand for teachers can be addressed is through increased engagement with British providers of Initial Teacher Training (ITT) in an international context. Recent research from the Council of British International Schools (COBIS) found that nearly two thirds of responding international schools had supported teachers to gain UK teaching qualifications through programmes such as PGCEi or Assessment-Only QTS in the past two years. Through Trade and Scoping Missions with the UK Department for International Trade (DIT) and through initiatives such as our COBIS Training Schools, and our partnerships with a range of high-quality British ITT Providers, we are encouraging more schools and more teachers in China and beyond to engage with international ITT opportunities.

Certainly, the growing number of bilingual, dual curriculum and British international schools in China can play an increasing role in training Chinese and non-Chinese teachers as a means of increasing the teacher supply pool and also in upskilling existing teachers. This could include fresh solutions for the training and recruitment of teachers to ITT programmes to attract graduates including teaching assistants and support staff, alumni, spouses and local staff of proven quality. Partnering and working with high-quality British ITT providers with a proven track record will not only maximise a significant long-term return in investment but also maximise the successful attraction, recruitment, training and development of the most important resource that any school can have.

That is, the highest calibre teaching professionals who together share a deep commitment to nurture the brightest component of all our futures - children and young people.



Colin Bell
CEO
COBIS

”

TYPES OF QUALIFICATIONS



English teaching qualifications

CAMBRIDGE CELTA

CELTA is an internationally recognised English language teaching qualification that is offered online or in-person in centres in three cities in China: Beijing, Shanghai and Shenzhen. Courses are at least 120 hours, include in-school teaching experience, and cover practical teaching skills as well as the theory behind them.

CERTTESOL (TRINITY COLLEGE)

The CertTESOL is an English language teaching qualification designed for those with either no experience teaching English, or those who require an internationally recognised teacher education qualification. The course combines contemporary theory and practical application in the classroom, takes 200 hours, and is available at centres across China.



Professional development

CAMBRIDGE PDQ

Cambridge Assessment's PDQs (Professional Development Qualifications) allow in-service teachers and educational leaders to advance their teaching practice. Qualifications are based on research evidence about the kinds of professional development that have real impact and value. PDQs cover four themes, which are: (I) Teaching & Learning, (II) Educational Leadership, (III) Teaching Bilingual Learnings, and (IV) Teaching with Digital Technologies.

NATIONAL PROFESSIONAL QUALIFICATIONS (NPQ)

(NPQ) are a series of voluntary qualifications in school leadership at several levels offered by the UK Department for Education. NPQs in Senior Leadership, Headship and Executive Leadership are available for teachers at or applying for senior leadership positions, while three NPQs specialising in different areas are available at the middle leadership level (NPQML). Some limited access to the qualifications is available in China through established DfE NPQ providers and their



Post-graduate diploma level

PGCE

PGCE is a degree-level teaching qualification offered in England, Wales and Northern Ireland, and is regulated by UK education authorities (Teaching Regulation Agency, TRA). Courses are subject specific, however, the qualification permits you to teach any subject in UK schools (except sciences), and provides you with QTS (Qualified Teacher Status).

QUALIFIED TEACHER STATUS

QTS is required for teachers wishing to work in schools in England. In order to get QTS, trainee teachers must either undertake a TRA accredited course (e.g. a PGCE or an Initial Teacher Training programme) or take an Assessment Only route to QTS.

PGDE

This is the teaching qualification used in Scotland which qualifies teachers to teach one or two subjects in Scottish schools. It is largely similar in content and scope to the PGCE.

INTERNATIONAL PGCE

The international PGCE is a degree-level qualification aimed at both new and in-service teachers looking to develop their professional practice (see page 5). Please note that the international PGCE alone does not currently provide QTS.

EXPERT INSIGHT

1. What trends are you seeing in teacher education in China?

The incredible growth of the K-12 international and bilingual sector in China has created a demand for qualified teachers and managers that many schools are struggling to meet. The result of this is that we are seeing many issues in schools that are very China-specific and therefore cannot be solved with generic teacher training models applied from abroad. Some examples of this might be: excellent Chinese teachers from a state-school background struggling to adapt to the 'active learning' expectations of a bilingual school; international staff struggling to adapt to the educational backgrounds and expectations of Chinese bilingual school students; managers struggling to harmoniously integrate their international and local staff; and curriculum designers having difficulties integrating international curricula with Chinese government requirements. In our training and consultancy work with schools and bureaus of education we have engaged with all of these issues and our conclusion is that there is no 'one-size-fits-all' solution and teacher education must be tailored to fit the needs and ethos of each organisation.

2. What challenges are there in the teacher education sector?

Covid-19 has obviously affected the mobility of teachers and trainers, and as a result of this we have had to move to online or blended delivery models for all of our programmes. This has been difficult at times, but it has been great to see our staff adapt and overcome these challenges! Also, we do see amongst some schools and groups of teachers that there is 'training fatigue' which means that busy and stressed teachers and managers do not have the time or patience for programmes that are not immediately relevant to their teaching or leadership context. This has meant that a rigorous needs analysis prior to training and consultancy is essential, so that we know that we are designing and delivering the content that will most benefit our trainees.

3. What qualifications does UNNC offer?

We currently have an excellent range of teaching qualifications that range from the vocational to the more research-focused and academic. We plan to expand this suite of qualifications significantly in the next two years to meet increased market demand. Firstly, we are delighted to be China's first wholly-online Cambridge Professional Qualification (PDQ) Centre, offering certificates in Educational Leadership and Teaching and Learning. We love PDQs, as they are highly practical, school-based and allow the trainee to tailor their learning to focus on their own teaching or leadership context. Secondly, we offer the highly-popular Masters programmes in TESOL and Higher Education. Graduates from these programmes go on to a wide range of careers in China's education sector. We also have our part-time Professional Doctorate in Education (EdD) which is ideal for in-service education professionals who want to undertake applied educational research into an educational area of their choice.

4. Do you have any meaningful moments that you can share from your own experiences in teacher education?

This one is easy. After many of our training programmes we conduct follow up visits to our trainees to do lesson observations and 1-1 mentoring sessions. On many, many occasions we have observed teachers applying the theories and content of our courses in creative and inspirational ways, far beyond what we would have expected! I know that our trainers find this very rewarding, and often quite moving, to know that their work has made a positive impact on teaching and learning in China.

5. Why is a PGCE or PGCEi such a meaningful qualification?

For the many teachers involved in British or British-style education, the PGCE or PGCEi is still very beneficial in terms of career development as it is well-recognised in the industry. PGCEi programmes have also developed from the British education tradition and are therefore more likely to be practically useful for teachers of UK curricula. The challenge for PGCEi programmes in China will be to adapt to meet the specific needs of Chinese teachers and schools.



University of
Nottingham
UK | CHINA | MALAYSIA

David Foster

Director of Business Development
University of Nottingham Ningbo China

Email: BDO@nottingham.edu.cn



WHAT IS PGCE AND PGCEI?

PGCE

POSTGRADUATE CERTIFICATE IN EDUCATION

The PGCE is the one of the world's most recognised teaching qualifications and is valued globally for its quality and rigour.

- One to two year course
- Combines in-school teaching practice with the study of pedagogy & teaching theory
- Can provide QTS (Qualified Teacher Status) – this allows you to teach in the UK in the future
- Regulated by the UK's Department for Education

PGCEI

INTERNATIONAL PGCE

An international PGCE is a teaching qualification specifically designed for teaching and learning in international contexts. It goes by many names, including PGCEi, iPGCE, PGCiE and PGCE IDL.

- Largely aimed at in-service teachers
- Distance learning (blended courses available)
- Credits from international PGCE can transfer as part of a Master's in Education
- Prepares students for teaching in an international context
- Flexible learning that has adapted well to the challenges of COVID-19
- Can provide QTS if combined with an AO route to QTS.



WHY SHOULD I DO A PGCEI?

01

INTERNATIONALLY- RECOGNISED

Teaching jobs available in schools from Albania to Zimbabwe.

02

EMPLOYMENT

In Pearson's Future of Skills (2017) research, teaching was designated one of the most bullet-proof professions of the future. As international school numbers continue to increase globally, there will always be a demand for qualified teachers.

- Good salary
- Opportunities in wider sector
- Increasing number of schools
- Transferrable skills

03

TRANSFERRABLE SKILLS

Teachers have a set of skills that are in high demand across all industries. Keeping a class of twenty-five middle school students engaged and on-task prepares teachers for anything!

- Build confidence
- Deliver engaging presentations
- Improve problem-solving
- Become an assertive manager

04

FLEXIBILITY

Doing a PGCE or a PGCEi is one of the most flexible ways to acquire a qualification that will benefit you for a lifetime.

- Continue working and study part-time
- Various locations (online and offline)
- Variety of content from theoretical to practical
- Variety of lengths and course structures

05

PROFESSIONAL STATUS

In the UK and in China, a teacher is a professional. They are well-respected members of society who retain that status, through their qualification and experience, for their entire life.

06

FULFILMENT

Almost everyone who completes a PGCE programme will talk about how positive and confident it has made them. A PGCE is:

- Challenging
- Balanced
- Rigorous
- Pragmatic

WHICH PGCEI COURSES CAN I STUDY IN CHINA?

UNIVERSITY OF BATH

Bath's PGCEi focuses on international education with an emphasis on pedagogy and curriculum design. The course is theory and research-based but students are encouraged to link their studies to their own professional experience. The University of Bath also offers a pathway to an MA in Education.

- Annual summer school in Bath provides blended learning offering
- Close links with the International Baccalaureate (IB)
- Well-recognised academics supporting the course
- International study centres (although currently not in China)

BUCKINGHAM INTERNATIONAL SCHOOL OF EDUCATION (BISE)/UNIVERSITY OF BUCKINGHAM

BISE is a TNE partnership between the UK private university, the University of Buckingham, and Hualan Education Group.

- In-school PGCE training provided directly by the institution (rather than paid in-country representatives)
- Offering a bilingual PGCEi from 2021
- Course is localised – blends UK-Chinese pedagogy with British IP
- Supported by staff and directors with a great deal of knowledge and experience in Chinese international education

UNIVERSITY OF DERBY

The University of Derby's iPGCE is offered through an online platform that is pedagogically grounded and innovative. Derby also offers an AO route to QTS as well as an online Master's degree in education.

- Flexible use of technology
- Strong online faculty – tutors with extensive worldwide experience
- Online learning community

DURHAM UNIVERSITY (HUILI INSTITUTE OF LEARNING)

Durham University and Wellington College Shanghai established a partnership that delivers PGCE (Int.) courses (with AO to QTS) to form the Huili Institute of Learning. Durham provides the academic elements of the course, while the practical aspect is hosted at Wellington College China schools in either Shanghai or Tianjin.

- PGCE delivered in an international and bilingual context
- Course aimed specifically at Chinese trainee teachers
- School-based at either Wellington or with a local educational partnership, with compulsory visit to Durham University campus
- Offers AO route to QTS (because of UK-based element)

UNIVERSITY OF NOTTINGHAM (UK)

The University of Nottingham's PGCEi is a blended course with elements of face-to-face teaching combined with asynchronous distance learning, focusing on improving professional practice for international educators through critical reflection and research. The University of Nottingham has an unmatched presence in China through the University of Nottingham Ningbo China and a large study centre base in Shanghai.

- Face-to-face intensive induction at Shanghai/Suzhou study centre
- In-country mentoring (non-academic)
- Taught by world-expert tutors with a range of specialisms

UNIVERSITY OF SHEFFIELD

The University of Sheffield's iPGCE has a pedagogical focus and prides itself on its inclusive approach to teaching and learning. The course also shares its content with the first year of the MA in Education.

- 100% online; inclusive approach– course is applicable to all students, and is not subject-focused, age-group focused, or key-stage focused
- Seamless integration with follow-on Master's program, which recognises credits gained from iPGCE
- Emphasis on collaborative and communicative learning
- Enabling learners to chart their own learning journey and focus, with supervisory support

UNIVERSITY OF SUNDERLAND

Sunderland's PGCE Education (IDL) is the oldest international PGCE course and blends teaching theory with guided practical assessment. The University of Sunderland also offers an AO route to QTS.

- Set against UK Teachers' Standards ("QTS-level stamp")
- Tutor support – students get both an in-country tutor (trained and financially-supported by Sunderland - in countries where there are large cohorts) and a Personal Academic Tutor (to guide their academic learning via the online platform)
- Academic rigour
- 90% employment rate

QUEEN'S UNIVERSITY BELFAST (QUB)

QUB's PGCEi is an online course that is closely focused on international education issues, looking at curriculum across nationalities and countries. Students are assessed at Master's level through an online portfolio.

- Strong online resources
- Focused on the student experience – well-established, responsive to student feedback
- Weekly engagement
- Gives credit to the work of experienced teachers

UNIVERSITY OF STRATHCLYDE

The first Scottish iPGCE course, Strathclyde's offering aims to capitalise on Scotland's renowned expertise in teacher training. The iPGCE is aimed at individuals already working in international or bilingual schools.

- Explores key aspects of teaching and learning in the context of a 21st century multilingual and multicultural landscape
- Aims to deepen and develop understanding of educational issues by giving students an opportunity to conduct small-scale action research projects to inform practice.
- Course enables students to apply innovative pedagogical ideas with immediate classroom impact (subject-specific)

TEESIDE UNIVERSITY

Teeside University's PGCEi (Learning and Teaching in International Contexts) is a one-year part-time programme relevant to all subjects and allows learners to develop an understanding of research-informed practice.

- Online learning platform
- Community of learning – opportunity to engage with other practitioners from across the world
- Experienced tutors, previously worked in a variety of international settings
- Theory-based practice – strong pedagogical basis
- Voluntary practical teaching assessment (50 hrs)

TES INSTITUTE (UNIVERSITY OF EAST LONDON)

The TES iPGCE is an online course that includes compulsory in-school components. Students have an in-school mentor and are supported by academic webinars and courses overseen by the University of East London. They also offer an AO route to QTS as well as an International Teaching Practice course, geared towards the needs of local teachers.

- Flexibility – no compulsory courses or core sessions
- Personalisation and specialisation at scale
- Students are encouraged to pick areas of interest
- 'Digitally-led'

UNIVERSITY OF THE WEST OF ENGLAND (UWE)

UWE's international Early Years PGCE is specifically focused on early years teaching and learning, and will enhance the practice of existing or new, in-service teachers. The course is practice-based throughout and underpinned by evidence and theory.

- Flexible study times
- Community of practice with other students
- Close relationship with tutors – individual tutor support

UNIVERSITY OF WARWICK

The University of Warwick offers a robust PGCEi course that focuses on the academic aspect of teaching combined with practical experience in the students local context, overseen by trained mentors.

- An intensive five day face-to-face induction led by Senior Teaching Fellows from Warwick (due to Covid-19, this is being delivered virtually in 20/21)
- Uses the same structure and assessment criteria as the UK-based PGCE course at Warwick, with tailored modules for the international context
- Extensive support, with 30 hours teaching per module
- Graduates will have completed half the credits needed for an MA Education



HOW TO APPLY?

Entry requirements for providers all differ slightly. However, generally speaking, applicants require:

- Bachelor's degree (or international equivalent) ¹
- IELTS score 6.5 (unless first degree was studied in the medium of English)
- Applicant currently employed in a school or teaching centre

Applicants should apply to the HE provider individually (rather than through UCAS or similar platform). For further information on how to apply, as well as relevant points of contact, please see the following information:

UNIVERSITY OF BATH

Course title: Postgraduate Certificate in International Education (PGCiE)
Course length: Up to two years, part-time
Tuition fee: £3,160
Course start (next cohort): TBC (see website)
Language requirements: IELTS 6.5 (with 6.0 or above in each component)
Email: pgtadmissions@bath.ac.uk
Website:
<https://www.bath.ac.uk/campaigns/postgraduate-certificate-in-international-education-pgcie/>

BUCKINGHAM INTERNATIONAL SCHOOL OF EDUCATION (BISE)/ UNIVERSITY OF BUCKINGHAM

Course title: International PGCE - China
Course length: One year
Tuition fee: £6,000 (start in Jan 2021); £6,500 (start in Sept 2021)
Course start (next cohort): 4th Jan, 2021
Application deadline: 17th Dec, 2020
Language requirements: IELTS 6.5 (with 6.0 or above in each component) or equivalent
Email: info@bise.org
Website: <https://www.bise.org/international-pgce>

UNIVERSITY OF DERBY

Course title: International Postgraduate Certificate of Education (iPGCE)
Course length: One year, part-time
Tuition fee: £2,625
Course start (next cohort): Jan 2021 ²
Application deadline: 10th Jan, 2021
Language requirements: IELTS 6.0 or equivalent
Email: udolenquiries@derby.ac.uk
Website:
<https://www.derby.ac.uk/online/education-courses/ipgce-online>

UNIVERSITY OF SHEFFIELD

Course title: International Postgraduate Certificate in Education (iPGCE)
Course length: One year, part-time
Tuition fee: £4,166
Course start (next cohort): Sept 2021
Application deadline: 10th Sept, 2021
Language requirements: IELTS 6.5 (with 6.0 or above in each component), or equivalent
Email: education-admissions@sheffield.ac.uk
Website:
<https://www.sheffield.ac.uk/postgraduate/taught/courses/2020/international-postgraduate-certificate-education-ipgce-ipgce>

¹ Please note some courses require a 2:2 (or equivalent), while others require a 2:1 (or equivalent). Please consult individual university entry requirements.
² Note: University of Derby also offers start dates in September and May (with different application deadlines). Please see website for full details.

DURHAM UNIVERSITY (HUILI INSTITUTE OF LEARNING)

Course title: PGCE International

Course length: Two years, part-time

Tuition fee: Enquire by email

Language requirements: IELTS 7.0 (with 6.5 or above in each component)

Email: info.china@wellingtoncollege.cn

Website: <https://iol.huilieducation.cn/pgce/>

UNIVERSITY OF NOTTINGHAM (UK)

Course title: Postgraduate Certificate Education (International) (PGCEi)

Course length: One year

Tuition fee: £4,320

Course start (next cohort): TBC (see website for individual cohort information)

Language requirements: IELTS 6.5 (with 6.0 or above in each component)

Email: tt-educationadmin@exmail.nottingham.ac.uk

Website: <https://www.nottingham.ac.uk/education/study/pgcei/index.aspx>

QUEEN'S UNIVERSITY BELFAST (QUB)

Course title: Postgraduate Taught International Postgraduate Certificate in Education (PGCEi)

Tuition fee: £5,900

Course start (next cohort): Sept 2021

Course start (next cohort): Sept 2021

Language requirements: IELTS 6.5 (with 6.0 or above in each component), or equivalent

Email: ssesw@qub.ac.uk

Website: <https://www.qub.ac.uk/courses/postgraduate-taught/international-postgraduate-certificate-in-education-pgce/>

UNIVERSITY OF SUNDERLAND

Course title: PGCE Education (IDL)

Course length: 36 weeks, full-time completed in one academic year (can be extended due to Covid-19 conditions)

Tuition fee: £7,455

Course start (next cohort): Feb 2021

Application deadline: 19th Feb 2021

Language requirements: IELTS 6.5 (with 6.0 or above in Reading, writing)

Email: student.helpline@sunderland.ac.uk

Website: <https://www.sunderland.ac.uk/study/education/pgce-international/>

UNIVERSITY OF STRATHCLYDE

Course title: PgCert Education (International)

Course length: One year, part-time

Tuition fee: £4,250

Course start (next cohort): Jan 2021¹

Application deadline: Dec 2020

Language requirements: IELTS 6.5 (with 5.5 or above in each component), or equivalent

Email: hass-pg-enquiries@strath.ac.uk

Website: <https://www.strath.ac.uk/courses/postgraduate/taught/ipgce/>

TEESIDE UNIVERSITY

Course title: Postgraduate Certificate in Education International (PGCEi) Learning and Teaching in International Contexts (Online)

Tuition fee: £4,500

Course start (next cohort): Sept 2021

Application deadline: Sept 2021

Language requirements: IELTS 6.5 or equivalent

Email: SSSHLAdmissions@tees.ac.uk

Website: [https://www.tees.ac.uk/postgraduate_courses/Education_Early_Childhood_Youth/PGCEi_Learning_and_Teaching_in_International_Contexts_\(Online\).cfm](https://www.tees.ac.uk/postgraduate_courses/Education_Early_Childhood_Youth/PGCEi_Learning_and_Teaching_in_International_Contexts_(Online).cfm)

¹Strathclyde also offers a September starting date. Please see website for details.

TES INSTITUTE (UNIVERSITY OF EAST LONDON)

Course title: International Postgraduate Certificate in Education (iPGCE)

Course length: One year, online

Tuition fee: £3,600 plus VAT

Course start (next cohort): Jan 2021

Application deadline: 7th Dec, 2020

Email: institute@tesglobal.com

Website: <https://www.tes.com/institute/ipgce>

UNIVERSITY OF WARWICK

Course title: PGCE International (PGCEi)

Course length: One year

Tuition fee: £8,269 (may be subject to change)

Course start (next cohort): 9th Aug, 2021

Language requirements: IELTS 6.5 (with 6.0 or above in each component)

Email: pgcei@warwick.ac.uk

Website:

<https://warwick.ac.uk/fac/soc/cte/professionaldevelopment/internationalpgce/>

UNIVERSITY OF THE WEST OF ENGLAND (UWE)

Course title: PGCE – International Early Years

Course length: One year, full-time

Tuition fee: £3,900

Course start (next cohort): Apr 2021 ¹

Application deadline: N/A ²

Language requirements: IELTS 6.5 (with 5.5 or above in each component), or equivalent

Email: admissions@uwe.ac.uk

Website:

<https://courses.uwe.ac.uk/X71A6/international-early-years>

¹UWE also offers a September start date.

²UWE has no specific application deadlines, but fills places on a "first come, first served" basis. Please see website for more information.

MBA OR PGCEI?

Taking a PGCEi is not only a path into teaching but also the \$10 trillion-dollar global education sector. And the transferable leadership skills that are developed in a quality programme can be a gateway to success in any industry. What follows is a comparison with another highly sought-after qualification, the MBA:

	UK PGCEI	UK MBA
An established step on a path to leadership	✓	✓
Ability to engage and connect with any audience	✓	✗
Worldwide recognition and credibility	✓	✓
Better career opportunities	✓	✓
Develop a powerful network of peers	✓	✓
Masters level degree	✓	✓
Confidence in your fundamental knowledge	✓	✓
Average price	£4,887 (¥42,370)	£46,000 (¥398,822)
Study length	One to two years	One to two years



EXPERT INSIGHT

Training to be a teacher is something that, generally, you do once. In some ways, though, it sets up skills, directions for future learning and habits of mind that become a blueprint for the whole of your professional life, regardless really of where you end up or (since teaching careers can be endlessly varied, and teaching skills eminently transferrable) even what you end up doing. It can challenge you in ways that purely theoretical education does not, though it certainly sharpens your intellect, and often brings you closer to your chosen area of study than many other types of formal study are likely to.

Pursuing a serious study of what learning is, as you negotiate the realities of how it works or doesn't work in an actual room with actual students in it, makes you tougher, more pragmatic and practical and a much more disciplined and confident speaker, but it also makes you more thoughtful and empathetic, more intellectually honest, less focussed on your own ego in any given situation, and more likely to find solutions to any problem you meet (including the kind that you had no idea would present themselves when you walked into the room).

Above all, a good teacher training programme will teach you the value of collegiality – that almost everything worth achieving happens when you are part of a team working towards goals that you all understand. When that goal is the education of children, it's hard to think of anything much more worthwhile to spend your time and energy on.



Kate Rowe

Education Advisor
Venture Education



THE FUTURE OF SKILLS

In 2019, Pearson released “The Future of Skills: Employment in 2030”¹ where they looked at the professions that were most likely to disappear or see an increase in demand by 2030.

THE OCCUPATION GROUPS WITH THE GREATEST PROBABILITIES OF FUTURE INCREASED DEMAND:

1st

Preschool, primary, secondary and special education school teachers

2nd

Animal care and service workers

3rd

Lawyers, judges and related workers

4th

Post-secondary teachers



¹Pearson, <https://futureskills.pearson.com/research/assets/pdfs/technical-report.pdf>



Venture Education is a UK-China educational consultancy that supports the continued growth and empowerment of quality education in both countries. This includes research, market entry advisory, business development, partnerships, and mergers & acquisitions.

contact@ventureeducation.org
ventureeducation.org