Programme Specification
Definitive Document
1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Connected
1.4 Final Award Title:	I-PGCE
1.5 FHEQ Level:	7
1.6 Programme Title:	International Postgraduate Certificate in Education in Teacher Education Pathways: Primary Education (5-11) Primary Education (with Special Education specialism) Primary Education (with Early Years Specialism (3-11)
1.7 Mode and Duration of Study:	Full Time
1.8 School:	School of Education
1.9 HECoS Code:	100511
1.10 Collaborative Provision Arrangement:	N/A
1.11 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent.
1.12 Accrediting Professional Body/PSRB:	N/A
1.13 QAA Subject Benchmarking Group(s):	QAA Master's Degree Characteristics (2015)
1.14 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ) UK Professional Standards Framework Teachers standards International Qualified teacher status Compliance standards ITT Core Content Framework; BM content for ITT; National standards for school based mentors OFSTED ITT inspection handbook DFE Standards for Teachers professional development QAA benchmark – Education studies (2015) Early Career Framework for teachers

1.15 Language of Study (for learning, teaching

and assessment):	English
1.16 Work-Based Learning Arrangements:	School based training in line with Initial Teacher Training compliance criteria
1.17 Arrangements for Distance Learning:	The University Tutors will provide individual tuition by distance learning, using a range of electronic learning support tools to support trainees
1.18 Original Date of Production:	March 2021
1.19 Date of Commencement:	September 2022
1.20 Review Date:	By August 2028

2. Programme Outline

The International Postgraduate Certificate in Education (I-PGCE) in Primary Teacher Education is a one-year full time taught programme structured around working in partnership with international schools and is specifically designed to prepare you for teaching in international settings. It will equip you to be a reflective, competent and professionally aware educator through a unique blended learning programme. In the DFE International education strategy 2021 it is was stated that 'The UK boasts a world-class education offer, a global reputation and a significant presence in international markets.' This programme strengthens the UK governments pledge to support the whole of the sector, including independent schools, early years providers, EdTech and English language teaching, in addition to higher education. This programme is based on our world-renowned teacher training standards and methods and is intended to be achievable in schools around the world. The programme maintains the academic underpinning of educational theory and research but enhances the opportunities for contextualising and reflecting on the theory in practice: It is this fusion of theory and practice that has enabled wider dialogue and sharing of professional practice across the Global partnership. The programme critically and analytically engages students with a range of theories and models which underpin effective teaching and learning in international educational settings. It develops the skills, knowledge and understanding required to be an effective teacher and understand the impact this has on pupil progress in a range of international contexts. The placement elements of the programme are the schools, the best places for trainees to practice their teaching skills, they are also centres for action research and reflective practice, modelling evidence informed practice. The programme also aims to give students the opportunity for deep reflection, to form a rationale and to develop professional values and skills to be better equipped to meet the demands of the teaching career.

The I-PGCE is a prescribed programme and trainees are required to take all specified modules depending on their pathway. There is a clear and robust framework, and this ensures that the overall aims and learning outcomes are common across all modules to develop consistent practice with high quality outcomes across all.

There is a framework in which the pathways are located, this ensures that each pathway area has an identity within the I-PGCE. It also ensures that the overall aims and learning outcomes are common across all specialist subject areas to develop consistent practice with high quality outcomes across all specialisms within the programme. Students learn in school placements and the through connected synchronous and asynchronous digital learning platforms. The programme has 5 distinct learning phases or steps that enable the students to develop a theoretical and practical understanding of primary education:

1. Awareness raising: fusion of theory and practice
2. Teaching Placement & reflective practice during Placement
3. Review and development of theory in the light of experience
4. Teaching Placement & reflective practice during Placement
5. Evaluation and Professional Development: preparing for Induction

2.1 Integrating Sustainability into the Curriculum

The United Nations Brundtland Report (1987) which defined sustainable development as *'development that meets the needs of the present without compromising the ability of future generations to meet their own needs.*'[1] The I-PGCE in Primary Teacher Education promotes education for sustainable development by equipping students with the knowledge, understanding, skills, and attributes that safeguards environmental, social and economic well-being for both the present and for future generations. The program is designed with the UN Sustainable Development Goals (SDG) in mind, these are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including poverty, inequality, climate change, environmental degradation, peace and justice. Specific SDG emphasised in the programme are:

- Goal 4: Obtaining a quality education is the foundation to improving people's lives and sustainable development
- Goal 5: Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.
- Goal 8: Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.
- Goal 10: To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations.
- Goal 17: Revitalize the global partnership for sustainable development.

3. Distinctive Features

The five stages outlined in section 2 are a distinctive feature of the programme, designed around cognitive theory, suggested in Bruner's (1960) spiral curriculum. The trainees revisit a topic, theme or subject several times throughout their training e.g. meeting the needs of all learners. The complexity of the topic or theme increases with each revisit and new learning has a relationship with old learning and is put into context. The theoretical underpinning is contextualized through school-based observation, teaching experience, professional dialogue and reflective practice. In response to changing government policy and approaches to Initial Teacher Education the I-PGCE programme is built on strong, well established partnerships with schools which continue to strengthen the programme and remain open and flexible to on-going changes. Integral to the programme are the three key trainee outcomes of completion, attainment and employment. The spiral curriculum enables the partnership to contextualise the theory with current practice relating to innovation in, modelling best practice for teaching and learning in using digital learning strategies and pedagogies for academic practices, techno social practice, techno literacy, information literacy and media literacy (Digital Scholarship).

The I-PGCEs spiral curriculum is based around a synergy between practice, policy and research. A weekly topic is explored though a wider professional lens, independent research and specific

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[1] Brundtland Report (1987) *Our Common Future: Report of the World Commission on Environment and Development. United Nations, available at* www.un-documents.net/wced-ocf.htm.

subject studies where the subject pathways focus on theoretical and professional practice relating to that subject. Each pathway provides the opportunity for academic insight into curriculum subject knowledge, subject specific pedagogy, subject specific misconceptions and related issues, subject specific child development as well as subject specific application, practice and implementation of current theory and policy. In this way four threads run throughout the programme. These threads are a) learning to teach, b) learning to teach a subject or phase, c) learning to be a teacher, d) International perspectives in education. Engagement as global citizens develops comparisons between International approaches to teacher education through research and developing new relationships. Global dimensions are explored within trainees current schools' curriculum that can be used as case studies to support innovation in teacher education. iQTS offers trainees specialist subject training to develop the necessary knowledge and understanding of their subjects and related pedagogy, which will enable them to teach their subjects across the full age and ability range of training.

Training will be delivered remotely, in schools or in other settings and will include a combination of unobserved and observed teaching, taught sessions, seminars, workshops, tasks and assignments, and engagement with academic or professional research. Trainees will receive clear and consistent mentoring and support from mentors and other expert colleagues, by providing mentor training to school-based mentors.

4. Programme Aims

The over-arching aim of the I-PGCE in Primary Teacher Education programme is to prepare our next generation of outstanding reflective practitioners and high calibre teachers for the 5-11 age range. The programme will give opportunities for students to develop an in-depth knowledge and understanding of their profession. Graduates from this programme will be: critical thinkers, reflective, reflexive, flexible, caring, confident and knowledgeable professional practitioners.

The programme's general aims are to:-

- Develop students critical and analytical thought, intellectual reasoning and practical skills in a range of diverse settings;
- Develop students in-depth knowledge and understanding of education informed by current scholarship and research, including a critical awareness of current issues and developments in primary education;
- Help students from varied cultural and social backgrounds to fulfil their potential both intellectually and practically;
- Provide a stimulating and effective learning environment in which students feel secure, motivated to learn and can demonstrate secure professional and academic knowledge, skills and understanding;
- Prepare students for the next stage in their careers, whether that is further academic or professional study, or entering employment by equipping them with a diverse range of skills at Masters level through engaging in innovative and creative teaching and learning.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:
1. A systematic knowledge and understanding of primary school education, and a critical awareness of current problems and new insights informed by current practice,

research and scholarship at the forefront of primary education and professional practice.
2. A systematic understanding with a deep knowledge and critical awareness of current problems and new insights, which is informed by current best practice of for Primary Education (5-11years).
3. The knowledge and understanding, critical awareness and innovation to teach across the primary school curriculum.
4. An up-to-date conceptual understanding that allows critical and analytical evaluation of educational legislation, policy initiatives, research affecting primary schools and the teaching profession.
5. Critical understanding of the significance of issues of equality, diversity, inclusion and social justice.

Intellectual skills:

By the end of this programme students should be able to demonstrate:
6. Innovation and problem-solving skills and apply these confidently within primary education within an appropriate ethical framework relating to that practice.
7. A sustained advancement in their knowledge and understanding in developing new skills to a high level.
8. The ability to interrogate an extensive range of relevant theoretical, professional and research-based sources and critically engage with the sources in the development and discussion of ideas, perspectives and theories.
9. The ability to analyse critically and evaluate complex, incomplete or contradictory areas of knowledge used to interpret and explore the area of study, showing the ability to synthesise and transform ideas in the process of developing an argument.
10. The ability to use critical reflection in the learning process to explore the relationship between theory and practice in complex situations.

Practical skills:

By the end of this programme students should be able to demonstrate:
11. The ability to confidently adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements.
12. The ability and confidence to articulate an integrated, critical, reflective and effective orientation to their practices and their personal responsibilities in professional practice.
13. The ability to operate in a complex, unpredictable and specialised context with an in depth understanding of the issues governing good practice and communicate their opinions clearly and sensitively to a range of professionals and non-professionals including colleagues, children and parents/carers and other stakeholders.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:
14. The ability to deal with complex issues both systematically and creatively and make sound judgements in the absence of complete data, to specialist and non-specialist audiences.
15. The ability to exercise initiative, personal responsibility and decision making in complex and unpredictable situations.
16. The willingness to commit to on-going professional development and reflective

practice relating to primary education.

17. The ability to locate, evaluate and use effectively the full range of learning resources, including digitally, applying a critical and confident approach.
18. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts (level 7).
19. The knowledge, understanding, skills and characteristics necessary to meet the Standards for the award of International Qualified Teacher Status

Learning and Teaching Methods

A range of learning and teaching approaches is utilized on this programme to enable flexible, student-centred learning. Considerable emphasis is placed on critical enquiry and dialogue in relation to learning and development through practice and for advanced scholarship. The taught component of this programme is carefully structured to facilitate students' ability to learn flexibly and independently using a hybrid pedagogic approach. Each module comprises a range of learning approaches, focusing on core elements: knowledge acquisition, investigation, collaboration, discussion, practice, and the production of learning objects. By modelling this range of teaching and learning approaches, students learn to appreciate the variety of techniques available to them, and how best to apply them in their own context. Students are invited to work in small learning sets within a shared work context, wherever possible, and through this context they review and reflect on their own and each other's practice. Students are also expected to demonstrate independence and initiative throughout by identifying and sharing additional, relevant reading pertinent to their practice.

In line with the University Learning and Teaching Strategy the teaching team is committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the VLE and other e-learning resources, the use of open learning resources and audio capture of lectures where appropriate. Throughout the programme students are encouraged to identify and engage in independent reading to supplement and consolidate teaching and learning and to broaden individual knowledge and understanding of their subject area/s. University personal development tutors play a significant role in supporting this dimension of the learning experience.

Method	Description
Blended Learning	Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods.
Coaching and Mentoring	Structured, sustained process for supporting professional learners through significant career transitions and development of a specific aspect of a professional learner's practice.
Directed Study & Reading	Time set aside by the teacher for learners to study a particular subject.
e-learning	Utilisation of electronic media, normally via the university's virtual learning environment (Learning Space) to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions, for notices and updates.

Group Work	Students work in small online groups (or in local clusters where feasible) to achieve a goal or carry out a task. Sharing results and peer/tutor feedback on the discussion forum is an important element of the process.
Lectures	The tutor uploads or presents core knowledge to the VLE through video, podcast, or webinar. This might be delivered at a specific time (a synchronous webinar, for example) or available to download at the start of a module (asynchronous videos or podcasts). A full transcript accompanies video/podcast resources.
Masterclasses	Learning delivered by a highly regarded practitioner sometimes in the form of a lecture demonstration and sometimes using students as subjects. Examples include; a trained Mental Health practitioner supporting children or a Forest School Workshops.
Peer Observation or Learning	Students observe peers' and colleagues' teaching in order to provide critical, constructive feedback that promotes development of their own and others' practice.
Informal Learning Communities	Learning 'conversations' initiated by and to other students Either through their professional community/ies or informal social media such as Twitter and Facebook.
Professional Development Planning	Students take part in activities that contribute towards the creation of either an individual learning plan or study or research plan, depending on their stage in the PGCE (i).
Seminar	A session or class in which a topic is discussed by a tutor and a small group of trainees.
School Based Training	Training activities such as observation, scaffolding, modelling, workshops, teaching, meetings, evaluations peer support, outlined in the Partnership Agreement and handbooks.
Supported Independent Study	Activities where a student conducts research or another Identified learning activity either on their own and/or with tutor support (face- to-face or otherwise).
Tutorials	Individual one to one or group tutorials with a nominated University Tutor.
Workshops	A group learning experience offered in a variety of formats appropriate to the topic e.g. input and discussion, writing and/or participatory exercises, demonstrations, presentations.

6.1 Learning Enhancement

Whilst learners are expected to demonstrate independence and initiative as participants on the programme, it is still important that they are provided with sufficient structure and appropriate resources to do so. As a programme predominantly delivered through distance learning, digital materials and pedagogies are used extensively which, together with critical reflection, ensure that learning is enhanced in ways that are appropriate for the programme level and content. Placement based learning contextualises taught content and enables a personalised lens for reflection.

6.2 e-Learning

E-learning and digital literacy development will be a central component of the programme. However, the relationship with e-learning and digital literacy will differ depending on the pedagogy of the module. All modules will provide information and links to literature and other resources on the University's Learning Space. The modules will utilise a blended learning approach via the Virtual Learning Environment in which e-learning activities support the face-to-face interaction and learning environment as well as providing the trainees with opportunities to further enhance and apply their knowledge and practice. Many trainees elect to form their own informal learning and support community through their workplaces and utilise social media to share research progress. E survey tools are used for partnership quality assurance and collection for trainee's voice. As university tutors continue to develop their own digital scholarship competence through training, trainees will have opportunities to engage with a range of digital learning experiences, for example Mendelay, Mosaic, Google docs.

7. Modes of Assessment

The purpose of assessment is to demonstrate to staff and students the achievement of individuals in specific areas of work. Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. Moderation by an External Examiner enables a wider reference point of the standards attained. There are a wide range of assessment opportunities throughout the programme designed to develop the students' abilities to be critically reflective and to engage in critical discourse. Formative assessment is used throughout the programme, with clear target setting, sharing of objects, use of feedback, peer review and structured questioning. Academic work will be produced, submitted and marked in accordance with the university's assessment requirements as specified in the Student Handbook.

Method	Description
Essay	A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.
Digital Presentation	Trainees are given the opportunity to present knowledge and findings in visual format as an equivalent to a written assessment.
Portfolio or e-Portfolio	Trainees are required to submit a portfolio of work, normally containing a mixture of work, such as reflections and evidence.
Reflective Learning Journal	A journal, diary or blog/ Vlog of trainees' learning based on critical and analytic reflections on any given situation/s in the work setting.

8. Exemptions to University Regulations

Reflecting the characteristics of the programme, the modules are not subject to anonymous marking and therefore sit outside the University regulations relating to anonymised marking. This is an international programme and as such it will be aligned to the 'in country' academic calendar which may differ from the UK academic calendar. Where this differs the University Assessment Calendar may be disapplied and an alternative calendar of events set for assessment, progression and awards points.

9. Work-Based Learning/Placement Learning

The I-PGCE programme is a work-based learning programme. The focus of each level of placement is intrinsically linked to the associated taught modules at that stage to support

trainees to apply their academic learning to their practice. Placements are managed in accordance with the University's Placement Learning Policy and are supported by the Placement Co-ordinator and, for iQTS to be awarded, in accordance with DFE compliance criteria for ITT (Initial Teacher Training). This is an English-style teacher training programme which can be delivered in a range of international settings around the world and is adaptable to different international settings (state or private) - including, but not limited to international schools.

School based training results from a collaborative planning and review process between partnership schools and the University to develop the programme content and mode of delivery. Trainees are placed in two placement schools allowing for breadth of experience across the sector. Training in schools is a crucial part of the overall learning process. There is a high commitment to working with our partnership schools to ensure consistent, high standards of training for our trainees in schools. Comprehensive training for school-based mentors is organised prior to each teaching placement. Mentor training also takes place in locations within the region to enable access for all schools. Very well-established quality assurance mechanisms ensure that the programme team provide briefings to tutors and instructors who supervise trainees on placement. The briefing sessions ensure that tutors and instructors have up to date information and support. All placements are preceded with a series of workshops that visit and re-visit professional attributes as well as making sure that trainees understand current safeguarding practices.

10. Programme Structure

Level 7

Module Code	Module Title	Credits	Assessment	Term	Compulsory/ Optional	Condonable/ Non-Condonable
PRYM01	Inclusion in the Primary Classroom	15	100% Coursework	1	C	Condonable
PRYM02	Developing Knowledge for Planning, Teaching and Assessment	15	100% Practical	Y	C	Condonable
PRYM03	Developing a Philosophy of Learning and Teaching across the Primary Curriculum	15	100% Coursework	Z	C	Condonable
PRYM04	Current Education Issues for the Teaching Professional		100% Coursework	3	C	Condonable
PRYM05	Teaching Placement (IQTS)	0	100% Coursework	X	C	Non-Condonable

Key: X = Terms 1, 2 & 3

Y = Terms 1 & 2
Z = Terms 2 & 3

Delivery Pattern

Full-time (12 months)

Duration	Taught Input	Module
Start of Programme	Term 1	PRYM01, PRYM02, PRYM05
	Term 2	PRYM02, PRYM03, PRYM05
End of programme	Term 3	PRYM03, PRYM04, PRYM05

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous and on-going modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme. All modules in each pathway have these threads running through them.

Our Marjon Teacher Education Partnership curriculum is outlined in three themes:

1. The professional role of the developing teacher
2. Development of teaching and learning
3. Curriculum and specialisms

These themes are embedded in all Marjon Teacher Education Partnership modules across our provision. These themes are linked to, but not defined by, both the 5 core areas of the Core Content Framework and the Teachers' Standards. An additional theme for the IPGCE is added.

Thread	Description	Module
Curriculum and specialisms	Subject knowledge, subject pedagogies, curriculum, children's misconceptions and assessment.	PRYM02, PRYM05
Development of teaching and learning	Generic pedagogy, including adaptive teaching and classroom management, inclusion, child wellbeing and psychology (both developmental and cognitive) and the global perspective of teaching.	PRYM01 PRYM02, PRYM03 PRYM04, PRYM05
The professional role of the developing teacher	Professional behaviours and values, reflection and inquiry and understanding of school and educational practice, global perspective in teaching.	PRYM01 PRYM02, PRYM03 PRYM04, PRYM05
International perspectives in education	Develops comparisons between international approaches to teacher education through research and developing new relationships, explores global and dimensions within their current schools' curriculum.	PRYM01 PRYM04, PRYM05

Structure and Points of Progression

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
PRYM01	Inclusion in the Primary Classroom	15	1	MAB – 1 PAB – 1	
PRYM02 PRYM03 PRYM04	Developing Knowledge for Planning, Teaching and Assessment Developing a Philosophy of Learning and Teaching across the Primary Curriculum Current Education Issues for the Teaching Professional	45	2	MAB – 2 PAB – 2	Exit award available
PRYM05	Teaching placement	0	3	MAB – 3 PAB - 3	Exit award available

The I-PGCE programme consists of four 15 credit weighted modules and a non-credit bearing teaching placement module. Credit is awarded according to the student regulations framework for level 7 programmes. All the Department of Education (DFE) Teachers' Standards must be met to gain the award of International Qualified Teacher Status along with other ITT compliance criteria set by the DFE. These two awards can be disaggregated. All candidates achieving a credit-weighted average of at least 70% across their programme shall be awarded distinction. All candidates achieving a credit-weighted average of between 60 and 69% across their programme shall be awarded merit.

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

Department for Education for IQTS PLO18

12. Professional Advisory Group

The Marjon Teacher Education Partnership Strategic Group is responsible for scrutinising the data, identifying trends and making recommendations that are focused on improving or sustaining high-quality provision and outcomes for students, they use rigorous, accurate and systematic analysis of internal and externally validated data, thorough self-evaluation to generate and evaluate improvement planning. They meet three times a year.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions.

14. Employability and Career Progression Opportunities

It is intended that the programme will make both a significant contribution to individual professional development (CPD) and a general contribution to innovation and creativity in a range of professional fields associated with the subject specialisms.

Successful completion of the I-PGCE signals to employers advanced scholarship. The majority of graduates will gain employment in international schools (private and state) or other schools globally. The I-PGCE is designed to enhance career prospects and progression in a competitive, challenging and rapidly changing jobs market.

The I-PGCE programme does not offer a licence to teach in the UK or elsewhere rather the conversion to QTS could be a "straight through" direct route to QTS in appropriate International School settings or enable access to 'Assessment Only' options if a candidate is suitably qualified and experienced.

The I-PGCE programme explicitly supports the development of qualities, skills and attributes which enhance employment opportunities for trainees.

Employability skills include:

- Analytical thinking and innovation – trainees are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- Active learning and reflective practice – trainees are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- Creativity, originality and initiative – trainees are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Trainees develop the ability to assess situations and initiate solutions independently
- Critical thinking and analysis - trainees have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- Complex problem-solving – trainees are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings
- Leadership and social influence - trainees are able to motivate others to act towards achieving a common goal
- Emotional intelligence – trainees are able to recognise and manage their emotions, and the emotions of others, both individually and in groups .
- Reasoning, problem-solving and ideation – trainees are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- Systems analysis and evaluation – trainees are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills include:

- ICT Proficiency and Productivity – trainees are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software).
- Digital Collaboration, Participation, Communication – trainees are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- Finding Digital Information and Data Management – trainees have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- Digital Learning and Teaching – trainees are able to identify and use digital learning resources, apps and services (e.g. canvas Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – trainees are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- Digital Security, Well-being and Identity – trainees understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

15. Support for Students and for Student Learning

The focus on learning environment emphasises a personalised academic experience which maximises retention, progression and attainment. The extent to which beneficial linkages are made for students between teaching and learning, and scholarship, research or professional practice.

Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, disabled students and non- disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary. The University recognises the value of the whole student experience within Higher Education and students have full access to University facilities for academic and pastoral support and Page 12 of 13 Programme specification, guidance. The

Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Student Funding Advice
- Out of Hours
- Disability & Inclusion Advice Service (DIAS)
- Dyslexia
- Counselling
- How to Survive Student Life
- Health & Well-being Student support and guidance is further promoted by the following:
- Personal tutors for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides

Trainees in placement schools, both University led and school direct, have access to a dedicated mentor, professional tutor and University tutor as well as all other student support mechanism.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication. Feedback from trainees, external examiners and other stakeholders has been considered in the review of the programme.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee. In addition, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

The Student Voice Panel is responsible for feeding trainee and Newly Qualified Teacher voice into review, evaluation and development of provision both within the course and at the end of training. Quality assurance for Initial Teacher Education, involved trainee feedback 'in year' these include Triangulated data collection points where trainee, mentor and university tutors provide mid school-based training feedback, SBT evaluations, an interim Newly Qualified Teacher survey and Exit surveys. In addition, the university mid module and end of term evaluations are used to garner trainee opinion.

17. Other Stakeholder Feedback

The Marjon Teacher Education Partnership Operations groups are phase specific covering representation from all routes into teaching in that phase. They make use of the rigorous and well embedded quality assurance systems to sustain high-quality outcomes and to continuously improve the quality of provision across the Initial Teacher Education partnership. The Programme Team is responsible for meeting the changing demands and responding to new developments in teaching and education through research informed practice, ensuring that the validated programmes meet academic and compliance requirements and are relevant and up-to-date. School based staff are influential in shaping the provision though feedback mechanisms and as a result of mentor training and education they deliver high quality training across different phases

and they are heavily involved in recruitment and selection processes. Newly Qualified Teachers and former trainees continue to be involved in the Partnership through engagement and liaison with employers. This ensures an effective continuum from initial teacher training to induction and continuing professional development.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed, and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

OFSTED inspection cycle demands robust and rigorous scrutiny of data. The university staff engaged as external moderators at other teacher training partnerships to ensure accuracy and reliability using clear and robust assessment and moderation arrangements, informed by appropriate criteria for the various aspects and stages of the training. Internal moderation provides a system of checks and balances within a partnership to ensure that trainees in different settings are assessed accurately and reliably.

There are clearly defined arrangements and responsibilities for monitoring and evaluating the quality of training across all the contexts in which it takes place and identify ways in which it could be improved.