

## Programme Specification Definitive Document

### 1. Basic Information

**1.1 Awarding Institution:**

Plymouth Marjon University

**1.2 Teaching Institution:**

Exeed College

**1.3 Locus of Delivery:**

In Person/Online

**1.4 Final Award Title:**

iPGCE

**1.5 FHEQ Level:**

7

**1.6 Programme Title:**

International Postgraduate Certificate in Education

Pathways:

- Primary Education
- Secondary Education

**1.7 Mode and Duration of Study:**

Full Time / 6-12months (contingent on context & partnership arrangement)

**1.8 School:**

School of Education

**1.9 HECOS Code:**

100459

**1.10 Collaborative Provision Arrangement:**

Franchise

**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 6.0 (average) or equivalent (or highest qualification is in English).

An undergraduate degree is normally required, although exceptions can be made on a case-by-case basis.

**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 & Early Career Framework (2024); BM content for ITT

National standards for school based mentors

OFSTED ITT inspection handbook

DFE Standards for Teachers professional

development QAA benchmark – Education

<b>1.15 Language of Study (for learning, teaching and assessment):</b>	studies (2015) English
<b>1.16 Work-Based Learning Arrangements:</b>	Students will be expected to be working or volunteering in a practice-based setting or have relevant and recent experience that can be applied to learning on the programme.
<b>1.17 Arrangements for Distance Learning:</b>	N/A
<b>1.18 Original Date of Production:</b>	September 2024
<b>1.19 Date of Commencement:</b>	January 2025
<b>1.20 Review Date:</b>	By December 2029

## 2. Programme Outline

The International Postgraduate Certificate in Education (iPGCE) addresses the global demand for teacher development aligned with the UK education sector, offering flexible, career-enhancing qualifications for international educators. The iPGCE in Teacher Education is a full-time taught programme that can be completed in one year or intensively over 6 months, dependent on context and partnership arrangement. It will equip students to be reflective, competent and professionally aware educators through a unique programme of learning. In the Department for Education (DfE) international education strategy 2021 it is 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 high-quality teacher training standards and methods.

The programme maintains the academic underpinning of educational theory and research but enhances the opportunities for contextualising and reflecting on the theory in practice. 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. The programme 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. Students will most likely be in practice-based contexts throughout the programme of study, although those with recent and relevant experience will be considered for entry. Current or very recent experience will provide students with relevant experience to consider application of their theoretical learning and allow for deep and meaningful reflection on the themes and issues studied through the programme.

The iPGCE is a prescribed programme and students are required to take all specified modules regardless of 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.

The pathway a student is on is determined by the focus of their assessments. Where a student’s assessment focuses on either Primary or Secondary teaching on more than 50% of assessment submissions, the award will reflect the relevant pathway. The overall aims and learning outcomes are common across both pathways.

## 2.1 Integrating Sustainability into the Curriculum

The United Nations Brundtland Report (1987) defined sustainable development as *‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs.’* The iPGCE in 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 programme is designed around cognitive theory, as suggested in Bruner’s (1960) spiral curriculum. This well-tested and highly effective approach to curriculum design enables students to revisit a topic, theme, or subject multiple times throughout their training, for example, to meet the needs of all learners. The complexity of the topic or theme increases with each revisit, and new learning builds upon previous knowledge, providing context and continuity. The theoretical underpinning is contextualised through reflection on students’ observations of school practice, teaching experience, dialogue with professional practitioners, and reflective practice.

Integral to the programme are the three key student outcomes: completion, attainment, and employment. The spiral curriculum enables students to contextualise theory within current practice, particularly in relation to innovation, modelling best practice in teaching and learning, and employing digital learning strategies and pedagogies for academic practices, techno-social practice, techno-literacy, information literacy, and media literacy (Digital Scholarship).

The spiral curriculum is founded on a synergy between reflection on practice, policy, and research. Each week, a topic is explored through a wider professional lens, independent research, and specific subject studies where appropriate. Both pathways offer opportunities for academic insight into curriculum subject knowledge, subject-specific pedagogy, common misconceptions, child development, and practical application of current theory and policy. Four threads run throughout the programme: a) learning to teach, b) learning to teach a subject or phase, c) learning to be a teacher, and d) international perspectives in education. Engagement as global citizens foster comparisons between international approaches to teacher education through research and the development of new relationships. Global dimensions are explored within students’ local school curricula, which can be used as case studies to support innovation in teacher education.

Inclusivity, equality, and diversity are at the heart of the iPGCE programme, focusing on personalised learning experiences and industry-relevant content. Training is delivered through a

combination of taught sessions, seminars, workshops, tasks and assignments, and engagement with academic or professional research. The iPGCE programme exemplifies inclusivity by bridging the education gap through digitalisation. By integrating modern pedagogical tools and providing access to an extensive online library, the iPGCE ensures seamless content delivery to learners worldwide.

The iPGCE aligns with 'best practice' and statutory requirements in the UK education sector and is designed to meet the needs of an international audience. It engages learners with international perspectives on issues of global relevance and considers how these relate to local challenges and opportunities.

## **4. Programme Aims**

The over-arching aim of the iPGCE in Teacher Education programme is to develop high calibre teachers. 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, and intellectual reasoning.
- 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 education within and between nations.
- 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 Master's 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 the work of educational settings, and a critical awareness of current problems and new insights informed by current practice, research and scholarship at the forefront of professional practice within and between nations.
2. A systematic understanding with a deep knowledge and critical awareness of current problems and new insights, which is informed by current best practice in educational settings from around the world.
3. The knowledge and understanding, critical awareness and innovation to teach across the school curriculum.
4. An up-to-date conceptual understanding that allows critical and analytical evaluation of educational legislation, policy initiatives, research affecting schools and the teaching profession in relevant contexts.
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 to scenarios arising in educational settings accounting for an appropriate ethical framework relating to that practice and the need for cultural sensitivity.
7. A sustained advancement in their knowledge and understanding related to developing new skills to an elevated 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 and cultural contexts, exercising initiative and personal responsibility in making informed judgements.
12. The ability and confidence to articulate an integrated, critical, reflective and effective orientation to practice and the personal responsibilities associated with professional practice.
13. The ability to know what to do in a complex, unpredictable and specialised context with an in depth understanding of the issues governing good practice and how to 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 culturally sensitive judgements in the absence of complete data and to be able to justify them 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 educational settings.
17. The ability to locate, evaluate and effectively use 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.

## **6. Learning and Teaching Methods**

A range of learning and teaching approaches is utilised on this programme to enable flexible, student-centred learning. Learning may take place in person, or online, and there may be opportunities for hybrid teaching as well. 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 range of specified pedagogic approaches. Each module comprises a range of learning approaches, focusing on core elements: knowledge acquisition, investigation, collaboration, discussion, reflection on 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 a range of contexts. 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 practice.

In line with the University Learning and Teaching Strategy, teaching teams are required to engage with and develop further innovative approaches to teaching and learning, including the full and active use of a Virtual Learning Environment (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 and their educational context.

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.
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 or in-person 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 a crucial 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 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.
Seminar	A session or class in which a topic is discussed by a tutor and a small group of students.
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. Distance learning, digital materials and pedagogies are used which, together with critical reflection, ensure that learning is enhanced in ways that are appropriate for the programme level and content.

## 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 an approach to learning where the combination of approaches are mutually supportive e.g. e-learning activities (via a VLE) support the face-to-face interaction and learning environment as well as providing the students with opportunities to further enhance and apply their knowledge and practice. Many students 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 student's voice. As programme tutors continue to develop their own digital scholarship competence through training, students will have opportunities to engage with a range of digital learning experiences, for example Mendeley, 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 and specialism within the Primary or Secondary phase. 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. 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	Students are given the opportunity to present knowledge and findings in visual format as an equivalent to a written assessment.
Portfolio	A journal, diary or blog/ Vlog of students' learning based on critical and analytic reflections on any given situation/s in a 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.

## 9. Work based learning / Placement based learning

This programme has been designed to enhance a student's experience of working in an educational context. Students will be expected to be working or volunteering in a practice-based setting or have relevant and recent experience that can be applied to learning on the programme. Experience of practice is necessary to assist students in developing critical perspectives; providing example scenarios for discussion; ensuring students have prior knowledge upon which to connect new learning and to support the student in determining plans for future professional practice/development.



## 10. Programme Structure

### 12-Month Programme

Module Code	Module Title	Credits	Assessment	Sequence	Compulsory/ Optional	Condonable/ Non-Condonable
IPGM01	Inclusion in the Classroom	15	100% Coursework	1	C	Condonable
IPGM02	Developing Knowledge for Planning, Teaching and Assessment	15	100% Coursework	1, 2	C	Condonable
IPGM03	Developing a Philosophy of Learning and Teaching across the Curriculum	15	100% Coursework	2, 3	C	Condonable
IPGM04	Current Education Issues for the Teaching Professional	15	100% Coursework	3	C	Condonable

	Semester A (September)	Semester B (January)	Semester C (May/June)
September Intake	IPGM01 IPGM02	IPGM02 IPGM03	IPGM03 IPGM04
January Intake	IPGM03 IPGM04	IPGM01 IPGM02	IPGM02 IPGM03
May Intake	IPGM02 IPGM03	IPGM03 IPGM04	IPGM01 IPGM02

### 6-Month Programme

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/ Optional	Condonable/ Non-Condonable
IPGM01	Inclusion in the Classroom	15	100% Coursework	A, B, or C	C	Condonable
IPGM02	Developing Knowledge for Planning, Teaching and Assessment	15	100% Coursework	A, B, or C	C	Condonable
IPGM03	Developing a Philosophy of Learning and	15	100% Coursework	A, B, or C	C	Condonable

	Teaching across the Curriculum					
IPGM04	Current Education Issues for the Teaching Professional	15	100% Coursework	A, B, or C	C	Condonable

	Semester A (September)	Semester B (January)	Semester C (May/June)
September Intake	IPGM01 IPGM02	IPGM03 IPGM04	N/A
January Intake	N/A	IPGM01 IPGM02	IPGM03 IPGM04
May Intake	IPGM03 IPGM04	N/A	IPGM01 IPGM02

\*Delivered over six months, the programme must start and finish to align with institutional boards.

## Structure and Points of Progression

### 12 Month Delivery

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
IPGM01	Inclusion in the Classroom	15	1	MAB – 1 PAB – 1	
IPGM02	Developing Knowledge for Planning, Teaching and Assessment	15	2	MAB – 2 PAB – 2	
IPGM03	Developing a Philosophy of Learning and Teaching across the Curriculum	15	3	MAB – 2 PAB – 2	
IPGM04	Current Education Issues for the Teaching Professional	15	4	MAB – 2 PAB – 2	Exit award available: iPGCE

### 6 Month Delivery

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
IPGM01	Inclusion in the Classroom	15	1	MAB – 1 PAB – 1	
IPGM02		15	2		

	Developing Knowledge for Planning, Teaching and Assessment				
IPGM03	Developing a Philosophy of Learning and Teaching across the Curriculum	15	3	MAB – 2 PAB – 2	Exit award available: iPGCE
IPGM04	Current Education Issues for the Teaching Professional	15	4	MAB – 2 PAB – 2	

The iPGCE programme consists of four 15 credit weighted modules. Credit is awarded according to the student regulations framework for level 7 programmes. 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. A module Pass requires students to secure an overall mark above 50.

Educational Gain is the knowledge, skills, attributes and experiences students take with them as they complete their programmes of study. Marjon Educational Gain Model (MEG) supports students in their personal and professional development, it provides a way to communicate externally the distinctiveness of a Marjon graduates' achievements and provides a structure to evidence educational gain for institutional and regulatory reporting. Marjon students gain across eight 'Graduate Attributes' that are specific to the Marjon student experience and contextualised through the subject they are studying. The table below shows where the Marjon graduate Attributes are covered through the programme.

The 'Graduate attributes' act as a mechanism for students to see how the learning links together in a meaningful way and will be made explicit to students throughout the programme. They articulate 'Educational gain' which can be seen both as:

- Individual benefits for students through their acquisition of knowledge, skills and attributes, and
- Collective benefits for society; in this dimension, educational gains are seen as social and community goods, contributing to goals such as social mobility, sustainability, social cohesion and social justice.

## Level 7

Module Code	Module Title	Graduate Attribute
IPGM01	Inclusion in the Classroom	3, 4, 5, 7, 8
IPGM02	Developing Knowledge for Planning, Teaching and Assessment	2, 3, 4, 5, 6, 7, 8
IPGM03	Developing a Philosophy of Learning and Teaching across the Curriculum	1, 2, 3, 4, 5, 7
IPGM04	Current Education Issues for the Teaching Professional	1, 3, 4, 5, 6, 7, 8

1. Sustainable Citizenship
2. Disciplinary Expertise
3. Professional
4. Inclusive & Collaborative
5. Critical & Creative
6. Digitally Literate
7. Enquiring & Analytical
8. Active Engagement

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 Initial Teacher Training and Early Career Framework and the English 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.	IPGM02
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.	IPGM01 IPGM02, IPGM03 IPGM04
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.	IPGM01 IPGM02, IPGM03 IPGM04
International perspectives in education	Develops comparisons between international approaches to teacher education through research and developing new relationships, explores global and dimensions within local school curriculum.	IPGM01 IPGM04

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

N/A

## **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 the MA Education and MPhil/PhD programmes 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 Continued 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 iPGCE signals to employers advanced scholarship. Many graduates are likely to gain employment in international schools (private and state) or other schools globally. The iPGCE is designed to enhance career prospects and progression in a competitive, challenging and rapidly changing jobs market.

The iPGCE programme explicitly supports the development of qualities, skills and attributes which enhance employment opportunities for students; in particular, the iPGCE positions graduates favourably for career advancement, particularly in international education contexts, enhancing their competitiveness and readiness for diverse educational environments.

### **Employability skills include:**

- Analytical thinking and innovation – students can 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 – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and can reflect to improve future performance.
- Creativity, originality and initiative – students can perceive the world in new ways, find hidden patterns and generate new solutions. Students develop the ability to assess situations and initiate solutions independently
- Critical thinking and analysis - students have the ability to actively conceptualise, analyse and synthesise information without undue bias and make a reasoned judgment to reach an answer or conclusion

- Complex problem-solving – students can identify complex problems and review related information to develop and evaluate options and implement solutions in real-world settings
- Reasoning, problem-solving and ideation – students can consider issues and situations in sensible way using logic and imagination and have the capacity to form intelligent solutions
- Systems analysis and evaluation – students can 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 – students can 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 – students 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 – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They can 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 – students can 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 – students can 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 – students 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 can look after their personal health, safety, relationships and work-life balance in digital settings and 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 and its partners recognise the value of the whole student experience within Higher Education and students have full access to University or partner facilities for academic and pastoral support and guidance. Partner support that could be available to students could include:

- Academic Advice
- Student Funding Advice
- Disability & Inclusion Advice
- Counselling
- Personal Development Tutors (or equivalent)
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Learning resources and facilities, including library resources
- Library and study skills guidance material
- Programme handbooks and module guides

It should be noted that arrangements related to student support when this programme is delivered by partner organisations may differ from the support outlined above. Students should seek clarity about the support offered by the partner organisation.

## **16. Student Feedback Mechanisms**

Programme teams are required to develop positive relationships with participants through ongoing and continuous dialogue and regular communication. Feedback from students, external examiners and other stakeholders are considered in the review of programmes.

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 Programme Voice Panel is responsible for feeding student voice into review, evaluation and development of provision both within the course and at the end of training. In addition, the university mid module and end of term evaluations are used to garner student opinion.

## **17. Other Stakeholder Feedback**

The Marjon Teacher Education Partnership Strategic Group includes phase-specific stakeholders from all teaching routes and uses robust quality assurance systems to ensure high standards and continuous improvement in Initial Teacher Training (ITT). The Programme Teams adapt to evolving demands in education through research-informed practice, ensuring that all programmes meet academic, compliance, and current sector requirements.

School-based staff shape programme development through formal feedback mechanisms, mentor training, and regular engagement with university tutors. Feedback is gathered from Early Career Teachers (ECTs) and employers via online surveys and regular meetings, both formal and informal.

In developing the iPGCE, we will draw on these established feedback channels to ensure ongoing improvement. Partner organisations, including Local Authorities and the Department for Education, will provide additional feedback to ensure that the iPGCE aligns with recruitment priorities and quality benchmarks. Student Programme Voice Panels also contribute, ensuring that the programme reflects student needs and stakeholder input, including from external examiners, to maintain a high-quality and relevant iPGCE.

## **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.



