Initial Teacher Education

International Postgraduate Certificate in Education (iPGCE)

Programme Specification

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	BGU approval – date and outcome of last approval	19 July 2023 Amended February 2024 Amended April 2024
2	Next Scheduled Review Date: [Month/Year]	July 2028
3	Programme Specification - Effective date: [Day/Month/Year]	1 September 2023
4	Version Number	v1.2

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information
Section B – Outcomes
Section C – Structure
Section D – Teaching, Learning and Assessment
Section E – Programme Management
Section F – Mapping
Section G – Graduate Attributes
Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
International Postgraduate Certificate in Education (iPGCE)	

1a	Programme Code
IPGCE723	

2	Brief Summary (for Marketing Purposes)

The International Postgraduate Certificate in Education (iPGCE) is a distance-learning programme tailored to those looking to gain a recognised qualification from a UK university with a long and distinguished history in education and teacher development. It is predominately aimed at in-service practitioners seeking professional development that would help further their career by complementing other teaching qualifications and advancing their understanding of educational issues pertinent to their own context. During the course, students will gain valuable insight to inform their own professional development, bring together theory and practice.

Whilst the programme itself is not a form of teaching licence, nor does it lead to International Qualified Teacher Status (iQTS)/Qualified Teacher Status (QTS), it is a fantastic way for practitioners to enhance their practice and career prospect. Studying for the iPGCE is fully online and designed for students who are already undertaking teaching work in international settings, or who wish to do so in the future. Upon successful completion of the iPGCE, students will also have developed the necessary skills and knowledge to pursue further studies, such as an education-related MA.

3	Awarding institution	Bishop Grosseteste University	
3a	Programme Length	**Full-Time** N/A	**Part-Time** 1 year
3b	Mode(s) of Study	Part-time distance learning	
4	Home Academic Programme Portfolio	Initial Teacher Education	

5	HECoS/CAH2/ITT/UCAS code(s)	**HECoS/CAH2** 100459 CAH22-01-01	**ITT**	**UCAS Code**
6	**Framework for HE Qualifications position of final award(s)**	Masters (Level 7)		
7	**Alignment with University Credit Framework**	Postgraduate		
8	**Compliance with University Assessment Regulations**	Academic Regulations Governing Taught Qualifications		
9	**Progression routes with Foundation Degree (FdA) or Top-up**	N/A		

Awards

10	**Final Award title(s)**	International Postgraduate Certificate in Education (iPGCE)
10a	**Exit or Fall back Award title(s)**	N/A
10b	**Pathway**	N/A
11	**(i) Combined Honours Awards available eg:** • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	N/A

Arrangements with Partners

12	**Approved Collaborative partner(s)**	Partner Name	Type of Collaborative Partnership
		N/A	N/A
13	**Articulation Arrangements with Partners**	Partner Name	Details of Arrangements
		N/A	N/A

Professional, Statutory and Regulatory Bodies

14	**PSRB(s) associated with final award of any route within the programme specification**	N/A
15	**Date and outcome of last PSRB approval/accreditation**	N/A
16	**Expiry Date of PSRB approval**	N/A

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)

The QAA does not provide Benchmark Statements for postgraduate level in Education Studies. Therefore, Benchmark Statements have been aligned to the [Framework for Higher Education Qualifications (FHEQ) of UK Degree-Awarding Bodies](#) that states:

Master's level qualifications are awarded to students who have demonstrated:

1. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice, and

2. originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

Typically, holders of the qualification will be able to:

1. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

2. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level, and

3. continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

1. the qualities and transferable skills necessary for employment requiring:

    a. the exercise of initiative and personal responsibility, and

    b. the independent learning ability required for continuing professional development.

18	Programme Aim

The iPGCE is an exciting and engaging programme designed to challenge and develop teachers and others working in education in a range of contexts. Informed by current scholarship, research, and practice, it provides an opportunity for students to develop in-depth and advanced knowledge and understanding of a range of issues within education, leading to meaningful professional development.

The aim of the iPGCE is to offer a high-quality, distance learning programme that effectively develops students' knowledge and understanding in education, which can be applied in a range of international contexts. The programme provides robust underpinning knowledge for students' future career development in the field of education.

The iPGCE aims to develop students who can:

- Demonstrate a detailed and systematic knowledge and understanding of key contemporary educational issues, including those pertinent to own practice and context.
- Examine the relationships between theory and practice in education, drawing on relevant literature, published research and own professional experience.
- Develop a sound conceptual understanding that allows for critical evaluation of a wide range of educational literature.
- Communicate educational issues and developments effectively in writing to specialist and non-specialist audiences.

19	**Programme Specific Outcomes**

Final Award Learning Outcomes

On successful completion of the International Postgraduate Certificate in Education, students will be able to:

Knowledge and Understanding

KU1: Demonstrate a systematic knowledge and understanding of key contemporary educational issues in international contexts.

KU2: Demonstrate a systematic knowledge and understanding of a specialist area in education pertinent to own practice and context.

Subject Professional Skills

SPS1: Demonstrate critical awareness of the impact research and reflection have on practice, including current problems and/or new insights, within educational contexts.

SPS2: Demonstrate the ability to make links between theory and practice in various educational contexts.

Intellectual Skills

IS1: Demonstrate conceptual understanding that allows for critical evaluation of a wide range of educational literature.

IS2: Demonstrate originality in the articulation of knowledge to deal with complex issues systematically and creatively.

Transferable Skills

TS1: Communicate effectively to specialist and non-specialist audiences in writing.

TS2: Demonstrate the independent learning ability required for continuing professional development.

20	**Exit Award Learning Outcomes**

N/A

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements

Level 7 – 60 credits

Semester 1 entry

Level 7	Semester 1	IPG70123 Teaching, Learning and Key Challenges in International Contexts 30 credits	
	Semester 2	IPG70223 Becoming a Reflective and Research-Informed Practitioner 30 credits	or	IPG70324 Redefining Learning with Contemporary Educational Technology 30 credits

21b	Module Structure

Level 7

Modules				
Code	Status	Module Title	Period (number)	No of credits
IPG70123	Mandatory	Teaching, Learning and Key Challenges in International Contexts	1	30
IPG70223	Optional	Becoming a Reflective and Research-Informed Practitioner	2	30
IPG70324	Optional	Redefining Learning with Contemporary Educational Technology	2	30

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

The curriculum of the iPGCE programme is aimed at offering students a meaningful professional development opportunity, where they will be encouraged to reflect on their practice and synthesise their insights with the wider body of research, in turn becoming a more informed practitioner. They will also have the opportunity to develop their expertise in specific areas within education which are most pertinent to their own role and aspirations.

As the programme is designed for practitioners who are working in the education sector, the iPGCE is a part-time and distance-learning course, allowing those who are working full-time to undertake the programme alongside their job. Given the aim of the programme, all the assessments are linked to students' practice and context.

The overall design
The iPGCE consists of two, equally weighted 30 credit modules. These are delivered sequentially over two trimesters and students are required to study these in order. IPG70123 offers a broad overview of themes relating to teaching and learning, as well as key challenges that are relevant to educators worldwide. This is then developed through IPG70223 as students engage with research and reflect on their own practice, using the insight gained to inform their professional development.

On entry, students will be provided with a robust induction to distance learning and the way this is delivered by BGU. From the outset, students will also be directed to online resources such as the *Handbook for Written Coursework* and materials produced by the Centre for Enhancement in Learning and Teaching (CELT) and Digital Learning. During the induction, students will be given an overview of the programme and how learning will be facilitated. The delivery will conform to the validated distance learning template within Blackboard to provide a structured approach to learning and teaching.

At the beginning of each module, students will be given a comprehensive guided tour through the learning platform and the relevant learning materials via a 'module introduction video'. This will then be supplemented with a module handbook, which contains all the key information students need. An 'assignment webinar' will be held during the fourth week of each module to explain the assessment in detail and answer any questions students have posed.

The modules
IPG70123 explores key elements of effective teaching and learning which are relevant to education in different contexts. Student will consider contemporary challenges, such as those relating to planning and assessment, and how policy and curriculum can impact on these. The module will also explore innovative pedagogical approaches that can benefit a range of settings, linking theory and practice.

Building on the learning of IPG70123, **IPG70223** will guide students to reflect on their own professional practice, drawing critical insight and engaging with research to inform their professional development. They will explore their own pedagogical approach through a critical lens

and consider how their impact can be maximised through effective teaching, reflective practice and active engagement in research and professional development activities.

IPG70324 explores a range of educational technologies that are capable of transforming the future of education. Students will consider the associated opportunities and challenges these technologies can bring and how they can be incorporated in practice. By examining relevant literature, practice and research from across the world, students will apply their understanding, drawing up a plan to show how their chosen technology can be utilised within their own setting.

Through the study of these modules, students will develop their understanding of teaching and learning, as well as the key challenges within and beyond their own context. They will explore their own practice through reflecting on their own experience and professional development.

Distance-learning by design
The programme has been specifically designed with distance-learning in mind, allowing students to reap the benefits of what such a learning mode has to offer. Firstly, the online and largely asynchronous nature of the course offers students significant flexibility, something that is especially important to those working full-time or in different time zones. Secondly, students undertaking the iPGCE have access to a plethora of multimedia learning materials, covering a wide range of topics. Given the flexible nature of the assessment tasks, students can select a specific area that they want to focus on whilst still able to enrich their learning by exploring all the topics on offer. Thirdly, despite most of the tasks being asynchronous with students typically working independently, multiple interactive and formative assessment opportunities have been incorporated, meaning students are able to work within a community and receive regular tutor support.

Graduate attributes
The iPGCE is designed to help students develop all six areas of BGU's Graduate Attributes:
1. **Academic literacies**: Students are enabled to develop academic literacy through engagement with a range of learning materials and research during the course and in their assignments. Throughout the programme, students will have the opportunity to critically analyse, evaluate and synthesise academic sources/research findings to inform their own work. Additionally, assessments are designed to support learners in developing their academic competency, e.g. tasks that require students to apply their critical thinking.

2. **Global citizenship**: Through the modules and learning materials, students will have the opportunity to examine a range of contemporary educational issues from an international perspective and consider how these compare with their own experience. Throughout the course, students will also consult a range of literature and research from around the world, such as case studies, to inform their module assignments. They will consider how the findings and insights from these sources can be applied in their own context.

3. **Information literacy**: Information literacy will be developed throughout the programme via curriculum design and students will be required to independently search for academic sources through platforms such as WorldCat and LibGuides. Engagement with materials provided by the BGU Library and CELT will support individuals to develop these skills, and tutors on the programme will help embed the capabilities within each student to create well-written assignments.

4. **Digital fluency**: All assignment tasks are to be completed and submitted digitally. Students will be guided by the academic team to present their work in portfolios, which will include digital activities such as posting an academic blog on the VLE. All tutorials will also be delivered online, enabling students to further develop their skills with online communication tools. As a distance-learning programme, students will be expected to complete a range of learning activities via the VLE throughout the programme. The teaching team will also model the use of digital technology through written, audio and video instructions where appropriate to facilitate communication of ideas and practices.

5. **Employability**: Students are enabled to develop their professional practice through academic study and work-based learning throughout the programme. For example, they will be required to reflect on their professional experience and carry out relevant activities in the workplace, while at the same time, using current academic research to inform their practice. As Graduate Attributes are embedded into both modules, it is also anticipated that students will further enhance their employability skills.

6. **Being enterprising**: This course puts a strong emphasis on helping students to address practical issues within their own practice, leading to professional development. This means students will have the opportunity to develop problem-solving skills through directed independent learning. During IPG702, students will be challenged to put forward a proposal and reflect on their own experience, in turn develop their entrepreneurial competency.

23	**Learning and Teaching Strategies**

As a distance-learning programme aimed at students across the world, the iPGCE is a programme that predominantly utilises asynchronous delivery. This allows students in any time zone to undertake the course remotely and complete the learning at a time that best suits their individual context and needs.

To provide students with an engaging and high-quality learning experience, a variety of activities and resources are used. These include:
- Pre-recorded learning materials - both audio and video
- Visual presentation slideshows
- Suggested reading of key sources relevant to the programme
- Specially designed prompt questions and activity sheets
- Extended reading lists covering a diverse range of sources relevant to module topics
- Academic blog
- Reflective diary
- Tutorials

In additional to the VLE, a range of EdTech platforms, such as Padlet, Prezi and Powtoon, will be used to support some of the activities above. Where possible, multiple formats of learning materials, such as audio and written, will also be provided to enhance accessibility and inclusivity.

The approach to learning and teaching for the iPGCE is underpinned by three key principles: model, scaffold and feedback. This means all tasks will be accompanied by good-quality examples and clear instructions to get students started. Learning will then be broken down into shorter

activities and aided by prompt questions or activity sheets. Both modules have also incorporated multiple formative assessment opportunities where tutors will check students' understanding and provide timely and developmental feedback. For example, to optimise learning, asynchronous discussion boards will be used every six weeks (at the end of Topics 3 and 6) in addition to the other learning activities to help students to reflect on what they have learnt from the various module topics. After the students have participated, the module leader will then provide the whole cohort with collective formative feedback via email.

As evident in the module overviews [see Appendix A], regular engagement points will exist within each module to structure students' learning. Not only will the expectations be made explicit during the course induction, but these engagement points will also be clearly outlined in the module handbook, and again, reiterated during the 'module introduction video' as well as on the learning platform itself. Student engagement will be regularly recorded and monitored by the module leaders. Throughout the course, the programme team will ensure consistency of materials in terms of length, visual appearance and content to provide an easy-to-follow, predictable learning experience that promotes confidence for students. All materials will be checked regularly to ensure that there are no technical issues such as broken links or display issues.

Whilst the programme is designed to offer students flexibility to work at their own pace, recommended duration for activities and specific formative assessment deadlines will be set to help students manage their learning effectively and prepare them for their summative tasks. Students will be informed about the key tasks at the beginning of each module, and this will allow them to plan ahead and work flexibly. To ensure students have the best learning experience, VLE functions such as 'forced sequence' and 'time release' will be applied to some of the materials. This is so that students do not miss any important information or get overwhelmed by the amount of materials available. Some activities which require participation of the whole cohort will also only be made available during a specific timeframe to maximise interactivity.

To establish and maintain a positive distance-learning community, the programme team will ensure the following:

1. All students are allocated a personal tutor.

2. Regular engagement points throughout each module to keep students engaged, including:

   - Induction and introduction activity at the beginning of the programme to establish sense of community.

   - One module introduction video and a module handbook made available at the beginning of each module to help students get familiarised with what to expect and to receive initial directions.

   - Two Q&A opportunities per module, with either a follow-up assignment webinar or tutorial.

   - One assignment webinar per module featuring student contributions to explain assignment tasks.

   - One online interactive activity per module involving contributions from the whole cohort.

- Two draft submission opportunities per module for students to acquire formative feedback, covering all assignment tasks.

- Two one-hour online tutorials per module to provide students with support and formative feedback.

3. Students are encouraged to engage with professional services at BGU, including CELT and Student Advice.

4. All literature required for the programme is available electronically via the Library's website.

5. Support for Study would be used where appropriate to provide students with additional support.

The programme is underpinned by principles for effective distance-learning set out in the *BGU in-person and online delivery guidance* framework. The intention is to offer students occasional synchronous sessions such as the 'assignment webinar' and tutorials to maximise student engagement and interactivity. It will also provide a good opportunity for tutors to build relationships with their students, which is crucial for maintaining a positive learning community. Given the potential challenge associated with these types of activities for distance learners, flexibility will be ensured by tutors offering the cohort different times to suit with their specific time zone, so that they are not disadvantaged. For example, two sessions can be offered on a given day, morning and afternoon (UK time) to ensure students are able to access outside of their working hours. However, the programme team will work flexibly with students each year to ensure their specific time zone and any challenges will be taken into account when scheduling these sessions. Where necessary, these synchronous sessions may be offered on a Saturday to cater for students' needs.

In accordance with the University's Engagement Policy, students are required to attend their scheduled tutorials. They will also be required to engage with all of the asynchronous online activities and complete tasks set throughout the programme, e.g. posting on discussion boards, as all of these form part of the learning hours stated in the module specifications. The programme team will work closely with the University to identify any engagement-related issues and put in place appropriate interventions to help resolve them. Where engagement becomes a serious concern, this will be escalated and may result in the suspension of study or withdrawal.

To ensure all students are familiar with the expectations associated with HE study in the UK as well as the specific assessment approaches they need to be aware of, clear guidance will be provided by the programme team during the induction, module introductions and assignment webinars. They will also be directed to all the key relevant materials offered by CELT to help develop their academic skills. Furthermore, students are expected to learn by reflecting on their professional practice as part of their workplace and independent learning throughout the programme. This experiential learning is used to inform the asynchronous activities set as well as module assignment tasks. To meet the intended learning outcomes, students are also required to complete other independent learning activities outside of the scheduled tasks, such as module reading and assignment preparation.

24	**Assessment Strategies**

Students are required to make all their module tasks directly relevant to their professional context, which will have been clearly established during iPG701 task 1. All the assignment tasks and descriptions can be found in the assignment briefs provided.

With many of the prospective students likely to be working full-time or have other substantial commitments, this part-time programme offers students numerous opportunities where their 'work-in-progress' can be assessed by their tutor formatively and receive developmental feedback which will enable them to further develop their work (see Section 23 and Appendix A). The deadline for summative assessments will take place at the end of each module, which coincides with the end of trimesters 1 and 2.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
IPG70123	Teaching, Learning and Key Challenges in International Contexts	30	1	-	-	100
IPG70223	Becoming a Reflective and Research-Informed Practitioner	30	1	-	-	100
IPG70324	Redefining Learning with Contemporary Educational Technology	30	1	-	-	100

The indicative submission dates for assessments are deliberately timed to give students the opportunity to complete assessments during the main holiday periods (January/May).

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Date
IPG70123	Teaching, Learning and Key Challenges in International Contexts	30	Portfolio 100%	5,000 words	January
IPG70223	Becoming a Reflective and Research-Informed Practitioner	30	Portfolio 100%	5,000 words	May
IPG70324	Redefining Learning with Contemporary Educational Technology	30	Portfolio 100%	5,000 words	May

25	**Inclusive Practice and Personal Development Planning**

BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services offered by CELT, Student Advice, the Students' Union and Library Services.

The iPGCE adheres to the BGU Equality and Diversity Policy, in order to recognise and benefit from enhanced opportunities for learning that emerge from a diverse cohort of students. Therefore, an inclusive strategy is adopted throughout all stages of the programme. Students will be signposted to these services via personal tutors and the VLE, where links and introductory videos will be provided to ensure students are aware of these policies.

The curriculum of the iPGCE has been specifically designed to support students in the enhancement of their career prospects, e.g. through the embedding of Graduate Attributes opportunities throughout the programme. Furthermore, all students will be assigned a personal tutor when they begin the iPGCE. With support from their personal tutor, all students will be guided to develop their Personal Development Plan (PDP).

Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities, in liaison with the International Office. Where time zones make direct contact with professional tutors impracticable, BGU will work with the student to seek workable solutions, so that they are sufficiently supported.

26	Technology Enhanced Learning

As a distance learning course, the iPGCE will make extensive use of the University's virtual learning environment and students will be expected to have suitable IT and internet access. All learning materials will be accessed through the VLE, hosted on separate pages for each module and then organised into folders. Module materials will be well-signposted and structured in a way that is easy for students to navigate. A plethora of informative multimodal resources such as narrated presentations, audio clips and videos will be hosted on the VLE, alongside links to other external materials e.g. web-based articles. Module reading lists, hosted by the Library, will also be available via the VLE with direct links to the Library's catalogue. To optimise student experience, an electronic module handbook will be made available on the VLE for every module and will include a 'Frequently Asked Questions' section, so that students can easily locate key information while further developing their independence during their study.

During the course, the programme team will facilitate a range of structured, but asynchronous interactive activities, such as blog and diary entry posting. The aim of these activities is to complement the workplace and independent learning that students undertake, whilst offering significant flexibility. All students will be required to attend two online tutorials per module (subject to tutor availability) to receive the support they need to succeed. At the start of the iPGCE, students will be given information relating to the equipment and IT skills required and how they can access further support. The programme will be delivered in line with the BGU Distance Learning template that has been developed by the Digital Learning Team.

Throughout the programme, students will be encouraged to apply the existing digital skills they have and also to develop new ones. CELT resources, such as those relating to online collaboration tools, will be available to ensure that students can acquire new knowledge and confidence in using technology. Meanwhile, the Library has an extensive range of online resources related to Education, such as electronic journals and e-books.

27	Work-related Learning.

Students are required to hold a professional role (paid or voluntary) within an educational setting while undertaking the iPGCE, typically for a minimum of 10 hours per week or equivalent. This would allow students to complete all the formative and summative tasks set, which will include reflections and other professional development activities. If a student loses access to their work/volunteering setting during a particular module, they may continue with their study, as long as they are still able to complete the summative assessment tasks and meet the intended learning outcomes. If this is not possible, Support for Study or a break in study may be offered to allow the student some flexibility for securing alternative employment or volunteering opportunities.

28	**Employability**

There has been significant consultation undertaken alongside the International Office with employers of teachers in international settings. Consultation has included the overarching content of each module and the structure of the programme to appeal to international students. Employers have stated that teacher professional development in other countries is often led by groups of schools and many of these are now looking towards the iPGCE as a way to offer this and also retain teachers who wish to gain the iPGCE.

Employers were heavily involved in consultation about delivery mode in collaboration with the International Office, focusing on the market in Thailand. The approach of fully asynchronous learning was preferred by employers as teachers are often given time in the school week to undertake professional development, but this is not always at the same time.

The iPGCE is a recognised qualification that is established globally and is becoming more desirable to international employers, such as international schools, when recruiting teaching staff. As a result, undertaking the iPGCE can realistically enhance students' employability within education. The iPGCE is also considered to be a relevant qualification in the UK; whilst it does not lead to Qualified Teacher Status (QTS), it can help facilitate meaningful professional development among those who are already in service seeking to enhance their practice and career prospect.

In addition to having access to the support and guidance made available online by BG Futures throughout the course, as explained in Section 22, students will also have the opportunity to develop all six areas of BGU's Graduate Attributes, in turn enhancing their employability.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

Students must have an undergraduate degree (typically 2:2 minimum or equivalent). Any applicants who do not meet this requirement should be referred to the Programme Leader as relevant professional experience may be considered. Due to the distance learning nature of the course, all students must also have regular and reliable internet access.

Whilst prior teaching experience is not essential, by the time students commence the iPGCE, they must be working or volunteering in a role involving education, teaching or training. More specifically, this would mean a minimum of 10 hours per week (or equivalent) for the duration of the course. To meet this requirement, students will need to provide confirmation from their employer or volunteer setting that the required minimum hours can be achieved, and that all relevant clearance is in place as appropriate to the country concerned (UK students will need to provide their DBS number). In order to enroll, all applicants must therefore submit a completed version of the workplace agreement document provided by the Admissions team.

English language requirements: IELTS 6.5 with a minimum of 6 in each component.

30	Programme Specific Management Arrangements

The programme is managed through the Faculty, led by the Programme Leader for iPGCE, reporting to the relevant Head of Programmes and supported by the staff of the Faculty Administration Office. Module leaders are responsible for the planning, delivery and assessment of each module, in partnership with the Programme Leader.

The programme will be taught by academic staff from within the Faculty; visiting tutors and guest speakers may also contribute to modules for currency and specialist content. An additional level of oversight and line-management is provided by the Dean of Faculty. The quality of the programme is overseen by the Academic Enhancement Committee, which institutionally reports to the University's Senate.

Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, student and staff feedback, External Examiners' comments and the BGU Learning and Teaching strategy. Targets for year-on-year development are set and effected to enhance programme delivery.

The programme team will work closely with the International Office to maintain links between the university and students, and also alongside the Digital Learning team to ensure that the online nature of the programme is successful, and students can access all materials.

31	Staff Responsibilities

Programme Leader: leadership of the programme, its management and planning, monitoring and evaluation, and ensuring academic/quality standards.

Module leaders: planning, administration, delivery, marking and moderation at module level. Module leaders will act as academic and personal tutors to students on the programme.

| 32 | **Programme Specific Academic Student Support** |

Close engagement with the wider professional services as part of the student experience will be embedded within the programme via a dedicated area on the VLE for CELT, the Library, BG Futures and Student Advice, in line with the validated Distance Learning template. Using the appointment system accessible via Blackboard, students from different time zones will be able to book an online appointment with professional services such as Student Advice at a time that suits them (subject to availability). In addition, students will have access to all the online materials shared by these professional services. Meanwhile, students studying the iPGCE can also benefit from the support made available by the Students' Union.

All iPGCE students will be allocated a personal tutor to provide pastoral support shortly after their enrolment. They will also receive a comprehensive induction from the programme team, introducing them to the learning platform, the structure of the programme and how the learning should be completed. A module introduction video as well as a module handbook will be used at the start of each module to help students commence their study and there will be multiple opportunities such as the assignment webinar and tutorials to ensure that they are on track. Students will also have opportunities to receive formative feedback by taking part in interactive activities and submitting drafts to their tutor (see Appendix A to see what the learning journey looks like). The Programme Leader will work regularly with the programme team as well as the Engagement team to provide personalised support where appropriate, e.g. by using a specific Support for Study plan. Moreover, students will have full access to the Library's online catalogue and can also book one-to-one online appointments with the relevant Librarian at a time that suits them (subject to availability). The programme team will ensure that all core sources required for the programme will be available on WorldCat and that links provided on the VLE are in working order.

Given the distance-learning nature of the course, it is vitally important to establish and maintain a positive learning community and this has been taken into account during the programme design stage. For more information, please see Sections 22 and 23.

| 33 | **Programme Specific Student Evaluation** |

The Programme complies with current institutional evaluation policies. Students will undertake module evaluations to provide module-specific feedback to the programme team. Students will elect representatives who will meet with the Programme Leader via the Students' Union Representative Feedback System (RFS) at the end of each trimester to provide wider programme-level feedback. The iPGCE team are committed to ensuring a positive student experience and are aware of the differing needs of distance learning students when compared to their campus-based peers. Student engagement and evaluation is considered on all aspects of the programme both formally through university processes and informally through the module structure.

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Module Name	K&U1	K&U2	SPS1	SPS2	IS1	IS2	TS1	TS2
IPG70123	x	x	x	x	x	x	x	x
IPG70223	x	x	x	x	x	x	x	**X**
IPG70324	x	x	x	x	x	x	x	x

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	K&U2	SPS1	SPS2	IS1	IS2	TS1	TS2
Academic Literacies	x	x	x	x	x	x	x	
Global Citizenship	x	x	x	x	x			
Information Literacy	x	x	x	x	x	x	x	
Digital Fluency					x		x	x
Employability	x	x	x	x	x	x	x	x
Being Enterprising		x		x		x		x

Graduate Attributes

- *GA1.* **Academic Literacies** This covers the range of academic skills that you develop through undertaking university-level study.
- *GA2.* **Global Citizenship** This is about understanding the global context in which you live, study and work
- *GA3.* **Information Literacy** This is about being about to search for, locate, utilise and manage information effectively and ethically
- *GA4.* **Digital Fluency** These are the skills and practices of using digital technology effectively for learning, working and participating in society
- *GA5.* **Employability** This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. **Being Enterprising** This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

NB the above align to the Employability outcomes on the module specifications

http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification *(Light/Minor - include level & title of modules & a brief description of modification)* *(Major - include details of change such as new routes, pathways etc)*	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification *(eg students entering Level 5 from September 2016 onward)*

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme
The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						

Appendix A

1. **Synchronous mandatory activities** = learners to complete these activities <u>on or by</u> a specific date/time. Regarding tutorials, students should liaise with their tutor to arrange a date/time that is mutually suitable.
2. **Asynchronous mandatory activities** = learners to complete these activities/engage with materials provided whenever suitable within a specified timeframe, e.g. 1 week.
3. **Formative assessment** = learners are expected to complete these formative tasks in order to receive feedback from tutor.
4. **Hosted events** = events which learners are expected to engage with either synchronously or asynchronously.
5. **Recommended activities** = activities which learners are encouraged to complete.

*Recommended checkpoints are 'recommended' only, learners are free to complete the topics in their own preferred timeframe.

IPG701 Overview – Teaching, Learning and Key Challenges in International Contexts
(Academic Year 2023-2024)

Week	Learning activities/tasks	Assessment	Recommended checkpoints*
Week 1 25/9/23	• **Course enrolment/induction** (2 hrs) • Introduction activity		
Week 2 2/10/23	• **IPG701 module introduction** (1 hr)		*Begins topic 1 study*
Week 3 9/10/23	• Reading: assignment brief and module handbook • Q & A submission for webinar		
Week 4 16/10/23	• **Assignment webinar** (1 hr): host and release		*Begins topic 2 study*
Week 5 23/10/23	• Reading: chosen source for assessment task 701a		
Week 6 30/10/23	• Create blog draft (task 701a)		*Begins topic 3 study*
Week 7 6/11/23	• Q & A submission for tutorial	Submit blog draft (task 701a)	
Week 8 13/11/23	• **Tutorial** (1 hr): discuss blog and chosen theme		*Begins topic 4 study*
Week 9 20/11/23	• Respond to formative feedback	Posting own final blog (task 701a)	
Week 10 27/11/23			*Begins topic 5 study*
Week 11 4/12/2023	• **Interactive activity** (1 hr equivalent): reading peer's blog and compose comment	Posting comment for peer (task 701a)	
Week 12 11/12/2023		Appraisal draft submission (task 701b)	*Begins topic 6 study*
Week 13 8/1/2024	• **Tutorial** (1 hr): discuss draft and final submission		
Week 14 15/1/2024	• Respond to formative feedback		
Week 15 22/1/2024		Final assignment submission	

Programme Specification

IPG702 Overview – Becoming a Reflective and Research-Informed Practitioner

(Academic Year 2023-2024)

Week	Learning activities/tasks	Assessment	Recommended checkpoints*
Week 1 29/1/24	• **IPG702 module introduction** (1 hr)		*Begins topic 1 study*
Week 2 5/2/24	• Reading: assignment brief and module handbook		
Week 3 12/2/24	• Q & A submission for webinar		*Begins topic 2 study*
Week 4 19/2/24	• **Assignment webinar** (1 hr): host and release		
Week 5 26/2/24	• Create draft proposal outline (task 702a)		*Begins topic 3 study*
Week 6 5/3/24	• Q & A submission for tutorial	Submit draft proposal outline (task 702a)	
Week 7 12/3/24	• **Tutorial** (1 hr): discuss draft proposal		*Begins topic 4 study*
Week 8 19/3/24	• Begin planned CPD activity/action research		
Week 9 8/4/24	• Continue planned CPD activity/action research		*Begins topic 5 study*
Week 10 15/4/24	• **Interactive activity** (1 hr equivalent): reflective 'diary entry' (task 702b)		
Week 11 22/4/2024	• **Tutorial** (1 hr): discuss CPD/action research and 'diary entry'		*Begins topic 6 study*
Week 12 29/4/2024		Journal draft submission (task 702b)	
Week 13 6/5/2024	• Assignment preparation		
Week 14 13/5/2024	• Respond to formative feedback		
Week 15 20/5/2024		Final assignment submission	