

## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	<b>Post Graduate Certificate in Education (PGCE)</b>
<b>1.5 FHEQ Level:</b>	7
<b>1.6 Programme Title:</b>	<b>PGCE Primary</b>
	<b>Pathways:</b>
	Primary (5-11)
	Primary with SEND
	Primary with STEM
	School Direct Primary with pathways (3-11)
<b>1.7 Mode and Duration of Study:</b>	Full Time – 1 year Part Time – 2 years
<b>1.8 School:</b>	Marjon Teacher Education Partnership
<b>1.9 HECoS Code:</b>	100511
<b>1.10 Collaborative Provision Arrangement:</b>	N/A
<b>1.11 Admission Criteria:</b>	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.
<b>1.12 Accrediting Professional Body/PSRB</b>	Department for Education
<b>1.13 QAA Subject Benchmarking Group(s):</b>	QAA Master’s Degree Characteristics (2015)
<b>1.14 Other External Points of Reference:</b>	Framework for Higher Education Qualifications (FHEQ) UK Professional Standards Framework Teachers standards ITT Compliance standards ITT 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)
<b>1.15 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.16 Work-Based Learning Arrangements:</b>	School based training in line with Initial Teacher Training compliance criteria across the South West and beyond through module GNPM55

<b>1.17 Arrangements for Distance Learning:</b>	The University Tutors will provide individual tuition by distance learning, using a range of electronic learning support tools to support trainees
<b>1.18 Original Date of Production:</b>	2017
<b>1.19 Date of Commencement:</b>	September 2018
<b>1.20 Review Date:</b>	By August 2024

## 2. Programme Outline

The PGCE Primary is a one-year full time taught programme structured around working in partnership with schools under two models of delivery: a 'HEI led' model and a 'schools led' model. This is a strong and highly valued partnership within the South West England and beyond. In order to improve the quality of teachers, the Department for Education is committed to giving schools a greater role in the training of teachers; an ideology founded on the belief that 'excellent teaching transforms the lives of all trainees' (Gove 2010). However, OFSTED (2010) revealed that more HEI (Higher Education Institution) based ITE (Initial Teacher Education) provision was graded outstanding than school based ITE. It is, therefore, a case of achieving the appropriate balance of school led and university led learning and teaching within the programme. 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 partnership. Not only are the schools the best places for trainees to develop their teaching skills, but they are also centres for action research and reflective practice and for modelling evidence informed practice.

The programme will give trainees 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 their first post. The PGCE is a prescribed programme and trainees are required to take all specified modules. 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.

Trainees learn both in schools on placements and at Plymouth Marjon University. The programme has five distinct learning phases, or steps, that enable the trainees to develop a theoretical and practical understanding of primary education:

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

Graduates from this programme will be: critical thinkers, reflective, reflexive, flexible, caring, confident, knowledgeable and professional practitioners.

### **3. Distinctive Features**

The five stages outlined above 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 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 subject pathway (for School Direct Primary) framework sits within the Primary PGCE Programme which distinguishes the specific subject specialisms that are offered within the PGCE portfolio. Subject pathways change on an annual basis depending upon central Government allocation processes. The subject specialisms all follow the same requirements and assessment pattern as highlighted within the PGCE Programme Specification. The PGCE 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 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 addition their engagement as global citizens develops comparisons between International approaches to teacher education through research and developing new relationships and explores global dimensions within their current schools' curriculum that can be used as case studies to support innovation in teacher education. The nature of the Marjon Teacher Education Partnership makes a significant contribution to the Employer Partnership.

### **4. Programme Aims**

The over-arching aim of the PGCE Primary programme is to prepare our next generation of outstanding reflective practitioners and high calibre teachers. The programme will give opportunities for trainees to develop an in-depth knowledge and understanding of their profession.

The programme's general aims are to:

- Develop trainee's critical and analytical thought, intellectual reasoning and practical skills in a range of diverse settings
- Develop trainee's in-depth knowledge and understanding of education informed by current scholarship and research, including a critical awareness of current issues and developments in education
- Help trainees from varied cultural and social backgrounds to fulfil their potential both intellectually and practically

- Provide a stimulating and effective learning environment in which trainees feel secure, motivated to learn and can demonstrate secure professional and academic knowledge, skills and understanding
- Prepare trainees 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 Primary School Education (5-11years), informed by:
  - current practice
  - a range of techniques and research methods applicable to Primary School Education
  - scholarship and research
  - a critical awareness of current issues and developments in the subject and profession
2. A systematic understanding with a deep knowledge and critical awareness of current problems and/or new insights, which is informed by current best practice of Primary Education (5-11years)
3. The knowledge and understanding, critical awareness and innovation to teach across the Primary Curriculum
4. The knowledge, understanding, skills and characteristics necessary to meet the Standards for the award of Qualified Teacher Status
5. The knowledge of the basis of their own value position related to Primary School Education (5-11years), and associated claims to knowledge
6. A 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:

7. A conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in Primary Education (5-11years)
8. A sustained advancement in their knowledge and understanding in developing new skills to a high level
9. The ability to interrogate an extensive range of relevant theoretical, professional and/or research-based sources and critically engage with the sources in the development and discussion of ideas, perspectives and theories
10. The ability to analyse critically and/or evaluate complex, incomplete or contradictory areas of knowledge used to interpret and/or explore the area of study, showing the ability to synthesise and/or transform ideas in the process of developing an argument
11. 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:

12. The ability to confidently adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements
13. The ability and confidence to articulate an integrated, critical, reflective and effective orientation to their practices and their personal responsibilities in professional practice.

**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, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. As a result of this ability they will demonstrate a caring attitude and concern for the children and their parents/carers
15. The ability to exercise initiative and personal responsibility in decision making in complex and unpredictable situations. As a result of this ability they will demonstrate a caring attitude and concern for the children and their parents/carers
16. The independent learning ability required for continuing professional development
17. The ability to communicate in a variety of media effectively and sensitively with a wide range of professionals and non-professionals including colleagues, children and parents/carers
18. The ability to locate, use effectively and evaluate the full range of learning resources, including ICT, applying a critical and confident approach

**6. Learning and Teaching Methods**

<b>Method</b>	<b>Description</b>
<b>Coaching and mentoring</b>	Structured, sustained process for supporting professional learners through significant career transitions and development of a specific aspect of a professional learner's practice.
<b>Directed Study &amp; Reading</b>	Time set aside by the teacher for learners to study a particular subject.
<b>E- learning</b>	Utilisation of electronic media, normally via the university's virtual learning environment 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.
<b>Group-work</b>	Trainees work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the module or wider trainee community. It can include exercises, activities, debates, and discussion.
<b>Lectures</b>	Subject introduced and delivered in a specific time which transmits information.

<b>Master Class</b>	Learning delivered by a highly regarded practitioner sometimes in the form of a lecture demonstration and sometimes using trainees as subjects. Examples include; a trained Mental Health practitioner supporting children in school or a specialist teacher supporting Special Educational Needs.
<b>Peer observation</b>	Trainees observe peers/colleagues' presentations in order to provide critical, constructive feedback.
<b>Practical workshops</b>	Trainees take part in practical studies within an outdoor and/or indoor environment in order to develop skills and knowledge.
<b>Practice-based, informal learning communities:</b>	Learning 'conversations' initiated by, and to other trainees either through their professional community/ies or informal social media such as Twitter and Facebook.
<b>Professional development planning:</b>	Trainees 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.
<b>School Based training</b>	Training activities such as observation, scaffolding, modelling, workshops, teaching, meetings, evaluations peer support, outlined in the Partnership Agreement and handbooks.
<b>Seminar</b>	A session or class in which a topic is discussed by a tutor and a small group of trainees.
<b>Supported, independent study</b>	Activities where a trainee conducts research, or another identified learning activity either on their own and/or with tutor support (face-to-face or otherwise).
<b>Tutorials</b>	Individual one to one or group tutorials with a nominated university tutor.

### 6.1 Learning Enhancement

A range of learning and teaching approaches is utilised on this programme to enable flexible, trainee-centred learning. Considerable emphasis is placed on critical enquiry and dialogue in relation to learning and development through practice and for advanced scholarship. The programme seeks a balance between teaching and learning methods that include, working in small seminar groups, lecture inputs, workshops, independent study, and individual supervision. There is an emphasis on blended learning via the University Virtual Learning Environment. This is provided for both PGCE and School Direct PGCE trainees. The delivery methods used are designed to meet partnership agreements with our School Direct partners.

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 Virtual Learning Environment and other e-learning resources, the use of open learning resources and audio capture of lectures where appropriate. Throughout the programme trainees 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.

### 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 virtual learning environment. 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 such as Twitter to share research progress. E survey tools are used for partnership quality assurance and collection for trainee's voice such as Survey Monkey. 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 e.g. Mendelay, BlueSky, Google docs.

## 7. Modes of Assessment

The purpose of assessment is to demonstrate to staff and trainees 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 trainees' abilities to be critically reflective and to engage in critical discourse. Formative assessment is used throughout the programme, with clear target setting, sharing of objectives, use of feedback, peer review and structured questioning. Academic work will be produced, submitted and marked in accordance with the university's assessment requirements and as specified in the Trainee Handbook.

### Assessment in Schools

Trainees must meet all of the Teachers' Standards at a minimum level in order to achieve the award of Qualified Teacher Status; the majority exceed these at a good or outstanding level. Trainees are assessed against the Teachers' Standards. School-based mentors and university tutors assess trainees' competency against the Teachers' Standards through observing them teach, scrutinising files and assessing their Individual Learning Profile. The activities and tasks the trainees are expected to carry out while on placement link directly to their work in the university, thereby explicitly linking theory and practical application. This is in line with the university's Placement Learning Policy.

The following table indicates the summative assessment outcomes for this master's Level Programme in line with the University's published master's Level descriptors.

Distinction	70 to 100
Merit	60 to 69
Pass at Postgraduate Level	50 to 59
Pass at Professional Graduate Level	40 to 49
Fail	1 to 39

## Glossary of Assessment Modes

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

Professional assessment is carried out in line with the ITT compliance criteria and the current OFSTED inspection framework for ITT. All trainees will follow Plymouth Marjon University's assessment structure for assessing trainee progress. This is an electronic document that allows mentor and trainees to track their progress and training and to set realistic and achievable targets throughout their training year. This is used at key review points during mentor meetings and allows trainees to focus on their progress linked clearly to the Teachers' Standards. It is a formative document that allows both the trainee and mentor to track training and progress towards the award of Qualified Teacher Status. Both the trainee and mentor will need to decide on the BRAG rating at the stage the trainee is at against the Teachers' Standards: 1 (Blue), 2 (Green), 3 (Amber) or 4 (Red), culminating in a summative judgement based on trainee outcome of attainment, according to current OFSTED criteria in teaching terms, grade 1 being 'Outstanding', grade 2 being 'Good', grade 3 being 'meeting the minimum requirements but requiring improvement' grade 4 being 'failing to meet the minimum requirements'. Moderation by external moderator and internal quality assurance processes enables a wider reference point of the standards attained and accuracy of judgements made.

## 8. Exemptions to University Regulations

N/A

## 9. Work-Based Learning/Placement Learning

The 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. Trainees are expected to be in school for 120 days of the school year.

Placements are managed in accordance with the university's Placement Learning Policy and are supported by the Placement Co-ordinator and in accordance with DFE compliance criteria for ITT (Initial Teacher Training). Plymouth Marjon University Teacher Education Partnership makes excellent use of the quality and range of placements and the engagement of schools, and/or other settings is outstanding, enabling individual needs of trainees to be met. The diverse range of schools within the partnership enables opportunities for trainees to gain practical experience of working successfully in different schools, and/or settings including those in challenging socio-economic circumstances and those judged as requires improvement.

The Marjon Teacher Education Partnership is a values-based collaborative partnership; values underpin the strategic direction and decisions of the Partnership. The Partnership has focused its developments in: co-operative Schools and Trusts; Church Schools; National Teaching School

Alliances that have similar values; individual schools with a clear values-based focus and Multi academy trusts.

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.

Further training also takes place in partnership with schools to develop mentoring and coaching skills. Access to M level Coaching and mentoring study is available to mentors across Marjon TEP. 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

### Full Time

#### Level 7

Module Code	Module Title	Term	Credits	Assessment	Compulsory/ Optional	Condonable/ Non-Condonable
<a href="#">GNPM51</a>	Inclusion in the Primary Classroom	1	15	100% Coursework	Compulsory	Condonable
<a href="#">GNPM52</a>	Developing Knowledge for Planning, Teaching and Assessment	Y	15	100% Practical	Compulsory	Condonable
<a href="#">GNPM53</a>	Developing a Philosophy of Learning and Teaching across the Primary Curriculum	2	15	100% Coursework	Compulsory	Condonable
<a href="#">GNPM54</a>	Current Educational Issues for the Teaching Professional	Z	15	100% Practical	Compulsory	Condonable
<a href="#">GNPM55</a>	Teaching Placement	X	0	100% Coursework	Compulsory	Non-Condonable

Key: Semester X = A & B

**Part Time (School Direct ONLY)**

**Level 7-Year 1**

<b>Module Code</b>	<b>Module Title</b>	<b>Term</b>	<b>Credits</b>	<b>Assessment</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non-Condonable</b>
GNPM51	Inclusion in the Primary Classroom	1	15	100% Coursework	Compulsory	Condonable
GNPM52	Developing Knowledge for Planning, Teaching and Assessment	Y	15	100% Practical	Compulsory	Condonable
GNPM55	Teaching Placement	X	0	100% Coursework	Compulsory	Non-Condonable

**Level 7-Year 2**

<b>Module Code</b>	<b>Module Title</b>	<b>Term</b>	<b>Credits</b>	<b>Assessment</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non-Condonable</b>
GNPM53	Developing a Philosophy of Learning and Teaching across the Primary Curriculum	2	15	100% Coursework	Compulsory	Condonable
GNPM54	Current Educational Issues for the Teaching Professional	Z	15	100% Practical	Compulsory	Condonable
GNPM55	Teaching Placement	X	0	100% Coursework	Compulsory	Non-Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

## Delivery Pattern

### Structure and Points of Progression

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point
GNPM51	Inclusion in the Primary Classroom	15	1	MAB – June PAB – July
GNPM52	Developing Knowledge for Planning, Teaching and Assessment	15	Y	MAB – June PAB – July
GNPM53	Developing a Philosophy of Learning and Teaching across the Primary Curriculum	15	3	MAB – June PAB – July
GNPM54	Current Educational Issues for the Teaching Professional	15	Z	MAB – June PAB – July
GNPM55	Teaching Placement	0	X	MAB – June PAB – July

The PGCE is a one-year full time programme, involving school led learning and University based learning. It is a prescribed programme and trainees are required to take all the specified modules. A module of 15 credits is condonable. The programme is devised so that trainees gain the Post Graduate Certificate in Education with 60 Masters Level credits (Level 7) as well as Qualified Teacher Status. The programme consists of four modules of equal credit weighting and a non-credit bearing professional module. Trainees are required to pass all modules at master's Level to gain the PGCE with 60 credits. They must meet all the Department of Education Teachers' Standards necessary to gain the award of Qualified Teacher Status. These two awards can be disaggregated. Trainees who fail to meet the criteria required at master's Level in their academic modules but meet the criteria required at Honours Level can transfer to the Professional Graduate Certificate in Education programme. Non-credit bearing module GNPM55 assesses trainees against the Teachers' Standards and this provides trainees with further enhancement and experience.

### Exit award table

Masters Level / Level 7 Credits	Honours Level / Level 6 Credits	Award
60	0	Postgraduate Certificate in Education
45	15 (condoned)	Postgraduate Certificate in Education
30	30	Professional Graduate Certificate
15	45	Professional Graduate Certificate
15	30 (15 condoned)	Professional Graduate Certificate
0	60	Professional Graduate Certificate
0	45 (15 condoned)	Professional Graduate Certificate
0	30 or below	QTS only

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. Trainees failing all modules but passing the Teachers' Standards receive the award of Qualified Teacher Status. The expectation is that all

trainees will submit work at level 7 and these assessments will provide an opportunity to achieve a PGCE with 60 masters level credits.

Trainees gaining no credits but meeting the Teachers' Standards gain QTS only. Trainees must also pass the Teachers' Standards. There are three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part 1** and **Part 2**. The **Preamble** summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part 1** comprises the Standards for Teaching; **Part 2** comprises the standards for Professional and Personal Conduct. All these parts are fully integrated across the programme from selection to award. Some trainees will be enrolled only on the non-credit bearing module from the outset.

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

National College for Teaching and Leadership

## **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 trainees, 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 MA in Education or a MPhil/PhD programme at Plymouth Marjon University, or other institutions. In addition to this trainees can have the opportunity to continue their studies by following a MEd.

## **14. Employability and Career Progression Opportunities**

This is a vocational and academic route into teaching. The training year is the pathway to Qualified Teacher Status. All trainees upon qualifying, therefore, are eligible for and should gain employment as a teacher. Throughout the programme trainees are supported and encouraged to secure a teaching position. This is achieved through lectures, tutorials, seminars and a careers fair which supports the trainee in successfully applying for a teaching post. An emphasis is placed on peer-led support through the use of current NQTs, recently qualified alumni and Marjon TEP staff.

Currently, placements are offered (subject to availability) in London, other more culturally diverse cities, Multi Academy Trusts, faith schools, selective schools, Special Education Needs schools and Forces Schools to enhance trainees' employability. There are opportunities for the trainees to meet representatives from recruitment pools such as London Boroughs and be interviewed for Newly Qualified Teacher posts. The Partnership supports the trainees with opportunities for mock interviews and guidance in applying for jobs. Trainees will be prepared and ready to take on the role of a Newly Qualified Teacher in a primary school. Trainees are given support in looking for, applying for and securing employment. Trainees will also have an opportunity to attend a Teacher's Employment Fayre.

Other career pathways include continued study for master's level (MA Education) or Research degrees, careers in non-maintained education sector or teaching abroad, careers in education support and ancillary services.

## **15. Support for Students and for Student Learning**

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 trainees and non-disabled trainees 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. This support, should it be needed, will be provided for PGCE and School Direct trainees. School Direct trainees will be able to access all resources.

The University recognises the value of the whole trainee experience within Higher Education and trainees have full access to University facilities for academic and pastoral support. The Trainee Support team offers a confidential and comprehensive service to guide and support trainees through their studies in the following areas:

- Academic Advice
- Trainee Funding Advice
- Out of Hours
- Disability & Inclusion Advice Service (DIAS)
- Dyslexia
- Counselling
- How to Survive Trainee Life
- Health & Well-being

Trainee support and guidance is further promoted by the following:

- Personal tutors for every trainee 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
- The Chaplaincy Centre which is at the heart of the university and is used for social gathering, quiet reflection and prayer
- On-campus nursery provision

## **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.

Participants will be invited to participate in the Postgraduate Taught Experience Survey. In addition, feedback at programme level will be achieved through programme and module evaluation surveys.

The Staff Trainee Liaison Committee 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 through 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 trainee experience and the standards of the awards are managed, and quality assured through the university's regulations policies and procedures. Trainee achievement and progression is managed through the Module Assessment Boards and the Progression and Award Boards. Programmes are reviewed annually through university annual monitoring processes, including external examiner and external contributions, and incorporate trainee 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 will moderate *grading* and *training* decisions and activities against those in the Plymouth Marjon University Teacher Education Partnership.

The triangulated quality assurance processes between school, the university and trainees will be utilised to schedule Plymouth Marjon University Education Partnership leadership team observations of grading for Qualified Teacher Status processes.



