

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:

Plymouth Marjon University

1.2 Teaching Institution:

Plymouth Marjon University

1.3 Locus of Delivery:

Plymouth Marjon University

1.4 Final Award Title:

PG Teacher Apprenticeship

1.5 FHEQ Level:

6

1.6 Programme Title:

PG Teacher Apprenticeship

Pathways:

Art and Design (11-16)

Drama (14-19)

English (11-16)

Music (11-16)

Design and Technology (11-16)

Geography (11-16)

History (11-16)

Media Studies (14-19)

Modern Foreign Languages (11-16)

Physical Education (11-16)

Psychology (14-19)

Religious Education (11-16)

Science (11-16)

Biology (11-16)

Chemistry (11-16)

Physics (11-16)

Computer Science (11-16)

Primary

Primary with Early years

Full Time – 12 months

School of Education

100509

N/A

Normal University entrance criteria apply (please refer to the website for further details).

Entrants must have an honours degree 2:2 or above and a grade C or 4 (or an acceptable equivalent) in the GCSE examination in English and Mathematics, and additionally Science for Primary.

1.7 Mode and Duration of Study:

1.8 School:

1.9 HECoS Code:

1.10 Collaborative Provision Arrangement:

1.11 Admission Criteria:

Suitability Clearance

You will be required to:

- Provide a satisfactory DBS (Disclosure and Barring Service), Enhanced Disclosure, related to the Rehabilitation of Offenders Act 1974 and the Joint Circular 'Protection of Children'
- Meet the Secretary of State's requirements for physical and mental fitness to teach as detailed in 'Fit to Teach' by completing an on-line medical questionnaire
- Take part in an interview process:

International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.

Department for Education

Framework for Higher Education

Qualifications (FHEQ);

UK Professional Standards Framework;

QAA Master's Degree Characteristics (2015);

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);

Institute of Apprenticeships (2017) standards for Teachers

English

1.12 Accrediting Professional Body/PSRB

1.13 QAA Subject Benchmarking Group(s):

1.14 Other External Points of Reference:

1.15 Language of Study (for learning, teaching and assessment):

1.16 Work-Based Learning Arrangements:

School based training in line with ITT compliance criteria across the SW and beyond through modules SCNM01 (secondary) or GNPM55 (primary), these exceed the minimum 120 days required as part of ITT compliance.

1.17 Arrangements for Distance Learning:

The University Tutor will provide individual tuition by distance learning, using a range of electronic learning support tools to support Trainee Teachers.

1.18 Original Date of Production:

September 2018

1.19 Date of Commencement:

June 2019

1.20 Review Date:

By June 2025

2. Programme Outline

The Apprentice route into teaching fulfils the Department for Education's (DfE) desire to have a range of programmes that enable people to qualify to teach, this programme is designed to be delivered as an employment-based route into teaching. The PG Teacher Apprenticeship has been developed by the DfE to enable schools to access their apprentice levy and attract a new group of people into the teaching profession, this supports the University in widening participation agenda. This route specifically focuses on those who already have a degree and therefore need to gain qualified teacher status (QTS), but it is a non-credit bearing award, therefore comes with no academic award at level 7. Its programme outcomes are therefore designed at level 6. Therefore, the proposed validation of the PG Teacher Apprentice enables Trainee Teachers to complete their initial teacher training and be employed at the same time. The Apprenticeship combines off the job training subject knowledge per se with pedagogic knowledge, knowledge of pupil development and professional attributes. The post graduate apprenticeship standard is that of a teacher of pupils from 3 – 19 years. Teachers can be employed in a variety of settings (for example academy schools, maintained schools) and across England. The apprenticeship standard provides a high-level description of the knowledge, skills, values and behaviours required of the Trainee Teacher. The apprenticeship standard complies with the statutory Teachers' Standards originally published in May 2012. The Teachers' Standards establishes a platform for a coherent approach to the Initial Teacher Education (ITE), Newly Qualified Teacher Induction (NQT) and Continuing Professional Development (CPD).

All Trainee Teachers will be assessed against the Teachers' Standards, for the awarding of Qualified Teacher Status (QTS). The Trainee Teacher will also need to demonstrate the knowledge, skills and behaviours contained within the Teachers' Standards during their end-point assessment.

The pathways include the range of 11-16 and 14-19 subjects and general primary and early year's primary, the PG Teacher apprenticeship pathways enable both schools and MATS to be responsive to national and local demand for subject specialism.

3. Distinctive Features

The PG teacher Apprenticeship is a 12-month full time employment-based programme structured around working in partnership with schools made up of a strong and highly valued partnership within South West England and beyond. The programme maintains the focus on reflection throughout supporting the desire for evidence informed teaching in schools. It is this fusion of off the job training and practice that has enabled wider dialogue and sharing of professional practice across the partnership. Subject pathways change on an annual basis depending upon central Government allocation processes.

A distinctive feature of the programme is that it is designed around a 12-month period starting in June. There will be an immersion in school period before working explicitly on an individual training programme, designed to personalise training to meet individual needs. As such the PG teacher apprenticeship is designed around the 7 principles underpinning personalised learning, these being potential, target, change, practice, context, engagement and agency.

The subject pathway framework sits within the Programme which distinguishes the specific subject or phase specialisms that are offered within the PG Teacher apprenticeship 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 PG Teacher Apprenticeship Programme Specification. The distinctiveness of these specialisms is maintained through their identity as a Trainee Teacher of e.g. a humanities

area and are trained as discreet groups for subject specific pedagogy and knowledge development with a specialist subject University Tutor supported by specialist partnership tutors and mentors and online learning. The journey through the teacher apprenticeship enables the Wellbeck (2011, p449) 7 principles to be manifested in the following ways:

1. **Potential.** Humans are endowed with an inherent potential for increase in capacity, the establishment of habit, and the definition of being, the employment-based route established a habit of teaching and learning specific to the context of the employing school, the emersion period focuses on this.
2. **Target.** Human potential may be channelled intentionally toward a specific, predetermined target of learning, or will otherwise follow incidentally from the conditions to which a person is subjected, the establishment of a personalised training plan will set targets for the 12-month training period.
3. **Change.** Learning is a specific type of change, which is governed by principles of (a) repetition, (b) time, (c) step size, (d) sequence, (e) contrast, (f) significance, and (g) feedback. Practicing teaching through observation, scaffolding, team-teaching and solo teaching will enable change to occur.
4. **Practice.** Principles of change are activated and aligned with learning targets through models of practice, exercise, or experience, on the job training will enable a great deal of practice through the teacher apprenticeship.
5. **Context.** Learning is facilitated by a context of practice that is the same as, or accurately represents, the context of performance. The Trainee Teachers will be required to alter the content of learning and teaching dependent on the context e.g. class, subject, host or complementary school placement.
6. **Engagement.** Learners will often engage in certain activities as a matter of habit, though they are also influenced by their current capacity to engage, as well as factors of motivation and inhibition related to the activity as a whole, part of the activity, its circumstances, or its expected results. 20 % of the job training will require engagement in learning activities workshops seminars and independent study.
7. **Agency.** Learners are not passive recipients of learning, but active agents with the ability to choose how they will apply their attention and effort, and to choose what learning activities they will engage in. Others may exercise their agency to promote or inhibit the agency of the learner and may play a role in facilitating or impeding successful learning. A designated mentor will enable professional dialogue and construction of knowledge this establishing the teacher apprentice as active agent in their own learning.

The nature of the Marjon Teacher Education Partnership (MARJON TEP) makes a significant contribution to the **Employer Partnership**.

4. Programme Aims

The over-arching aim of the PG Teacher Apprenticeship programme is to prepare our next generation of outstanding reflective practitioners and high calibre teachers. The programme will give opportunities for Trainee Teachers to develop an in-depth knowledge and understanding of their profession. Graduates from this programme will be critical thinkers, reflective, reflexive, flexible, caring, confident, knowledgeable and professional practitioners.

The programme's general aims are to: -

- Develop Trainee Teachers comprehensive and detailed knowledge and understanding of education informed by current scholarship and research, including a critical awareness of current issues and developments in education;
- Help Trainee Teachers from varied cultural and social backgrounds to fulfil their potential both intellectually and practically;
- Provide a stimulating and effective learning environment in which Trainee Teachers feel secure, motivated to learn and can demonstrate secure professional and academic knowledge, skills and understanding;
- Prepare Trainee Teachers 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 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 comprehensive knowledge and understanding of phase specific school education, and a critical awareness of current problems and/or new insights informed by current practice, policy and scholarship at the forefront of their academic discipline and professional practice;
2. An understanding, detailed knowledge and awareness of a range of innovative approaches to teaching across the age and ability range they are training to teach;
3. An awareness and understanding of personal responsibility and professional codes of practice that explores educational legislation, policy initiatives and research affecting schools and the teaching profession;
4. The knowledge, understanding, skills and characteristics necessary to meet the Standards for the award of QTS;

Intellectual skills:

By the end of this programme students should be able to demonstrate:

5. The ability to analyse a variety of information using a range of relevant professional and/or research-based sources, to make appropriate decisions relating to their own professional practice and ability to argue from their own standpoint grounded in theory;
6. Innovation and problem solving and apply these skills confidently within the age range for which they are being trained within an appropriate ethical framework relating to that practice;
7. The ability to critically reflect on all aspects of their practice in order to inform their own professional learning and development;
8. Understanding of progression in the subject/phase for which they are being trained as defined by the national curriculum and other local/national expectations and to critically reflect on the learning process to explore the relationship between theory and practice in complex situations;
9. A confidence and flexibility in identifying and defining complex problems relevant to the subject/phase for which they are being trained and the ability to interrogate an extensive range of relevant professional and/or evidence-based literature to critically engage with why aspects of the subject or curriculum are taught;

Practical skills:

By the end of this programme students should be able to demonstrate:

10. The ability to operate in a complex and unpredictable and/or specialised context with an understanding of the issues governing good practice and communicate their opinions clearly and sensitively to a range of professionals and non-professionals including colleagues, children and parents/carers and other stakeholders;
11. The ability to exercise initiative and personal responsibility in professional practice and employing the appropriate ethical protocols for addressing ethical dilemmas in personal and professional practice;
12. The ability to confidently adapt and design or develop skills and/or procedures for new situations exercising initiative and personal responsibility in making informed judgements;
13. Demonstrate the ability to act autonomously, with minimal direction or supervision planning and implementing tasks at a professional level;

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

14. The ability to deal with complex issues both systematically and creatively and make sound judgements in the absence of complete data, to specialist and non-specialist audiences;
15. The ability to exercise initiative, personal responsibility and decision making in complex and unpredictable situations;
16. The willingness to commit to on-going professional development and reflective practice;
17. The ability to locate, evaluate and use effectively the full range of learning resources, applying a critical and confident approach.

6. Learning and Teaching Methods

The programme is taught through an 80:20 split between on-the-job training and off the Job training. The Postgraduate Teaching Apprenticeship programmes combines paid work with on and off-the-job training. Trainee Teachers will split their time between school, partnership and university study. Trainee Teachers will receive practical, school-led training alongside experienced staff, and spend at least 20% of their time off-timetable to learn the pedagogy of teaching.

Trainee Teachers must complete a minimum of 120 days in a school and must have taught in at least two schools. Trainees will need to be released from their employing schools to spend time teaching in another school. A range of learning and teaching approaches is utilised on this programme to enable flexible, student-centred learning. Considerable emphasis is placed on enquiry and dialogue in relation to learning and development through practice. The programme seeks a balance between teaching and learning methods that include, working in small seminar groups, workshops, independent study, and individual supervision there is an emphasis on blended learning via the University Virtual Learning Environment.

In line with the University Learning and Teaching Strategy the teaching team is committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the VLE and other e-learning resources, the use of open learning resources and audio capture of lectures where appropriate. Throughout the programme Trainee Teachers 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/phase area/s. University personal development tutors play a significant role in supporting this dimension of the learning experience.

The distinctiveness of the PG Teacher Apprenticeship route is apparent in the establishment of a personalised training plan which will inform individual Trainee Teachers teaching and learning content and experience. There is an emphasis on coaching and mentoring, e-learning and peer observation whilst in the hosting school.

6.1 Learning Enhancement

Glossary of Learning and Teaching Modes

Method	Description
Coaching and mentoring	Structured, sustained process for supporting professional learners through significant career transitions and development of a specific aspect of a professional learner's practice.
Directed Study & Reading	Time set aside by the teacher for learners to study a particular subject.
E- learning	Utilisation of electronic media, normally via the University's virtual learning environment 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.
Peer observation:	Trainee Teachers observe peers'/colleagues' presentations to provide critical, constructive feedback
Practice Based informal learning communities:	Learning 'conversations' initiated by and to other Trainee Teachers either through their professional community/ies or informal social media such as Twitter and Facebook.
Professional development planning:	Trainee Teachers 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.
School Based training	Training activities such as observation, scaffolding, modelling, workshops, teaching, meetings, evaluations peer support, outlined in the Partnership Agreement and handbooks
Seminar:	A session or class in which a topic is discussed by a tutor and a small group of Trainee Teachers.
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	Students take part in practical studies to develop skills and knowledge

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 at least provide information and links to literature and other resources on the University's virtual learning environment. Most of the modules will utilise a blended learning approach via the VLE in which e-learning activities support the face-to-face interaction and learning environment as well as providing the Trainee Teachers with opportunities to further enhance and apply their knowledge and practice.

Many Trainee Teachers 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 Teachers' voice such as survey monkey and google forms. As University Tutors continue to develop their own digital scholarship competence through training, Trainee Teachers will have opportunities to engage with a range of sophisticated digital learning experiences, e.g. mendelay, bluesky, Abyasa, Epigeum, google docs etc.

7. Modes of Assessment

The purpose of assessment is to demonstrate to staff and Trainee Teachers 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. Formative assessment is used throughout the programme, with clear target setting, sharing of objects, use of feedback, peer review and structured questioning.

Assessment in Schools

Trainee Teachers must meet all the Teachers' Standards at a minimum level to achieve the award of QTS and the entry into early teacher career development; the majority exceed these at a good or outstanding level. Trainee Teachers are assessed against the Teachers' Standards. School-based mentors and University tutors assess Trainee Teachers' competency against the Teachers' Standards through observing them teach, scrutinising files and assessing their Individual Learning Profile. The activities and tasks the Trainee Teachers 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.

At the end of the 12-month period Trainee Teachers undergo an end-point assessment. The end-point assessment comprises of: A lesson observation, observed and assessed by the independent assessor. The Trainee Teacher will produce a lesson plan, according to the employer's format, which will be given to the independent assessor prior to the lesson observation. A short professional dialogue about the observed lesson will follow this which will assess the Trainees' knowledge, skills and behaviours with regard to the Teachers' Standards. The professional discussion will be held between the trainee and a panel, composed of the independent assessor, a representative from the apprenticeship training provider and a representative from the employer who has been involved in the trainee's training and development (such as professional mentor or support tutor). The independent assessor will assess the content of the professional discussion. The trainee should bring with them a portfolio of work completed during Initial Teaching Training. The portfolio will not be assessed but will provide the trainee with an aid to the professional discussion.

Glossary of Assessment Modes

Method	Description
End Point Assessment	Formal assessment carried out by external quality assurance agent at the end of the 12-month training
Portfolio or e-portfolio	Trainee Teachers are required to submit a portfolio of work, normally containing a mixture of work, such as reflections and evidence.
Reflective Journal	A journal, diary or blog/ Vlog of Trainee Teachers' learning based on critical and analytic reflections on any given situation/s in the work setting/s.
Training Plan	A termly plan that build to demonstrate that the apprentice can demonstrate the duties, and knowledge, skills and behaviours (KSBs) set out in the occupational standard.

Professional assessment is carried out line with the ITT compliance criteria and current OFSTED inspection framework for ITT. All Trainee Teachers will follow the Plymouth Marjon University assessment structure for assessing trainee progress. This is an electronic document that allows mentor and Trainee Teachers 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 Trainee Teachers 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 QTS. 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 PG Teacher Apprenticeship programme is an employment-based learning programme. Placements are managed in accordance with the University's Placement Learning Policy and are supported by the Placement Co-ordinator and in accordance with Department for Education compliance criteria for ITT and the Institute of Apprenticeship standards requirement and funding agreements. MARJON TEP makes excellent use of the quality and range of placements, the engagement of schools, colleges and/or other settings is outstanding enabling individual needs of Trainee Teachers to be met. The diverse range of schools within the partnership enables opportunities for Trainee Teachers to gain practical experience of working successfully in different schools, colleges and/or settings including those in challenging socioeconomic 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 on: 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. Trainee Teachers 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 Trainee Teachers 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 Trainee Teachers on placement/work-based learning. 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/ re-visit professional attributes as well as making sure that Trainee Teachers understand current safeguarding practice.

10. Programme Structure

Full Time

Level 7

Module Code	Module Title	Credits	Assessment	Compulsory/ Optional	Condonable/ Non-Condonable
TEAH01	Embarking on the Teacher Apprenticeship	0	100% Coursework	Compulsory	Non-Condonable
Either SCNM01 (Secondary)	Professional Practice in Schools	0	100% Coursework	Compulsory	Non-Condonable
Or GNPM55 (primary)	Teaching Placement	0	100% Coursework	Compulsory	Non-Condonable

- A definitive module descriptor is required for each module

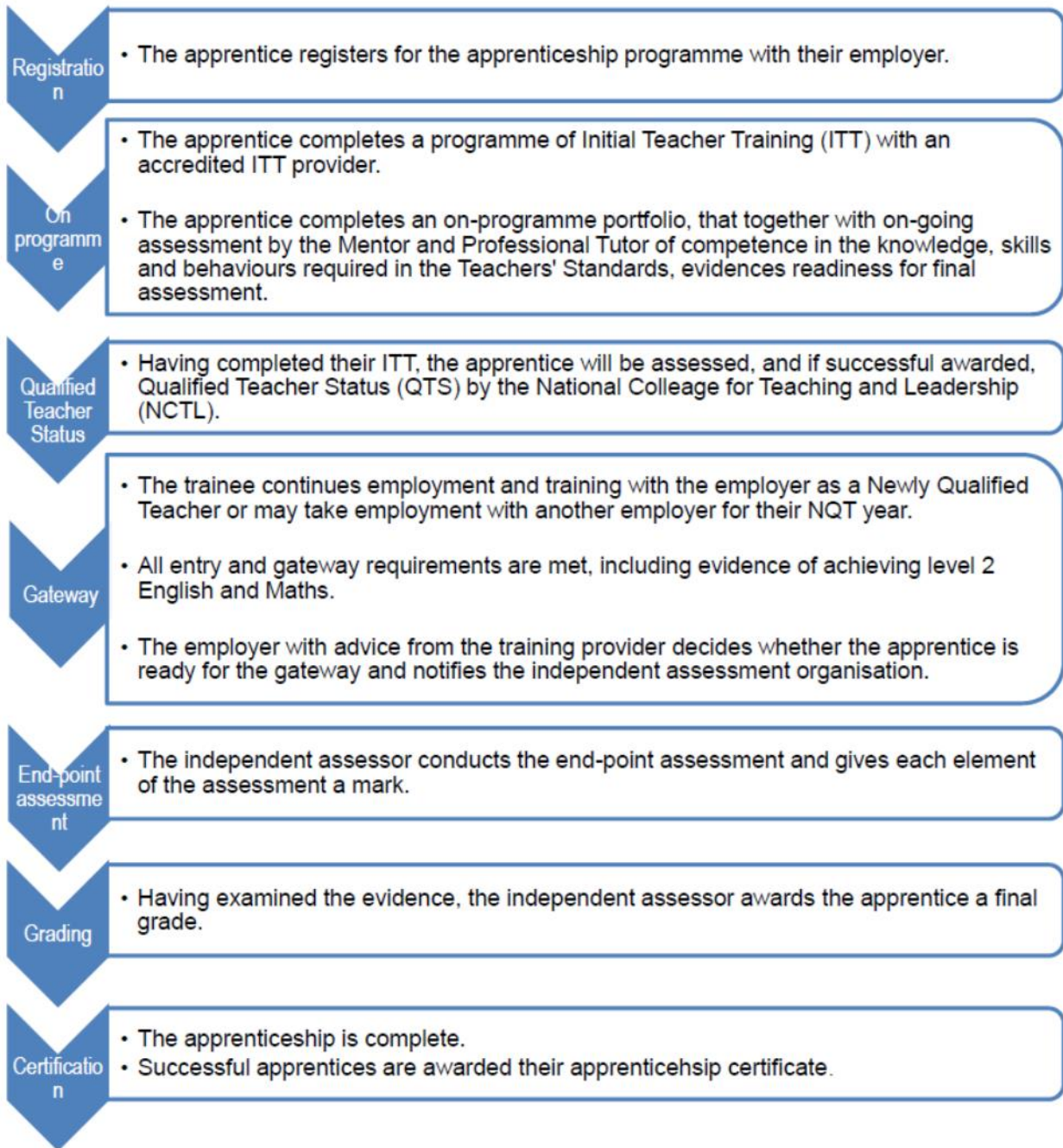
Delivery Pattern

Structure and Points of Progression

The PG Teacher Apprentice is a 12-month full time programme, involving employment-based practice and off the job training delivered through the Marjon Teacher Education Partnership. It is a prescribed programme and Trainee Teachers are required to take all the specified modules. No modules are condonable. Therefore to gain the award of QTS and the Apprenticeship all aspects must be passed. There is no exit route if Trainee Teachers fail elements of the programme.

The assessment Flow chart from the Teacher Apprenticeship end-point assessment plan is outlined below

Assessment Flowchart



Trainee Teachers gain no credits and gain QTS only. Trainee Teachers 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 Trainee Teachers will be enrolled on just the non-credit bearing module from the outset. Trainee Teachers who fail QTS will have the opportunity to enrol on other M level or professional qualifications in the future but leave with no award or qualification.

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

Department for Education

12. Professional Advisory Group

The Marjon TEP 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 Trainee Teachers. 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 a master's or PG Cert or Diploma qualifications e.g. Coaching and Mentoring, or other accredited awards linked to the Continued Professional Development of teachers at Plymouth Marjon University or other institutions.

14. Employability and Career Progression Opportunities

Gaining employment

- Currently supporting second school placements are offered (subject to availability) in a variety of types of schools including MATS, faith schools, selective schools, and SEN to enhance Trainee Teachers' employability.
- There are opportunities for the Trainee Teachers to meet representatives from recruitment pools such as London Boroughs and be interviewed for newly qualified teacher posts.
- The Partnership supports the Trainee Teachers with opportunities for mock interviews and guidance in applying for jobs.
- Throughout the programme Trainee Teachers are supported and encouraged to secure a teaching position. This is achieved through lectures, tutorials, seminars and a careers fair which supports the student in successfully applying for a teaching post.
- Marjon Futures team support the programme and provide professional and personal support and guidance for employment activities.

Newly Qualified Teacher support

- This is a vocational and academic route into teaching. The training year is the pathway to Qualified Teacher Status (QTS) and early teacher career development.
- All Trainee Teachers on qualifying, therefore, are eligible for and should gain employment as a teacher.
- An emphasis is placed on peer-led support using current newly qualified teachers,

recently qualified alumni and Marjon TEP staff.

- Support for early career development is available through links with employing schools, establishment of a career entry development portfolio and accredited professional development opportunities.

Ongoing career development

- Certified professional development for school-based mentors working with Trainee Teachers provides on-going career development opportunities for the Partnership.
- Projects with Partnership schools and Teaching School Alliances generate opportunities for leadership development.
- Accredited Masters level provision for teachers in schools adds to the suite of opportunities for career development.

Other career pathways include careers in the 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 Trainee Teachers and non-disabled Trainee Teachers are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary.

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

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

Student support and guidance is further promoted by the following:

- Personal tutors for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- 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.

Trainee Teachers in placement schools have access to a dedicated mentor, professional tutor and University tutor as well as all other student support mechanisms.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.

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

The Staff Trainee Liaison Committee (STLC) is responsible for feeding trainee and NQT/EYT voice into review, evaluation and development of provision both within course and at the end of training.

Quality assurance for ITT involved trainee feedback 'in year' these include triangulated data collection points where trainee, mentor and UT provide mid SBT feedback, SBT evaluations, interim NQT survey and Exit surveys. In addition the University mid module and end of semester evaluations are used to garner student opinion.

Feedbacks from Trainee Teachers and external moderators/ examiners as well as other stakeholders have been taken into consideration in the revalidation of this programme.

17. Other Stakeholder Feedback

The Marjon TEP 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 ITE partnership. The Programme Team is responsible for meeting the changing demands and responding to new development 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. NQTs/former Trainee Teachers continue to be involved in the Partnership through engagement and liaison with employers. This ensures an effective continuum from initial teacher training to induction and continuing professional development.

18. Quality and Enhancement Mechanisms

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

The University staff engaged as External Moderators at other teacher training partnerships will moderate *grading* and *training* decisions and activities against those in the MARJON Teacher Education Partnership.

The triangulated quality assurance processes between school, the University and Trainee Teachers will be utilised to schedule MARJON Teacher Education Partnership leadership team observations of grading for QTS processes.

