

## 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>	Post Graduate Certificate of Education (QTS)
<b>1.5 FHEQ Level:</b>	7
<b>1.6 Programme Title:</b>	Primary Education (Early Years)
<b>1.7 Mode and Duration of Study:</b>	Full Time – 1 year Part Time – 2 years
<b>1.8 School:</b>	School of Education
<b>1.9 HECoS Code:</b>	100510
<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 trainees will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
<b>1.12 Accrediting Professional Body/PSRB</b>	Department for Education
<b>1.13 QAA Subject Benchmarking Group(s):</b>	Education 2019
<b>1.14 Other External Points of Reference:</b>	Framework for Higher Education Qualifications (FHEQ) Initial teacher training (ITT): criteria and supporting advice (DfE, new 2024) The Initial Teacher Training and Early Career Framework (ITTECF) (DfE, 2024) Initial teacher education (ITE) inspection framework and handbook (Ofsted, 2022) National curriculum in England: framework for key stages 1 to 4 (DfE, updated 2014)
<b>1.15 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.16 Work-Based Learning Arrangements:</b>	Work-Based learning, as set out in the ITT Compliance criteria requirements for the awarding of QTS is included in module PRMM04.
<b>1.17 Arrangements for Distance Learning:</b>	Whilst trainees are on school placements, University Tutors will provide individual tuition by distance learning using a range of electronic learning support tools, e.g. Canvas, Mosaic, etc.
<b>1.18 Original Date of Production:</b>	February 2024
<b>1.19 Date of Commencement:</b>	September 2024

## **2. Programme Outline**

The PGCE Primary Education Early Years specialism's fundamental purpose is to help trainee teachers to develop the skills of a critically reflective teacher; that is, to help graduates become teachers who can reflect on and analyse their own practice and select effective strategies to use which will facilitate and support pupils' learning. The programme is the first step in their continuing professional development in teaching. PGCE Primary Education with Early Years specialism combines subject knowledge and knowledge of the Early Years Foundation Stage with pedagogic knowledge, knowledge of child and pupil development and professional attributes. It combines modules that are both theoretical and practical, to underpin standards involved in education and the attainment of Qualified Teacher Status. Trainees' learning takes place both within the University and within a diverse range of schools and educational settings, which over the year may include schools and early years settings based within Cornwall, Plymouth, Devon, Torquay, special schools and alternative provision, schools located overseas but teaching the content of The National Curriculum in England (2013) and schools in London boroughs. The PGCE programme supports and contributes to the values of Plymouth Marjon University: Humanity, Ambition, Curiosity and Independence. Trainees are encouraged to develop their own ideas and independent thought; they develop connections and relationships within the University and the community throughout the programme; are always supported to reach their potential and are encouraged to be the best they can be.

The programme is required to have a stated curriculum which links to, but is not defined by, either the Teachers' Standards or the five core areas of the ITTECF (Professional Behaviours, Pedagogy, Curriculum, Assessment, Behaviour Management). The stated curriculum for the programme, and now for all ITE programmes within Marjon Teacher Education Partnership (MTEP) is outlined in three themes:

- ❖ The professional role of the developing teacher;
- ❖ The development of teaching and learning;
- ❖ Curriculum and specialisms.

The co-constructed curriculum is sequenced and coherent and supports trainees to develop their classroom practice, through three phases of training in preparation for the ECT (Early Career Teacher) period. It explicitly delivers the requirements and principles of the ITTECF in full, beginning with a focus on the fundamental component elements and moving towards complex or composite practice. Our curriculum integrates well-evidenced content, including relevant subject-specific content and critique of theory, research and expert practice. The design of our curriculum reflects how children learn most effectively, recognizing the unique early years phase and learning within this phase and, wherever appropriate, reflects cognitive architecture in curriculum design.

### **2.1 Integrating Sustainability into the Curriculum**

The programme has been designed to ensure trainees are provided with learning opportunities that will enable them to develop the skills and knowledge to live and work sustainably in the future. These include a range of transferable and practical skills particularly developed through the three key aspects of the curriculum and include global citizenship and environmental stewardship. Trainees will be encouraged to engage with a diverse range of ethical, moral and social issues as part of the programme and to develop their own philosophical, moral and ethical standpoints. Trainees are challenged in their thinking, beliefs and attitudes and there is a key focus throughout the programme on the development of reflection as a core element of an effective teacher. The

programme equips trainees with the knowledge, understanding and skills that reinforce sustainable development focusing on social justice, ethics and well-being; and future thinking, It addresses explicitly United Nation (UN) sustainable development goals of Quality education, gender equality, good health and wellbeing, reduces inequalities and partnerships.

Trainees will be employed in educational settings with sustainable goals and a commitment to sustainable futures. Schools use campus, curriculum and community approaches to sustainability which often feature as whole school aims or projects, such as: purchasing and waste, food and drink, local wellbeing, travel and traffic, energy and water, buildings and grounds, inclusion and participation and global dimension. This will be a component of modules focusing on Part 2 of the Teachers' Standards and the wider role of the teacher and will ask critical questions of trainees and their own values.

Within the university, the programme will aim to reduce its impact on the environment by the effective use of e-learning, e- submission of assignments, e-resources and more involvement with Marjon's e-Learning Team. Trainees will also develop and share resources electronically through Microsoft docs, for example. Transport and distance will be taken into account when placing trainees in schools and they will be encouraged to share transport with other trainees or school staff wherever possible. Trainee wellbeing is an important factor and developing resilience in themselves and others will be an integral part of the programme. Reducing and managing workload has been a government focus and the programme will support this, helping trainees to prioritise and organise their work.

## **2.2 Additional costs to trainees**

Trainees will be expected to cover travel costs to and from placement schools. The University acknowledges that travelling to and from school placements can potentially increase travel costs, if placement locations are further to travel compared to normal journeys to and from the University. It is likely that most trainees will not be entitled to a contribution because their placement is within the University's approved acceptable travel limit of 15 miles in a single journey. (Google Maps should be used for 'point to point' distances). See MTEP travel and accommodation guidelines.

## **3. Distinctive Features**

'The importance of civic duty runs through the ITE programme. Leaders' intent to train high-quality teachers to make a difference to pupils both locally and beyond is enacted through the curriculum' (Ofsted 2023).

The PGCE Primary with Early Years Specialism provides a unique insight into teaching. It provides trainees with an in-depth understanding of early years teaching and the early years foundation stage, along with specialist knowledge and expertise in teaching in key stage one and the progression from key stage one into key stage two and beyond. The programme provides trainees with a clear knowledge and understanding of child development and the importance of observation and assessment in ensuring pupil progress and learning. The focus on early child development ensures that trainees develop a sound understanding of and ability to apply early years specific pedagogy and key stage one specific pedagogy, as well as feeling secure in their ability to teach in key stage two. Trainees will study a thread of Early Years specific sessions throughout the year. These will complement the taught input on general pedagogy and Key Stage 1 and 2 pedagogies. There will be specific school-based tasks that cement and further develop understanding and skills whilst on placement. The combination of placement experience alongside

block teaching ensures that trainees are quickly able to apply their centre-based learning within schools and settings. Marjon is a values led institution which supports strong staff -trainee and trainee-trainee relationships, valuing trainee voice and ensuring trainees contribute to programme design.

The programme has 3 distinct learning phases or steps that enable the trainee teachers to develop a theoretical and practical understanding of secondary education:

- Awareness raising: fusion of theory and practice – build on prior experience
- Review and development of theory in the light of experience – consolidate learning
- Evaluation and Professional Development: preparing for ECT period - deepen and extending praxis

The three stages outlined above are a distinctive feature of the programme. Designed around cognitive theory, suggested in Bruner’s 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, building schema, embedding and contextualising new learning. The theoretical underpinning is contextualised through school-based observation, teaching experience, professional dialogue and reflective practice. In response to changing government policy and approaches to ITT, 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. The spiral curriculum enables the partnership to contextualise the theory with current practice relating to innovation in modelling best practice for teaching and learning encouraging self-efficacy, reflective practice and metacognitive ability.

Trainees are taught the full range of eleven subjects specified in the National Curriculum as well as Religious Education, Personal, social, health and economic (PSHE) education and Relationships and Sex Education (RSE). This teaching covers trainees’ own subject knowledge, pedagogical content knowledge and current practice. The MTEP curriculum covers expectations and practice in Key Stage one and two as well as looking foundations of learning in the Early Years foundation Stage. Trainees also benefit from teaching around context specific issues such as coastal and rural deprivation.

Enrichment opportunities are provided through the integration of undergraduates and postgraduates in the final year. Both groups of trainees benefit professionally from the breadth of experience brought to the training. Collaboration also enables Undergraduates and Postgraduates to share teaching and learning experiences, such as the conferences throughout the year, which link directly with the ITaP themes. Our ITaP provision is intentionally planned with lead partners and deliberately sequenced to align to our curriculum intent enabling trainees to learn from expert colleagues and maximise learning opportunities in the five pivotal areas:

- Phonics, Reading, Oracy and Writing (PROW)
- How Pupils Learn the Curriculum
- Behaviour Leadership
- Special Educational Needs and Disability
- Diversity and Disadvantage in Education

‘It is truly refreshing to hear about Plymouth Marjon’s ITaPS that are so deeply rooted in context...They are underpinned by core values and are really impactful for trainees, mentors and potentially pupils’ (DfE ITT associate 2024).

## 4. Programme Aims

The programme's general aims are to:

- Develop trainee's critical and analytical thought, intellectual reasoning and practical skills in a diverse range of settings specialising in The Foundation Stage and Key Stage 1
- Develop trainee's in-depth knowledge and understanding of education informed by evidence-informed teaching practices, 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 trainees should be able to demonstrate:

1. A systematic knowledge and understanding of Early Years and Primary School Education (3-7 years), informed by:
  - current research informed pedagogy and practice
  - 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 issues and new insights, which is informed by relevant evidence informed best practice of Early Years and Primary Education (3-7 years)
3. The knowledge and understanding, critical awareness and innovation to teach across the Early Years and Primary Curriculums
4. A critical understanding of the significance of issues of equality, equity, diversity, inclusion and social justice
5. Up to date and detailed knowledge of government legislation, policy and initiatives affecting schools and the teaching profession.

### Intellectual skills:

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

1. The ability to interrogate an extensive range of relevant theoretical, professional and research-based sources and critically engage with the sources in the development and discussion of ideas, perspectives and theories.
2. A confidently articulated set of reasoned beliefs and values about education and their role in it as a transformative process.
3. The ability to analyse critically and evaluate complex, incomplete or contradictory areas of knowledge used to interpret and explore the area of study, showing the ability to synthesise and transform ideas in the process of developing an argument.
4. 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 trainees should be able to demonstrate:

5. The ability to confidently adapt and develop skills and procedures for new situations, exercising initiative and personal responsibility in making informed judgements.
6. The ability to work autonomously and with resilience, adjusting their professional practice in the light of their theoretical understanding, informed by research and self-evaluation.
7. The ability to articulate, as individuals, amongst their peers and in vocational settings, a critical, reflective and appropriate set of responses to their personal and professional responsibilities in practice.
8. The ability to sustain good professional relationships, in which mutual support and conflict-resolution are routinely in evidence.
9. Skills that support building relationships with children that are informed by an awareness of safeguarding and behaviour.

**Transferable / key skills:**

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

10. Responsibility and independence required to engage in continuing professional development.
11. The ability to work professionally and sustain a professional ethos, both independently and as part of a team.
12. The ability to communicate through a variety of media effectively and sensitively with a wide range of professionals and non-professionals including colleagues, children and parents/carers.
13. Good leadership skills within their academic peer-group and within practice-based situations as a trainee teacher.
14. The ability to respond constructively to advice and take responsibility for their own professional development.
15. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts.

**Professional Skills (PSRB only)**

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

16. Detailed knowledge and skills across the taught ITE curriculum, and routine and skilful application to their professional practice.
17. Application of learning from the range of different placement experiences and settings.
18. Articulation, justification and practical exemplification of the evidence base for the ITaP areas, through effective classroom delivery in a range of contexts.
19. The knowledge, understanding, skills and characteristics necessary to meet the Standards for the award of QTS.

**6. Learning and Teaching Methods**

The purpose of using a range of different pedagogic strategies through different modes of teaching throughout the programme is two-fold, firstly to enable trainees to learn and make progress in

their studies, and secondly to model best practice. The programme is designed to develop distinctive teachers who have a repertoire of high quality and effective methods in the teaching and learning environment. Learning and Teaching takes place in a range of bespoke teaching spaces to maximise learning opportunities to enhance trainee outcomes and learning gain.

The taught programme enables flexible and trainee-centred learning where trainees gain more independence and take more ownership of their learning over the course of the programme. 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 also the expectation that trainees will engage regularly with directed e-learning via the University Virtual Learning Environment (Canvas). 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 e.g Mosaic, 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.

<b>Method</b>	<b>Description</b>
<b>Blended Learning</b>	A combination of face to face and connected learning strategies both synchronous and asynchronous. Directed in module guides.
<b>Case Studies</b>	A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario-based learning activities
<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>Conference Workshops</b>	An individual event which focuses on a particular aspect, usually involving guest speakers/ presenters
<b>Critical Reflection</b>	Trainees engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness
<b>Directed Study and Reading</b>	Time set aside for trainees to study a particular subject/ complete a specific task
<b>Independent Study</b>	Activities where an individual learner conducts research, or carries out a learning activity, on their own
<b>Intensive Training and Practice (ITaP)</b>	ITaPs engage trainees in approximations of teaching practice that simulate certain aspects of professional practice before enacting that practice in a fully authentic classroom context
<b>Lectures</b>	Subject introduced and delivered by the tutor in a specific time usually to a larger group
<b>Observation of Practice</b>	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.
<b>Practical Workshops</b>	Working with expert colleagues who model and particular approaches to teaching and learning
<b>Practice Based E-</b>	Computer and network enabled transfer of skills and

<b>Learning/E Learning</b>	knowledge, using electronic applications and processes to learn
<b>Professional Development Planning</b>	Trainees take part in activities that contribute towards the creation of either an individual learning plan or study or early career plan
<b>School Based Research</b>	Discussing and analysing with expert colleagues approaches to teaching and learning
<b>School Based Training (SBT)</b>	Training activities such as observation, scaffolding, modelling, workshops, teaching, meetings, evaluations peer support, outlined in the Partnership Agreement and handbooks.
<b>School Based Training (SBT) Tasks:</b>	Learning events which take place within a working environment, e.g. school setting, enabling learners to develop 'real life' skills and practices.
<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 an individual learner conducts research or carries out a learning activity with given set parameters and guidance.
<b>Tutorial</b>	One-to-one or small group tutoring (learner/ tutor) usually for purposes based on the learners' work

## 6.1 Learning Enhancement

The programme is delivered in a range of different settings including the University, schools and other educational settings, outdoor settings and other places of educational significance. Trainees also have opportunities to enhance their learning through additional activities whilst on placement and in connection with schools such as organised continual professional development offered by the school, extra-curricular activities, residential visits or working with different aged pupils. These present particular opportunities for the development of their practical and transferable skills. Trainees also have access to a specific online learning resource called Siren Films. Siren films provide a range of training videos on the Early Years Foundation Stage (EYFS) aimed to further develop and enhance practice teaching within the EYFS. Additionally, trainees on this programme have access to Early Education Membership which provides a range of enrichment opportunities including free and low costs courses and access to an early year's specific journal.

Marjon Teacher Education Partnership's (MTEP) aim is that our ambitious, integrated and sequenced MTEP curricula drives trainee progress and supports mentoring and progress towards Qualified Teacher Status. When in school-based training trainees will benefit from working closely with a mentor where there will be a focus on learning and development through learning conversations and working with expert others. Additional courses are laid on and/or promoted, offering opportunities for trainees to enhance their knowledge and skills, including access to international experiences through for example the Turing scheme.

## 6.2 e-Learning

E-learning and digital literacy development will be a central component of the programme as Digital scholarship and technological competence is a key element in teaching and therefore this aspect is embedded throughout the programme. Modules will utilise a blended learning approach via the Virtual Learning Environment in which specified e-learning activities will support the compulsory face-to-face interaction and learning environment as well as providing the trainees with opportunities to further enhance and apply their knowledge and practice



In the school-based training module (PRMM04) trainees are required to track their progress using an e-portfolio (Mosaic).

Many trainees elect to form their own informal learning and support community through their workplaces and utilise social media such as Twitter, Group Chat and Google Docs to share research progress. E-survey tools are used to track partnership quality assurance information and collect trainee feedback, using vehicles such as Microsoft. The Marjon digital innovations team and AIM will also feature regularly during the programme to share, model and develop the most innovative e-learning technology as it develops.

## 7. Modes of Assessment

The purpose of assessment is to demonstrate to staff and trainees, and track, 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 is 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 to support academic writing in particular. This enables clear target setting, sharing of objectives, use of feedback, peer review and structured questioning, supported through tutorial activity. The university's generic statements are used which have been developed into marking criteria and frameworks for each module.

### Assessment of 'Qualified Teacher Status' in Schools

The Teachers' Standards (Department for Education, 2011) define the minimum level of practice expected of trainees and teachers from the point of being awarded Qualified Teacher Status. 'Providers of Initial Teacher Training will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS' (Department for Education, 2011).

The Progress Point meetings are designed to be professional discussions between the mentor and trainee focusing on the three MTEP curriculum themes. Trainees need to be encouraged to reflect on key questions and criteria prior to, and during their meeting. Trainees will need to share these thoughts linked to evidence and examples with mentors. Trainees and mentors should consider both the trainees learning and that of the pupils their class/classes. Target setting will be an essential part of this process. The targets set will reflect next steps for individual trainees and show progress to date. These will be recorded in Mosaic.

Method	Description
Essay	A written response to a question based on synthesis and analysis demonstrating appropriate knowledge and understanding of key current debates in the subject. These may be negotiated with an academic tutor.
Learning Journal	A journal, diary or blog/vlog of trainee learning based on critical and analytical reflections on any given situation/s within a workplace setting. In a vlog, postings are in video format.
Qualified Teacher Status	The Teachers' Standards define the minimum level of practice trainees and teachers must achieve to enable them to gain qualified teacher status.
Patchwork	A type of portfolio assessment which is distinct because the

<b>Assessment</b>	patchwork as a whole, which includes a reflective, integrative, summative 'stitching' section, is more than the sum of the individual parts.
<b>Portfolio (School Based Training File)</b>	Portfolio containing evidence linked to current qualifying to teach standards and the tracking of trainee progress and attainment against these standards.
<b>Presentation</b>	A talk illustrated or supported by a variety of audio-visual or digital aids, which demonstrates knowledge and understanding of a selected topic and communication skills. Can be individual or group.

## 8. Exemptions to University Regulations

Default for all modules is non anonymised marking.

## 9. Work-Based Learning/Placement Learning

The PGCE Primary Education with Early Years specialism programme is a work-based learning programme. Professional requirements of the programmes include statutory amounts of school-based experience (ITT compliance criteria). This is therefore a key component of the programme and has been designed to be progressive. The focus of each level of placement is intrinsically linked to the associated taught modules in that stage to support trainees to apply their academic learning to their practice. School based training takes place throughout the year and utilises progressive tasks with a different focus in each placement linked to the three curriculum themes.

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 Initial Teacher Training. Marjon Teacher Education Partnership makes excellent use of the quality and range of placements, and the engagement of schools, colleges and/or other settings is exceptional, 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 effectively in different schools, colleges and/or settings including those in challenging socioeconomic circumstances and those judged as requiring improvement. Trainees can also opt to gain experience in special schools or specialist units linked to mainstream schools and in working with pupils from diverse backgrounds as part of developing their understanding of how to meet the needs of all pupils. With the diverse range of placement schools on offer in Cornwall, Plymouth, Devon, Torquay and surrounding wider area, trainees have good opportunities to prepare for their teaching careers. Trainees are supported by trained mentors and teachers in schools, and by visiting University Tutors. MTEP advocates a democratic approach to mentoring as opposed to a hierarchical one. This guidance and support fulfil the role of the 'expert input' as noted in the Core content framework (DfE, 2019). Observations and weekly review meetings are carried out by mentors and teachers, and at designated points during placement, observations and feedback carried out jointly by school staff and university tutors (in a quality assurance role) ensure parity across the course. Placements are moderated by External Examiners and moderators in line with clearly specified Quality Assurance procedures. These assessments, along with feedback from all parties, are considered termly by the Marjon Teacher Education Partnership Strategic Meeting and the programme team.

Explicit Intensive Training and Practice (ITaP) is designed to give trainees feedback on foundational aspects of the curriculum where close attention to and control of content, critical analysis, application and feedback are required. It provides an opportunity to 'intensify the focus' on 5

specific, pivotal areas. The outcomes of intensive training and practice for trainees should include a strong grasp of the evidence base for the area concerned, which they can articulate, justify and exemplify, and the ability to identify effective classroom delivery and to prepare and apply those aspects of teaching confidently in a range of contexts.

There are also opportunities for trainees to work in schools or with pupils in the University or another setting in a number of ways and linked to a number of different modules. These will include research opportunities, teaching and learning activities, special projects, curriculum enhancements, additional qualifications.

## 10. Programme Structure

### Full Time

Module Code	Module Title	Credits	Assessment	Term	Compulsory/Optional	Condonable/Non-Condonable
<a href="#">PRMM01</a>	The Curriculum: How children learn and how teachers teach	30	100% coursework	G	Compulsory	Non-Condonable
<a href="#">PRMM02</a>	Current Educational Issues for the Teaching Professional	15	100% coursework	Z	Compulsory	Condonable
<a href="#">PRMM03</a>	Inclusion in the primary classroom	15	100% practical	Z	Compulsory	Condonable
<a href="#">PRMM04</a>	Becoming a teacher	0	50% coursework 50% practical	G	Compulsory	Non-Condonable

Key: Semester G = Terms 1, 2 & 3; Z = Terms 2 & 3

### Part Time

A part time route is available that aligns to the DFE's flexible working in education agenda targeting the following elements of flexibility:

1. Where to train
2. How to train
3. When to train
4. Affordability
5. Job security and flexibility
6. childcare

The part time route is delivered via part time attendance at taught sessions (3 days a week across two years) and blended learning with a mixture of synchronous and asynchronous connected and face to face delivery. Trainees will study a 30 credit and placement module in year one, and 2 15 credit and one placement module in year 2, this ensures the spiral curriculum is achieved and the MTEP curriculum is delivered in a logical and supportive order. The pace of learning is slower, and trainees will be treated as a separate cohort whilst still being immersed in their cohort for support and collaborative opportunities where possible. When on placement they have 2-3 days a week plus a 2 week block placement in year 1 and 4 week block placement in year 2 each year.

## Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Term	Compulsory/Optional	Condonable/Non-Condonable
PRMM01	The Curriculum: How children learn and how teachers teach	30	100% coursework	G	Compulsory	Non-Condonable
PRMM04	Becoming a teacher ( <i>part 1</i> )	0	No assessments = Pass / Fail only)	G	Compulsory	Non-Condonable

## Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Term	Compulsory/Optional	Condonable/Non-Condonable
PRMM02	Current Educational Issues for the Teaching Professional	15	100% coursework	Z	Compulsory	Condonable
PRMM03	Inclusion in the primary classroom	15	100% practical	Z	Compulsory	Condonable
PRMM04	Becoming a teacher ( <i>part 2</i> )	0	50% coursework 50% practical	G	Compulsory	Non-Condonable

Key: Semester G = Terms 1, 2 & 3; Z = Terms 2 & 3

## Delivery Pattern

### Full-time (12 months)

Duration	Taught Input	Module
Sept - January	Term 1	PRMM01, PRMM04
January - April	Term 2	PRMM02, PRMM03, PRMM04
May – July	Term 3	PRMM04

### Part-time (24 months)

#### Year 1

Duration	Taught Input	Module
Sept - January	Term 1	PRMM01
Sept - July	Term 1, 2, 3	PRMM04

#### Year 2

Duration	Taught Input	Module
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January - April	Term 2	PRMM02, PRMM03,
Sept - September	Term 1, 2, 3	PRMM04

The PGCE 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. 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 PRMM04 assesses trainees against the Teachers' Standards and this provides trainees with further enhancement and experience.

### Exit award table

Master's 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.

## Structure and Points of Progression

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
PRMM01	The Curriculum: How children learn & and how teachers teach	30	1	MAB – June PAB – July	Exit award available Professional Graduate Certificate
PRMM02	Current Education Issues for the Teaching Professional	15	2	MAB – June PAB – July	Exit award available Professional Graduate Certificate
PRMM03	Inclusion in the primary classroom	15	3	MAB – June PAB – July	Exit award available PG Cert In Education studies
PRMM04	Becoming a teacher	0	4	MAB – June PAB – July	Exit award available QTS only Full award PGCE with QTS

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

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

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

These themes are embedded in all MTEP modules across our provision. These themes are linked to, but not defined by, both the 5 core areas of the CCF and the Teachers’ Standards. The Marjon University’s model for Educational Gain is integrated within the themes as indicated below.

	Core Content Framework	Teachers’ Standards	Marjon Educational Gain
1. The professional role of the developing teacher	Behaviour management Professional behaviours	TS1, TS7, Part 2 TS8, Part 2	a. Global citizenship b. Leadership & influence

2. Development of teaching and learning	Behaviour management Professional behaviours Assessment Pedagogy	TS1, TS7, Part 2 TS8, Part 2 TS6 TS2, TS4, TS5	c. Research & enquiry d. Data literacy
3 Curriculum and specialisms	Pedagogy Curriculum Assessment	TS2, TS4, TS5 TS3 T6	e. Creative & critical thinking f. Subject expertise.

It is important that our curriculum is ‘intentionally coherent’ (intent), delivered in ‘effective ways’ (implementation) and ‘transforms trainees’ practice’ (impact). Ofsted, 2022.

### Level 7

Module Code	Module Title	Thread
PRMM01	The Curriculum: How children learn & and how teachers teach	E, F
PRMM02	Current Education Issues for the Teaching Professional	A, B
PRMM03	Inclusion in the primary classroom	C, F
PRMM04	Becoming a teacher	A, B, C, D, E, F

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

All ITE programmes are professionally accredited by the Department for Education and inspected by Ofsted. Along with the standard requirements for Higher Education provision and guidance from the Universities Council for the Education of Teachers (UCET), the programmes have also been designed to ensure compliance with statutory requirements as detailed in the following documents:

- Initial teacher training (ITT): criteria and supporting advice (DfE, Updated September 2023)
- Initial teacher education (ITE) inspection framework and handbook (Ofsted, 2020)
- The ITT Core Content Framework (CCF) (DFE, 2019)
- The Early Career Framework (ECF) (DfE, 2019)
- Teachers’ Standards (DfE, 2013)

## 12. Professional Advisory Group

The activities of the Partnership are monitored and scrutinised by the Marjon Teacher Education Partnership Strategic Group which is made up of headteachers and Lead Mentors/ mentors/ teachers from a range of partnership schools along with representatives from alliances, trusts, Local Authorities and other groups with whom the University works. These groups meet termly and inform the direction of the Partnership as well as carrying out a QA role. Bulletins are sent to all partnership schools with key information from this group.

### **13. Academic Progression Opportunities**

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions. Marjon also runs an MA Education with various pathways including Early Years, SEND and Leadership which provides a clear progression route for trainees. Trainees can also APL credits from their PGCE onto this programme.

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

The PGCE Primary Education (Early Years) programme explicitly supports the development of qualities, skills and attributes which enhance employment opportunities for trainees.

#### **Employability skills include:**

- Analytical thinking and innovation – trainees are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified (PRMM02).
- Active learning and reflective practice – trainees are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance. (PRMM01, PRMM04).
- Creativity, originality and initiative – trainees are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Trainees develop the ability to assess situations and initiate solutions independently (PRMM01).
- Critical thinking and analysis - trainees have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- Complex problem-solving – trainees are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings (PRMM01, PRMM04).
- Leadership and social influence - trainees are able to motivate others to act towards achieving a common goal (PRMM03 PRMM04).
- Emotional intelligence – trainees are able to recognise and manage their emotions, and the emotions of others, both individually and in groups (PRMM01, PRMM04).
- Reasoning, problem-solving and ideation – trainees are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions PRMM01, PRMM02)
- Systems analysis and evaluation – trainees are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way (PRMM02, PRMM04).

#### **Digital Skills:**

- ICT Proficiency and Productivity – trainees are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- Digital Collaboration, Participation, Communication – trainees are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- Finding Digital Information and Data Management – trainees have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and



external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).

- Digital Learning and Teaching – trainees are able to identify and use digital learning resources, apps and services (e.g. Canvas, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – trainees are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- Digital Security, Well-being and Identity – trainees understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

#### **Gaining employment:**

- Throughout the programme trainees are supported and encouraged to secure a teaching position. This is achieved through lectures, tutorials, seminars and a Teacher Employment Fayre which supports the trainee in successfully applying for a teaching post.
- The Partnership supports the trainees with opportunities for mock interviews and guidance in applying for jobs.
- Currently, placements are offered (subject to availability) in London, other more culturally diverse cities, Multi Academy Trusts, faith schools, selective schools, SEND schools and Forces Schools to enhance trainee employability.
- Opportunities are provided for the trainees to meet representatives from recruitment pools such as London Boroughs and be interviewed for Early Career Teacher (ECT) posts.
- The Marjon Futures team support the programme at all levels and provide professional and personal support and guidance for employment activities.

#### **Early Career Teacher support:**

- This is a vocational and academic route into teaching. The programme is the pathway to qualified teacher status (QTS) and early teacher career development.
- All trainees upon qualifying, therefore, are eligible for and should gain employment as a teacher.
- An emphasis is placed on peer-led support through the use of current ECTs, recently qualified alumni and Marjon Teacher Education Partnership staff
- Support for early career development is available through links with employing schools, establishment of a Career Entry Development Profile and accredited professional development opportunities.

#### **On-going career development:**

- Certified professional development for school-based mentors working with trainee teachers provide ongoing career development opportunities for the partnership staff
- Projects with partnership schools and teaching school alliances generate opportunities for leadership

- Accredited Masters level provision for teachers in schools contributes to the suite of opportunities for career development

## **15. Support for Trainee and for Trainee Learning**

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

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Trainee support and guidance is further promoted by the following:

- Personal Development Tutor 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. Trainee Feedback Mechanisms**

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

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, trainees will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

## **17. Other Stakeholder Feedback**

The Marjon Teacher Education Partnership Operations groups is phase specific covering representation from all routes into teaching in that phase. The groups 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 Training partnership. The Programme Team is responsible for addressing 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 are heavily involved in recruitment and the selection processes. Through the

partnership strategy and through regular on-line surveys with school partners, employer feedback is gathered and discussed. This also takes place on a more informal basis through regular meetings with university tutors, school staff and graduates working in schools. ECT feedback on the programme is also sought through on-line surveys. The University also has a close working relationship with Local Authorities and other organisations supporting ECTs and there are regular opportunities for formal and informal feedback. The programme has been developed in consultation with the Department for Education to ensure allocation of places and that it fits their priority areas for recruitment. The Existing external examiner for BEd Primary (Early Years) has been consulted on the subject specialism content.

The Trainee Voice panel is responsible for feeding trainee voice into review, evaluation and development of provision both within course and at the end of training. Quality assurance for Initial Teacher Training involves trainee feedback 'in year'; these include triangulated data - collection points where trainee, mentor and University Tutor provide mid School Based Training feedback, School Based Training evaluations, interim Early Career Teacher survey and Exit surveys. The programme has been validated using engagement and feedback from Trainees, External Examiners and other stakeholders. Feedback has included the timing of assessment deadlines, assessed content, timing of conferences and guest lectures.

## **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 (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate trainee feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

The Office for Standards in Education inspection cycle demands robust and rigorous scrutiny of data. The University staff engaged as External Moderators/Examiners 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 is utilised to schedule Plymouth Marjon University Teacher Education Partnership leadership team observations of judgements for QTS processes. The annually reviewed Partnership agreements outlines explicit roles and responsibilities for all stakeholders.

