



## Programme Specification Definitive Document

### 1. Basic Information

**1.1 Awarding Institution:**

**1.2 Teaching Institution:**

**1.3 Locus of Delivery:**

**1.4 Final Award Title:**

**1.5 FHEQ Level:**

**1.6 Programme Title:**

Plymouth Marjon University

Plymouth Marjon University

Plymouth Marjon University

**Post Graduate Certificate in Education  
(PGCE)**

7

**Secondary Education**

**PGCE pathways:**

Art and Design (11-16 with enhancement)

Business Studies (14-19 with enhancement)

Computing (11-16 with enhancement)

Dance (11- 16 with enhancement)

Design & Technology (11-16 with  
enhancement)

Drama (11-16 with enhancement)

English (11-16 with enhancement)

Geography (11-16 with enhancement)

Health and Social Care (14-19 with  
enhancement)

History (11-16 with enhancement)

Media Studies (11-16 with enhancement)

Modern Languages (11-16 with  
enhancement)

Music (11-16 with enhancement)

Physical Education (11-16 with  
enhancement)

Psychology (14-19 with enhancement)

Religious Education (11-16 with  
enhancement)

Science with Chemistry (11-16 with  
enhancement)

Science with Physics (11-16 with  
enhancement)

**PGCE School Direct pathways:**

Art and Design (11-16 with enhancement)

Biology (11-16 with enhancement)

Business studies (14-19 with enhancement)

Chemistry (11-16 with enhancement)

	Computing (11-16 with enhancement)
	Design & Technology (11-16 with enhancement)
	Design & Technology - Food (11-16 with enhancement)
	Drama (11-16 with enhancement)
	English (11-16 with enhancement)
	Geography (11-16 with enhancement)
	History (11-16 with enhancement)
	Mathematics (11-16 with enhancement)
	Modern Languages (11-16 with enhancement)
	Music (11-16 with enhancement)
	Physical Education (11-16 with enhancement)
	Physics (11-16 with enhancement)
	Psychology (14-19 with enhancement)
	Religious Education (11-16 with enhancement)
<b>1.7 Mode and Duration of Study:</b>	Full Time – 1 year Part Time – by negotiation only
<b>1.8 School:</b>	School of Education
<b>1.9 HECoS Code:</b>	100512
<b>1.10 Collaborative Provision Arrangement:</b>	N/A
<b>1.11 Admission Criteria:</b>	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent.
<b>1.12 Accrediting Professional Body/PSRB</b>	Department for Education
<b>1.13 QAA Subject Benchmarking Group(s):</b>	QAA Master's Degree Characteristics (2015)
<b>1.14 Other External Points of Reference:</b>	<a href="#"><u>Framework for Higher Education Qualifications (FHEQ);</u></a> <a href="#"><u>UK Professional Standards Framework Teachers standards;</u></a> <a href="#"><u>ITT Compliance standards</u></a> <a href="#"><u>ITT Framework; BM content for ITT;</u></a> <a href="#"><u>National standards for school based mentors</u></a> <a href="#"><u>OFSTED ITT inspection handbook</u></a> <a href="#"><u>DFE Standards for Teachers professional development</u></a> <a href="#"><u>QAA benchmark – education studies (2015)</u></a>
<b>1.15 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.16 Work-Based Learning Arrangements:</b>	School based training in line with ITT compliance criteria across the SW and beyond through modules SCNM01, these

	exceed the minimum 120 days required as part of ITT compliance
<b>1.17 Arrangements for Distance Learning:</b>	The University Tutor will provide individual tuition by distance learning, using a range of electronic learning support tools to support students.
<b>1.18 Original Date of Production:</b>	November 2017
<b>1.19 Date of Commencement:</b>	September 2018
<b>1.20 Review Date:</b>	By August 2024

## 2. Programme Outline

The PGCE is a one-year full time taught programme structured around working in partnership with schools under two models of delivery a 'Higher Education Institute led' model and a 'schools led'. This is a strong and highly valued partnership within South West England and beyond. In order to improve the quality of teachers, the Department for Education is committed to giving schools a greater role in the training of teachers, an ideology founded on the belief that "excellent teaching transforms the lives of all students" (Gove 2010). However, OFSTED (2010) revealed that more HEI based ITE provision was graded outstanding than school based ITE. It is, therefore, a case of achieving the appropriate balance of school led and university led learning and teaching within the programme. The two routes taking this programme (University led and school direct) have the same academic journey through their programme, but a different balance of activities when developing subject knowledge and subject pedagogy. The programme maintains the academic underpinning of educational theory and research but enhances the opportunities for contextualising and reflecting on the theory in practice: It is this fusion of theory and practice that has enabled wider dialogue and sharing of professional practice across the partnership. Not only are the schools the best places for trainees to develop their teaching skills, they are also centres for action research and reflective practice, modelling evidence informed practice. The programme also aims to give students the opportunity for deep reflection, to form a rationale and to develop professional values and skills to be better equipped to meet the demands of their first post.

The PGCE is a prescribed programme and students are required to take all specified modules. There is a framework in which the specialist subjects are located with a portfolio of Secondary curriculum and examination subjects. This ensures that each subject area has an identity within the PGCE. It also ensures that the overall aims and learning outcomes are common across all specialist subject areas to develop consistent practice with high quality outcomes across all specialisms within the programme.

Students learn in school placements and the Plymouth Marjon University. The programme has 5 distinct learning phases or steps that enable the students to develop a theoretical and practical understanding of secondary education:

1. Awareness raising: fusion of theory and practice
2. Teaching Placement & reflective practice during Placement
3. Review and development of theory in the light of experience
4. Teaching Placement & reflective practice during Placement

## 5. Evaluation and Professional Development: preparing for Induction

### 3. Distinctive Features

The five 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 and new learning has a relationship with old learning and is put in context. The theoretical underpinning is contextualized through school-based observation, teaching experience, professional dialogue and reflective practice. In response to changing government policy and approaches to ITE the PGCE programme is built on strong, well established partnerships with schools which continue to strengthen the programme and remain open and flexible to on-going changes. Integral to the programme are the three key student outcomes of completion, attainment and employment. The spiral curriculum enables the partnership to contextualise the theory with current practice relating to innovation in modelling best practice for teaching and learning in using digital learning strategies and pedagogies for academic practices, techno social practice, techno literacy, information literacy and media literacy (**Digital Scholarship**).

The subject pathway framework sits within the Secondary PGCE Programme which distinguishes the specific subject specialisms that are offered within the PGCE portfolio. Subject pathways change on an annual basis depending upon central Government allocation processes. The subject specialisms all follow the same requirements and assessment pattern as highlighted within the PGCE Programme Specification. The distinctiveness of these specialisms is maintained through their identity as a trainee teacher of e.g. a humanities area and are taught as discreet groups for subject specific pedagogy and knowledge development with a specialist subject University Tutor supported by specialist partnership tutors and mentors. Each specialist subject produces a handbook with clear aims and objectives for each session, recommended specialist subject reading base and a subject specific focus for each of the assignments. The PGCE spiral curriculum based around a synergy between practice, policy and research, a weekly topic is explored through wider professional lens, independent research and specific subject studies where the subject pathways focus on theoretical and professional practice relating to that subject. Each pathway provides the opportunity for academic insight into curriculum subject knowledge, subject specific pedagogy, subject specific misconceptions and related issues, subject specific child development as well as subject specific application, practice and implementation of current theory and policy. In addition, their engagement as **global citizens** develops comparisons between International approaches to teacher education through research and developing new relationships, explores global and dimensions within their current schools' curriculum that can be used as case studies to support innovation in teacher education.

The nature of the Marjon Teacher Education Partnership (MARJON TEP) makes a significant contribution to the **Employer Partnership**. In addition a distinctive feature of the provision includes the single subject specialisms. Students can opt into a number of enhancements to complement their specialist subject: Post 16 in their specialist subject or another curriculum area; Disability & Special Educational Needs; Personal, Social, Health and Economic Education; transition between primary and secondary or to broaden their specialism e.g. Modern Foreign Languages second or third language acquisition. This contributes significantly to the employability of trainees and the relationship with employers.



## 4. Programme Aims

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

The programme's general aims are to: -

- Develop students' critical and analytical thought, intellectual reasoning and practical skills in a range of diverse settings;
- Develop students' in-depth knowledge and understanding of education informed by current scholarship and research, including a critical awareness of current issues and developments in education
- Help students from varied cultural and social backgrounds to fulfil their potential both intellectually and practically;
- Provide a stimulating and effective learning environment in which students feel secure, motivated to learn and can demonstrate secure professional and academic knowledge, skills and understanding;
- Prepare students for the next stage in their careers, whether that is further academic or professional study, or entering employment by equipping them with a diverse range of skills at Masters level through engaging in innovative and creative teaching and learning.

## 5. Programme Learning Outcomes

### Knowledge & understanding:

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

1. A systematic knowledge and understanding of secondary school education, and a critical awareness of current problems and/or new insights informed by current practice, research and scholarship at the forefront of their academic discipline and professional practice;
2. A systematic understanding, deep knowledge and critical awareness of a range of innovative approaches to teaching across the age and ability range they are training to teach;
3. An up-to-date conceptual understanding that allows critical and analytical evaluation of educational legislation, policy initiatives, research affecting schools and the teaching profession;
4. Critical understanding of the significance of issues of equality, diversity, inclusion and social justice;
5. 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:

6. The ability to critically engage with a range of relevant theoretical, 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;
7. 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;
8. The ability to critically reflect on all aspects of their practice in order to inform their own professional learning and development;
9. Understanding of progression in the subject 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;
10. A sustained advancement in their knowledge of the relevance of the subject for which they are being trained and the ability to interrogate an extensive range of relevant theoretical, professional and/or research-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:

11. The ability to operate in a complex and unpredictable and/or specialised context with an in depth 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;
12. 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;
13. 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;
14. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level;

**Transferable / key skills:**

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

15. 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;
16. The ability to exercise initiative, personal responsibility and decision making in complex and unpredictable situations;
17. The willingness to commit to on-going professional development and reflective practice;

18. The ability to locate, evaluate and use effectively the full range of learning resources, applying a critical and confident approach.
19. 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 (level 7).

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

A range of learning and teaching approaches is utilized on this programme to enable flexible, student-centered learning. Considerable emphasis is placed on critical enquiry and dialogue in relation to learning and development through practice and for advanced scholarship. The programme seeks a balance between teaching and learning methods that include, working in small seminar groups, lecture inputs, workshops, independent study, and individual supervision there is an emphasis on blended learning via the University Virtual Learning Environment.

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 students are encouraged to identify and engage in independent reading to supplement and consolidate teaching and learning and to broaden individual knowledge and understanding of their subject area/s. University personal development tutors play a significant role in supporting this dimension of the learning experience.

The distinctiveness of the University and school direct routes is apparent in teaching and learning, subject pedagogy is delivered as through all of the methods outlined below for University led route whereas for the school direct route they do not engage in lectures, practical workshops or seminars to develop subject pedagogy rather they have a greater emphasis on coaching and mentoring, e-learning and peer observation whilst in the hosting school. Teaching and learning linked to other aspects of learning remain the same.

The specification covers both the University led and School direct PGCE and delivery methods will be designed to meet different Teaching School Partnership agreements.

### **6.1 Learning Enhancement**

#### **Glossary of Learning and Teaching Modes**



<b>Method</b>	<b>Description</b>
<b>Coaching and mentoring:</b>	Structured, sustained process for supporting professional learners through significant career transitions and development of a specific aspect of a professional learner's practice.
<b>Debates:</b>	formal discussion on a particular matter in which opposing arguments are put forward
<b>Directed Study &amp; Reading:</b>	Time set aside by the teacher for learners to study a particular subject.
<b>E- learning:</b>	Utilisation of electronic media, normally via the University's virtual learning environment to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions, for notices and updates.

<b>Fieldwork:</b>	Students work in a practical setting often offsite to develop knowledge skills and understanding
<b>Group-work:</b>	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the module or wider student community. It can include exercises, activities, debates, and discussion
<b>Lectures:</b>	Subject introduced and delivered in a specific time which transmits information.
<b>Master Class:</b>	Learning delivered by a highly regarded practitioner sometimes in the form of a lecture demonstration and sometimes using students as subjects e.g. mental health professional talking to trainees about mental health approaches with children and young people.
<b>Peer observation:</b>	Students observe peers'/colleagues' presentations in order to provide critical, constructive feedback
<b>Peer Presentations:</b>	Students are given the opportunity to present knowledge and findings in verbal and visual format as an equivalent to a written assessment.
<b>Practical workshops:</b>	Students take part in practical studies within an outdoor and/or indoor environment in order to develop skills and knowledge
<b>Practice-based, informal learning communities:</b>	Learning 'conversations' initiated by and to other students either through their professional community/ies or informal social media such as Twitter and Facebook.
<b>Professional development planning:</b>	Students take part in activities that contribute towards the creation of either an individual learning plan or study or research plan, depending on their stage in the PGCE.
<b>School Based training</b>	Training activities such as observation, scaffolding, modelling, workshops, teaching, meetings, evaluations peer support, outlined in the Partnership Agreement and handbooks
<b>Seminar:</b>	A session or class in which a topic is discussed by a tutor and a small group of students.
<b>Supported independent study:</b>	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).
<b>Tutorials:</b>	Individual one to one or group tutorials with a nominated University Tutor.
<b>Workshops:</b>	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 students with opportunities to further enhance and apply their knowledge and practice.

Many students elect to form their own informal learning and support community through their workplaces and utilise social media such as Twitter to share research progress. E survey tools are used for partnership quality assurance and collection for trainees' voice such as survey monkey and google forms. As University Tutors continue to develop their own digital scholarship competence through training, students 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 students the achievement of individuals in specific areas of work. Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. Moderation by an External Examiner enables a wider reference point of the standards attained. There are a wide range of assessment opportunities throughout the programme designed to develop the students' abilities to be critically reflective and to engage in critical discourse. Formative assessment is used throughout the programme, with clear target setting, sharing of objects, use of feedback, peer review and structured questioning. Academic work will be produced, submitted and marked in accordance with the university's assessment requirements as specified in the Student Handbook.

### **Assessment in Schools**

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

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

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

## Glossary of Assessment Modes

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.
Portfolio or e-portfolio	Students are required to submit a portfolio of work, normally containing a mixture of work, such as reflections and evidence.
Presentations - digital, oral or poster	Students are given the opportunity to present knowledge and findings in verbal and visual format as an equivalent to a written assessment.
Reflective Learning Journal	A journal, diary or blog/ Vlog of students' learning based on critical and analytic reflections on any given situation/s in the work setting/s.

Professional assessment is carried out line with the ITT compliance criteria and current OFSTED inspection framework for ITT. All trainees will follow the Plymouth Marjon University's assessment structure for assessing trainee progress. This is an electronic document that allows mentor and trainees to track their progress and training and to set realistic and achievable targets throughout their training year. This is used at key review points during mentor meetings and allows trainees to focus on their progress linked clearly to the Teachers' Standards. It is a formative document that allows both the trainee and mentor to track training and progress towards the award of 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 PGCE programme is a work-based learning programme. The focus of each level of placement is intrinsically linked to the associated taught modules in that stage to support students to apply their academic learning to their practice.

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. **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 trainees to be met. The diverse range of schools within the partnership enables opportunities for trainees to gain practical experience of working successfully in different schools, colleges and/or settings including those in challenging socioeconomic circumstances and those judged as requires improvement. The University of St Mark & St John Teacher Education Partnership is a values-based

collaborative partnership; values underpin the strategic direction and decisions of the Partnership. The Partnership has focused its developments in: co-operative Schools and Trusts; Church Schools; National Teaching School Alliances that have similar values; Individual schools with a clear values-based focus and Multi academy trusts.

School Based training results from a collaborative planning and review process between partnership schools and the University to develop the programme content and mode of delivery. Students 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 students 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 students 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 students understand current safeguarding practice.

## 10. Programme Structure

### Full Time

#### Level 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">SCNM01</a>	Professional Practice in Schools	0	100% Coursework	Term X	Compulsory	Non-Condonable
<a href="#">SCNM02</a>	Learning Behaviours in Context	15	100% Coursework	Term Y	Compulsory	Condonable
<a href="#">SCNM03</a>	Becoming a Teacher: A Reflective Journey	15	100% Coursework	Term X	Compulsory	Condonable
<a href="#">SCNM04</a>	Inclusion in the Secondary Classroom: Maximising Achievement	15	100% Coursework	Term 2	Compulsory	Condonable
<a href="#">SCNM05</a>	Understanding the Learner: Assessment and Progress	15	100% Practical	Term Z	Compulsory	Condonable

Key: Term X = 1 & 2

### Part Time

#### Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">SCNM01</a>	Professional Practice in schools	0	100% Coursework	Term X	Compulsory	Non-Condonable
<a href="#">SCNM03</a>	Becoming a Teacher: A reflective journey	15	100% Coursework	Term X	Compulsory	Condonable
<a href="#">SCNM04</a>	Inclusion in the Secondary Classroom:	15	100% Coursework	Term 2	Compulsory	Condonable

	Maximising achievement					
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Key: Term X = 1 & 2

### Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">SCNM01</a>	Professional Practice in schools	0	100% Coursework	Term X	Compulsory	Non-Condonable
<a href="#">SCNM02</a>	Learning Behaviours in Context	15	100% Coursework	Term Y	Compulsory	Condonable
<a href="#">SCNM05</a>	Understanding the Learner: Assessment and progress	15	100% Practical	Term Z	Compulsory	Condonable

Key: Term X = 1 & 2

- A definitive module descriptor is required for each module

## Delivery Pattern

### Structure and Points of Progression

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
SCNM01	Professional Practice in schools	0	X	MAB – July PAB – July	Exit award available
SCNM02	Learning Behaviours in Context	15	Y	MAB – Feb PAB – March	Exit award available
SCNM03	Becoming a Teacher: A reflective journey	15	X	MAB – June PAB – July	Exit award available
SCNM04	Inclusion in the Secondary Classroom: Maximising achievement	15	2	MAB – June PAB – July	Exit award available
SCNM05	Understanding the Learner: Assessment and progress	15	Z	MAB – September PAB - September	Exit award available

The PGCE is a one-year full time programme, involving school led learning and University based learning. It is a prescribed programme and students are required to take all the specified modules. A module of 15 credits is condonable. The expectation is that all trainees will submit work at level 7 to achieve the full award.

The programme is devised so that students gain the Post Graduate Certificate in Education with 60 Masters Level credits (Level 7) as well as QTS. The programme consists of four modules of equal credit weighting and a non-credit bearing professional module. Students are required to pass all modules at Masters Level to gain the PGCE with 60 credits. They must meet all the DfE Teachers' Standards necessary to gain the award of QTS. These two awards can be disaggregated. The non-credit bearing module SCNM01 assesses trainees against the standards set out for qualified teacher status and acts as an additional enhancement opportunity to enhance employability.

Students who fail to meet the criteria required at Masters Level in their academic modules but meet the criteria required at Honours Level can transfer to the Professional Graduate Certificate in Education programme.

#### Exit award table

M Level / Level 7 Credits	H 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. Students failing all modules but passing the QTS standards receive the award of QTS.

Students gaining no credits but meeting the Teachers' Standards gain QTS only. Students 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 students will be enrolled on just the non-credit bearing module from the outset.

## 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 trainees, they use rigorous, accurate and systematic analysis of internal and externally validated data, thorough self-evaluation to generate and evaluate improvement planning. They meet three times a year.

## 13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions, in addition to MA education or PG cert or diploma qualifications e.g. coaching and mentoring or other accredited awards linked to the continued professional development of teachers.

## 14. Employability and Career Progression Opportunities

### Gaining employment

- Currently, placements are offered (subject to availability) in London, other more culturally diverse cities, MATS, faith schools, selective schools, SEN schools and Forces Schools to enhance students' employability.

- There are opportunities for the students to meet representatives from recruitment pools such as London Boroughs and be interviewed for Newly qualified teacher posts.
- The Partnership supports the students with opportunities for mock interviews and guidance in applying for jobs
- Throughout the programme students 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 students on 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 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 provide ongoing career development opportunities for the Partnership
- Projects with Partnership schools and Teaching School Alliances generate opportunities for leadership development
- Accredited Masters level provision for teacher in schools adds to the suite of opportunities for career development
- Other career pathways include continued study for M level or Research degrees, careers in non-maintained education sector or teaching abroad, careers in education support and ancillary services.

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

Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, disabled students and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary.

The University recognises the value of the whole student experience within Higher Education and students have full access to University facilities for academic and pastoral support and Page 12 of 13 Programme specification, guidance. The Student Support team offers a confidential and comprehensive service to guide and support students 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.

Trainees in placement schools, both University led and school direct, have access to a dedicated mentor, professional tutor and University tutor as well as all other student support mechanism.

## **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 provides 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.

Feedback from students and external moderators/ examiners as well as other stakeholders has 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 trainees** continue to be involved in the Partnership through engagement and liaison with employers this ensures an effective continuum from initial teacher training to induction and continuing professional development.

## 18. Quality and Enhancement Mechanisms

The quality of the 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 in External Moderators at other teacher training partnerships will moderate *grading* and *training* decisions and activities against those in the University of St Mark & St John Teacher Education Partnership. The triangulated quality assurance processes between school, the University and trainees will be utilised to schedule University of St Mark & St John Teacher Education Partnership leadership team observations of grading for QTS processes.