



Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:

Plymouth Marjon University

1.2 Teaching Institution:

Plymouth Marjon University

1.3 Locus of Delivery:

Plymouth Marjon University

1.4 Final Award Title:

Post Graduate Certificate of Education (QTS)
7

1.5 FHEQ Level:

1.6 Programme Title:

Secondary Education (subject)

Pathways:

Art and Design (11-16 with enhancement)

Business Studies (14-19 with enhancement)*

Computing (11-16 with enhancement)*

Citizenship (11-16 with enhancement)*

Design & Technology (11-16 with
enhancement)*

Design & Technology – Food (11-16 with
enhancement)*

Drama (11-19 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)

Mathematics (11-16 with enhancement)

Media Studies (14-19 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 – General (11-16 with enhancement)

Science - Biology (11-16 with enhancement)

Science – Chemistry (11-16 with
enhancement)

Science - Physics (11-16 with enhancement)

Social Science (14-19 with enhancement)*

Subject specialisms are dependent on
availability and may not be available every
year.

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| | *school-based routes only All others available both school- and campus-based. |
| 1.7 Mode and Duration of Study: | Full Time 1 year Part Time 2 years |
| 1.8 School of Education: | School of Education |
| 1.9 HECoS Code: | 100512 |
| 1.10 Collaborative Provision Arrangement: | N/A |
| 1.11 Admission Criteria: | Normal University entrance criteria apply (please refer to the website for further details). International trainee teachers will be expected to meet the English language requirements of IELTS 6.0 or equivalent. |
| 1.12 Accrediting Professional Body/PSRB | Department for Education |
| 1.13 QAA Subject Benchmarking Group(s): | Education 2019 |
| 1.14 Other External Points of Reference: | Framework for Higher Education Qualifications (FHEQ) Initial teacher training (ITT): criteria and supporting advice (DfE, new 2024) The ITT Core Content Framework (CCF) (DfE, 2019) The Early Career Framework (ECF) (DfE, 2019) Initial teacher education (ITE) inspection framework and handbook (Ofsted, 2022) National curriculum in England: framework for key stages 1 to 4 (DfE, updated 2014) |
| 1.15 Language of Study (for learning, teaching and assessment): | English |
| 1.16 Work-Based Learning Arrangements: | SCNM54 Becoming a Teacher (Work-Based learning, as set out in the Initial Teacher Training compliance criteria requirements for the awarding of Qualified Teacher Status) |
| 1.17 Arrangements for Distance Learning: | 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. |
| 1.18 Original Date of Production: | February 2024 |
| 1.19 Date of Commencement: | September 2024 |
| 1.20 Review Date: | By August 2030 |

2. Programme Outline

The PGCE Secondary Education with specialisms programme's fundamental purpose is to help trainee teachers to develop the skills of a critically reflective practitioner; 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 Secondary Education with specialisms combines subject knowledge per se with pedagogic knowledge, knowledge of 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 three years may include schools based within Cornwall, Plymouth, Devon Torquay, and 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 the 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 Core Content Framework (CCF) (Professional Behaviours, Pedagogy, Curriculum, Assessment, Behaviour Management). The stated curriculum for the programme, and now for all Initial Teacher Education programmes within Marjon Teacher Education Partnership 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 Early Career Teacher (ECT) period. It explicitly delivers the requirements and principles of the CCF 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 and, wherever appropriate, reflect 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 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 Google 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.

3. Distinctive Features

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.

The subject pathway framework sits within the Secondary PGCE Programme which distinguishes the specific subject specialisms that are offered within the PGCE portfolio. 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 subject specialist teaching and assessments in the modular structure with a specialist subject University Tutor and supported by specialist partnership tutors and mentors.

The synergy between practice, policy and research enables the curriculum to be delivered by exploring a weekly focus through wider professional lens, independent research and specific subject studies. Through research and developing new relationships, exploring global dimensions within their current schools' curriculum, trainees also develop as global citizens, making comparisons between international approaches to teacher education and their PGCE Secondary Education. Many secondary PGCE staff are research active in areas such as early career trainee identities, best practice in mentoring; decolonising the curriculum; developing access to HE for disadvantaged students; trainee teachers' modes of reflection as a snapshot. All staff work towards fellowship of the Higher Education Academy (HEA), and many have been Advanced Skills or Advisory teachers in previous roles. Therefore, staff are well-placed to develop trainees' research-

informed criticality, address issues of social justice, and apply their extensive knowledge of the local context to inform aspects of the curriculum.

In addition to the single subject specialisms, a distinctive feature of the provision includes the opportunity to opt into a number of enhancements to complement their specialist subject: Post 16 in their specialist subject or another curriculum area; English as an Additional language (EAL); Special Educational Needs & Disability (SEND); Personal, Social, Health and Economic Education (PSHE); 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.

In line with Plymouth Marjon's educational gain model, the PGCE secondary programme foregrounds mental health and well-being in two distinct ways: 1) primary focus on trainee teachers' mental health and well-being by establishing sustainable work patterns, resilience and self-care; 2) establishing confidence in trainee teachers' ability to respond to the mental health and well-being needs of the pupils they teach.

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

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 trainee teachers to develop an in-depth knowledge and understanding of their profession and their specialist subject. Graduates from this programme will be: critical thinkers, reflective, reflexive, flexible, caring, confident, knowledgeable professional practitioners.

The programme's general aims are to:

- Develop trainee teachers' critical and analytical thought, intellectual reasoning and practical skills in a range of diverse settings.
- Develop trainee teachers' in-depth knowledge and understanding of education informed by current scholarship and research, including a critical awareness of current issues, developments and debates in education.
- Support trainee teachers from varied cultural and social backgrounds and with varying needs to fulfil their potential both intellectually, professionally and practically.
- Provide a stimulating and effective learning environment in which trainee teachers feel a sense of belonging, motivated to learn, and can demonstrate secure professional and academic knowledge, skills and understanding.

- Prepare trainee teachers for the next stage in their careers, whether that is further academic or professional study, or entering employment by equipping them with a diverse range of skills at Master's level through engaging in innovative and creative teaching and learning, informed by relevant theory and research.

5. Programme Learning Outcomes

Knowledge and Understanding:

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

1. A systematic knowledge and understanding of secondary school education, informed by a critical awareness of current issues and new insights, current practice, research and scholarship.
2. A systematic understanding, deep knowledge and critical awareness of a range of innovative approaches to teaching their subject 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 and research affecting schools and the teaching profession.
4. A critical understanding of the significance and implications for practice of issues of equality, diversity, inclusion and social justice.

Intellectual Skills:

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

5. The ability to critically engage with a range of relevant theoretical, professional and research sources, in order to make appropriate decisions relating to their own professional practice and ability to argue from their own perspective.
6. Innovation and problem solving and apply these skills confidently within an appropriate ethical framework relating to their professional practice.
7. The ability to critically reflect on all aspects of their evolving practice, setting targets that inform their own professional learning and development.
8. An 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.
9. A sustained advancement in their knowledge of their specialist subject and the ability to interrogate an extensive range of relevant theoretical, evidence- and research-based literature to critically engage with policy, curriculum design and pedagogy.

Practical Skills:

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

10. The ability to operate in a complex, unpredictable and specialised context with an in-depth understanding of the issues governing good practice and communicate their opinions clearly and sensitively to a range of stakeholders.
11. The ability to exercise initiative and personal responsibility in professional practice and employ the appropriate protocols for addressing ethical dilemmas including safeguarding in personal and professional practice.

12. The ability to confidently design and develop strategies for a range of situations, exercising initiative and personal responsibility when making informed judgements.
13. Demonstrate reflective self-direction and originality in solving problems, and act autonomously when planning and implementing at a professional level.

Transferable and Key Skills:

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

14. The ability to deal with complex issues both systematically and creatively and make sound judgements.
15. The ability to demonstrate initiative, personal responsibility, leadership, collegiality and decision making in complex, unpredictable and specialised contexts.
16. The commitment to reflective practice and on-going professional development.
17. The ability to locate, evaluate and use effectively a range of learning resources, confidently applying a critical approach.
18. The ability to systematically organise and communicate possibly complex information evidencing appropriate proficiency in English language, for a range of audiences and contexts.

Professional Skills (PSRB only)

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

19. Detailed knowledge and skills across the taught ITE curriculum, and routine and skilful application to their professional practice.
20. Application of learning from the range of different placement experiences and settings.
21. Articulation, justification and practical exemplification of the evidence base for the ITaP areas, through effective classroom delivery in a range of contexts.
22. 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. Teaching and learning take 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 an emphasis on blended 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.

| Method | Description |
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| Blended Learning | A combination of face to face and connected learning strategies both synchronous and asynchronous |
| Case Studies | 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 |
| Coaching and Mentoring | Structured, sustained process for supporting professional learners through significant career transitions and development of a specific aspect of a professional learner's practice. |
| Conference Workshops | An individual event which focuses on a particular aspect, usually involving guest speakers/ presenters |
| Critical Reflection | Trainees engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness |
| Debates | A formal discussion on a particular matter in which opposing arguments are put forward and which usually ends with a vote |
| Directed Study and Reading | Time set aside for trainees to study a particular subject/ complete a specific task |
| E learning | Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn |
| Fieldwork | Visits or offsite sessions for the purposes of teaching, learning and research. This would encompass data collection sessions together with visits to relevant organisations |
| Group Discussions | A group (normally between 8-10 people) work together to discuss opinions and gauge their responses to specific stimuli |
| Guest Lectures | Using specialists from other organisations to present to trainees |
| Independent Study | Activities where an individual learner conducts research, or carries out a learning activity, on their own |
| Intensive Training and Practice (ITaP) | ITaPs engages trainees in approximations of teaching practice that simulate certain aspects of professional practice before enacting that practice in a fully authentic classroom context |
| Lectures | Subject introduced and delivered by the tutor in a specific time usually to a larger group |
| Observation of Practice | 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. |
| Peer Teaching and Observation (Micro Teaching) | Trainees observe peers'/colleagues' presentations in order to provide critical, constructive feedback |
| Practical Sessions | Laboratory based or classroom practical workshops |
| Practice-Based, Informal Learning Communities | Learning 'conversations' initiated by and to other trainees either through their professional community/ies or informal social media such as Twitter and Facebook. |
| Practical Workshops | Working with expert colleagues who model and particular approaches to teaching and learning |

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| Professional Development Planning | Trainees take part in activities that contribute towards the creation of either an individual learning plan or study or research plan, depending on their stage . |
| School Based Research | Discussing and analysing with expert colleagues approaches to teaching and learning |
| School Based Training (SBT) | Training activities such as observation, scaffolding, modelling, workshops, teaching, meetings, evaluations peer support, outlined in the Partnership Agreement and handbooks |
| School Based Training (SBT) Tasks | Learning events which take place within a working environment, e.g. school setting, enabling learners to develop 'real life' skills and practices. |
| Self and Peer Assessment | Activities where trainees assess their own work or practice, or that of others. |
| Seminar | A session or class in which a topic is discussed by a tutor and a small group of trainees. |
| Supported Independent Study | Activities where an individual learner conducts research or carries out a learning activity with given set parameters and guidance. |
| Tutorial | One-to-one or small group tutoring (learner/ tutor) usually for purposes based on the learners' work |
| Working with Pupils | Learning activities where pupils from school come into the University to work with trainees or school scenarios are set |

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.

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 e-learning activities support the face-to-face interaction and learning environment as well as providing the trainees with opportunities to further enhance and apply their knowledge and practice. In the school-based training module (SCNM51) 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 Survey Monkey and Google Forms. 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.

Trainees enrolled via remotes partnerships will EITHER join modules online in separate connected lectures, OR aspects of training will be delivered *in situ* by partnership staff using Marjon's teaching resources, each partnership will have a bespoke partnership agreement specifying the exact arrangements for curriculum delivery to ensure parity.

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.

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. The final progress point 4 will involve a professional conversation between trainee, subject mentor and Quality assurance tutor.

| Method | Description |
|----------------------------|---|
| Critical Review | Trainee learning based on critical and analytical reflections on any given situation/s within a workplace setting in either written or video format. |
| 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. |
| Poster Presentation | A talk illustrated or supported by a variety of audio-visual or digital aids, which demonstrates knowledge and understanding |

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| | of a selected topic and communication skills. Can be individual or group. |
| Professional Conversation | A professional discussion at progress point 4 towards the end of school-based training confirming judgements against QTS with evidence from teaching, learning and assessment. |
| Professional Development Plan | Trainees take part in activities that contribute towards the creation of either an individual learning plan or study or research plan, depending on their stage. |
| 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. |
| E Portfolio (School Based Training File) | Portfolio containing evidence linked to current qualifying to teach standards and the tracking of trainee progress and attainment against these standards. |

8. Exemptions to University Regulations

Default for all modules is non anonymised marking.

9. Work-Based Learning/Placement Learning

The PGCE Secondary Education with specialisms 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, starting with serial day visits in year one and culminating in an extended block placement in the final year. 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 in each year of the programme 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. In years two and three, trainees have the opportunity to apply for placements in partnership schools in London or (when appropriate). 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 fulfils 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.

For trainees not eligible for a DfE bursary, some financial support towards either travel or accommodation is available, and this is explained at interviews and Open Days. For PE and Science trainees, there may be a need to purchase some equipment (ie Marjon branded kit or protective clothing) and this is again explained at the recruitment stage.

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 | Semester/ Term | Compulsory/ Optional | Condonable/ Non-Condonable |
|------------------------|---|---------|-----------------|----------------|----------------------|----------------------------|
| SCNM51 | How pupils learn and how teachers teach | 15 | 100% coursework | Y | Compulsory | Condonable |
| SCNM52 | The Inclusive Secondary Classroom | 15 | 100% practical | Z | Compulsory | Condonable |
| SCNM53 | Curriculum and specialisms | 30 | 100% coursework | G | Compulsory | Non-Condonable |
| SCNM54 | Becoming a Teacher: School based training | 0 | 100% coursework | G | Compulsory | Condonable |

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

Part Time

There are two part time delivery options available a) Fully part time b) part time placements only. The part time options align 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

- A) The fully part time route is delivered via blended learning with a mixture of synchronous and asynchronous connected and face to face delivery and self-paced e learning. 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 spiral curriculum is achieved and the MTEP curriculum. The part time route will have 2 or 3 days a week in year one and 3 days a week in year 2 with ITAP conference days as additional days according to the phase of training. The pace of learning is slower, and trainees will be treated as a separate cohort. When on placement they have 2 days a week in year 1 and 3 days a week in year 2.
- B) Part time trainees join full time trainees for all taught content in year 1 but submit academic assignments over the two years and complete ITAPS over two years. The school-based training is reduce to 2-3 days per week, So in year 2 other than ITAP conferences 3, and 4 there is no taught component rather trainees have tutorials to support academic assignments. So trainees will do a placement C in year 2 running from September to March 3 days a week

Route A

Year 1

| Module Code | Module Title | Credits | Assessment | Term | Compulsory/ Optional | Condonable/ Non-Condonable |
|-------------|--|---------|-----------------|------|----------------------|----------------------------|
| SCNM53 | Curriculum and Specialisms (part 1) | 30 | 100% Coursework | G | Compulsory | Non-Condonable |
| SCNM54 | Becoming a Teacher: School based training (part 1) | 0 | 100% coursework | G | Compulsory | Condonable |

Year 2

| Module Code | Module Title | Credits | Assessment | Term | Compulsory/ Optional | Condonable/ Non-Condonable |
|-------------|---|---------|-----------------|------|----------------------|----------------------------|
| SCNM51 | How pupils learn and how teachers teach | 15 | 100% coursework | Y | Compulsory | Condonable |

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|--------|-----------------------------------|----|----------------|---|------------|------------|
| SCNM52 | The Inclusive Secondary Classroom | 15 | 100% practical | Z | Compulsory | Condonable |
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Route B

Year 1 (taught content for all modules)

| Module Code | Module Title | Credits | Assessment | Term | Compulsory/Optional | Condonable/Non-Condonable |
|-------------|--|---------|-----------------|------|---------------------|---------------------------|
| SCNM51 | How pupils learn and how teachers teach | 15 | 100% coursework | Y | Compulsory | Condonable |
| SCNM52 | The Inclusive Secondary Classroom | 15 | 100% practical | Z | Compulsory | Condonable |
| SCNM53 | Curriculum and Specialisms (part 1) | 30 | 100% Coursework | G | Compulsory | Non-Condonable |
| SCNM54 | Becoming a Teacher: School based training (part 1) | 0 | 100% coursework | G | Compulsory | Condonable |

Level 7-Year 2 (Assessment only)

| Module Code | Module Title | Credits | Assessment | Term | Compulsory/Optional | Condonable/Non-Condonable |
|-------------|---|---------|-----------------|------|---------------------|---------------------------|
| SCNM51 | How pupils learn and how teachers teach | 15 | 100% coursework | 1 | Compulsory | Condonable |
| SCNM52 | The Inclusive Secondary Classroom | 15 | 100% practical | 2 | Compulsory | Condonable |

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

Delivery Pattern

Full-time (12 months)

| Duration | Taught Input | Module |
|----------------------|--------------|------------------------|
| September - December | | SCNM51, SCNM53, SCNM54 |
| January - April | | SCNM52, SCNM53, SCNM54 |
| April - July | | SCNM51, SCNM53, SCNM54 |

Part-time Model A (24 months)**Year 1**

| Duration | Taught Input | Module |
|----------------------|---------------------|----------------|
| September - December | | SCNM53, SCNM54 |
| January - April | | SCNM53, SCNM54 |
| April - July | | SCNM53, SCNM54 |

Year 2

| Duration | Taught Input | Module |
|----------------------|---------------------|----------------|
| September - December | | SCNM51 |
| January - April | | SCNM51, SCNM52 |
| April - July | | SCNM52 |

Part-time Model B (24 months)**Year 1**

| Duration | Taught Input | Module |
|----------------------|---------------------|------------------------|
| September - December | | SCNM51, SCNM53, SCNM54 |
| January - April | | SCNM52, SCNM53, SCNM54 |
| April – July | | SCNM51, SCNM53, SCNM54 |

Year 2

| Duration | Taught Input | Module |
|----------------------|----------------------------------|---------------|
| September - December | Tutorials to support assessments | SCNM51 |
| January - April | Tutorials to support assessments | SCNM52 |

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 |
|-------------|---|---------|-------------------|--------------------------|--|
| SCNM51 | How pupils learn and how teachers teach | 15 | 1 | MAB – Feb PAB – Feb | Exit award available Professional Graduate Certificate |
| SCNM52 | The Inclusive Secondary Classroom | 15 | 2 | MAB – June PAB – July | Exit award available Professional Graduate Certificate |
| SCNM53 | Curriculum and specialisms | 30 | 3 | MAB – June PAB – July | Exit award available Professional Graduate Certificate |
| SCNM54 | Becoming a Teacher: School based training | 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 trainee teachers. 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 trainee teachers to see how the learning links together in meaningful way and will be made explicit to trainee teachers 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 |
|-------------|---|------------------|
| SCNM51 | How pupils learn and how teachers teach | a, b |
| SCNM52 | The Inclusive Secondary Classroom | c, d |
| SCNM53 | Curriculum and specialisms | e, f |
| SCNM54 | Becoming a Teacher: School based training | 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 2021)
- 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 and the Curriculum 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 Master's degree MPhil/PhD programme at Plymouth Marjon University, or other institutions.

14. Employability and Career Progression Opportunities

The PGCE Secondary Education with specialisms 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 (SCNM51).
- 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. (SCNM53 , SCNM54)
- 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 (SCNM52, SCNM53).
- 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 (SCNM52, SCNM54).
- Leadership and social influence - trainees are able to motivate others to act towards achieving a common goal (SCNM54).
- Emotional intelligence – trainees are able to recognise and manage their emotions, and the emotions of others, both individually and in groups (SCNM52, SCNM54).
- 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 (SCNM51, SCNM52).
- 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 (SCNM51, SCNM52).

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. LearningSpace, 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).
- 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, X).

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
- 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 Trainee and for Trainee Learning

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

- Academic Advice
- 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, trainee teachers will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

17. Other Stakeholder Feedback

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.

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 the Secondary PGCE has been consulted on the subject specialism content.

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 outline explicit roles and responsibilities for all stakeholders

