

# Primary School Direct PGCE with QTS

2021-2022

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“Educating our next generation of outstanding teachers so that all children are inspired to learn and reach their potential”

[marjon.ac.uk](http://marjon.ac.uk)

## **Introduction to Plymouth Marjon University**

Plymouth Marjon University is a Church of England Voluntary University. Its constituent Colleges, St John's (1840) and St Mark's (1841) were founded to meet an urgent educational need for trained teachers at a time when the government made no direct contribution to higher education.

The original College of St Mark was founded on the belief of Derwent Coleridge, the first Principal that the primary purpose of the College must be to widen the educational horizons of its trainees. James Kay-Shuttleworth established St John's to provide teacher training to meet the social and economic needs of industrialisation based on the concept of education as self-realisation. Both Colleges stressed the importance of interchange between academic study and broader experience and the role of an enlightened teaching profession in furthering social and economic development. Both Colleges were among the first to open access to degree level study outside the universities.

The two Colleges merged in 1923, establishing a single institution in Chelsea, which developed a wider reputation for academic excellence and commitment to teaching.

The College moved to Plymouth in 1973, and its educational activities have continued to evolve in response to local, regional, national and international needs.

In May 2007, the College became a University College with the ability to award its own degrees.

In 2013 the University College became a University with the new title of Plymouth Marjon University.

## **Our Mission**

The University is committed to:

- Provide high quality learning programmes and work towards the achievement of university title
- Achieve excellence in learning and teaching
- Provide a high-quality student experience
- Deliver sustainable futures
- Be inclusive and accessible
- Work creatively in partnership
- Build capacity and good practice in research

The University aims to be an open, friendly and active community, taking initiatives to meet changing social and economic needs locally, nationally and internationally.

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## **Welcome from the Vice-Chancellor**

I'm delighted that you have joined Marjon to train to become a teacher.

We have always had a strong emphasis on professional education and social mobility – helping people to change their lives and their careers through education. We ensure that your commitment to further study leads not only to the skills and qualifications you need, but also gives you a fresh confidence, a network of contacts and a clear-sighted and well-informed approach to your career. We have almost 180 years of heritage in teacher training and our great reputation continues to this day. Countless schools, children and young people have benefitted from teachers who have been trained at Marjon. And many of our trainees have gone on to become senior teachers, head teachers, academics and leading influencers in the profession.

As trainee teacher you will work very closely with our staff team, being challenged and challenging them in turn. Your peer group will supply diverse insights and experiences, all of which will inspire your future career.

We are above all a welcoming, supportive and people-centred University, and so we place a high value on education through human relationships. Your training will be intensive and demanding, but I sincerely hope it will also be life-transforming, both for you in your chosen profession and for those you teach in future. May you have a demanding, stretching, transforming and yet thoroughly enjoyable training experience!

Welcome to the Marjon learning community.

A handwritten signature in black ink, appearing to be 'R Warner', with a horizontal line underneath.

Professor Robert Warner  
Vice-Chancellor and Chief Executive

Dear School Direct trainee,

We are really pleased to welcome you on to the School Direct Postgraduate Certificate in Education (PGCE) programme at Plymouth Marjon University; a Level 7 programme earning 60 Masters level credits.

The programme is structured to enable you to develop as an effective and reflective classroom practitioner. There are many and varied opportunities for you to develop your knowledge, skills, understanding and critical awareness of learning and teaching through the University and within your school-based training.

The year ahead will be intensive, demanding, stimulating and challenging for you, both personally and professionally. There will be times of exhilaration and exhaustion during your time here. It is important to realise that you are not on your own and that your tutors in the university and in schools are here to support you. You will also gain support from your peers through sharing experiences and ideas with them.

The best advice we offer from comments made by previous trainees is to: 'pace yourself and take measures to avoid burn out; it is a long distance not a sprint, so do not forget to breathe!'

We look forward to working with you during what we expect will be a rewarding, enjoyable and successful time here at Plymouth Marjon University.



Kate Brimacombe  
Associate Director of Marjon Teacher Education Partnership

'I am well supported by other teachers and my mentors. I feel that I am learning all the time.'

'As well as giving me a good grounding in how to write academically, this process also improves my ability to teach.'

'Very supportive, approachable teachers who do all they can to help their pupils'

'I enjoy learning on the job and exploring all different aspects of teaching whilst doing it.'

## Plymouth Marjon University's Teacher Education Partnership – School Direct

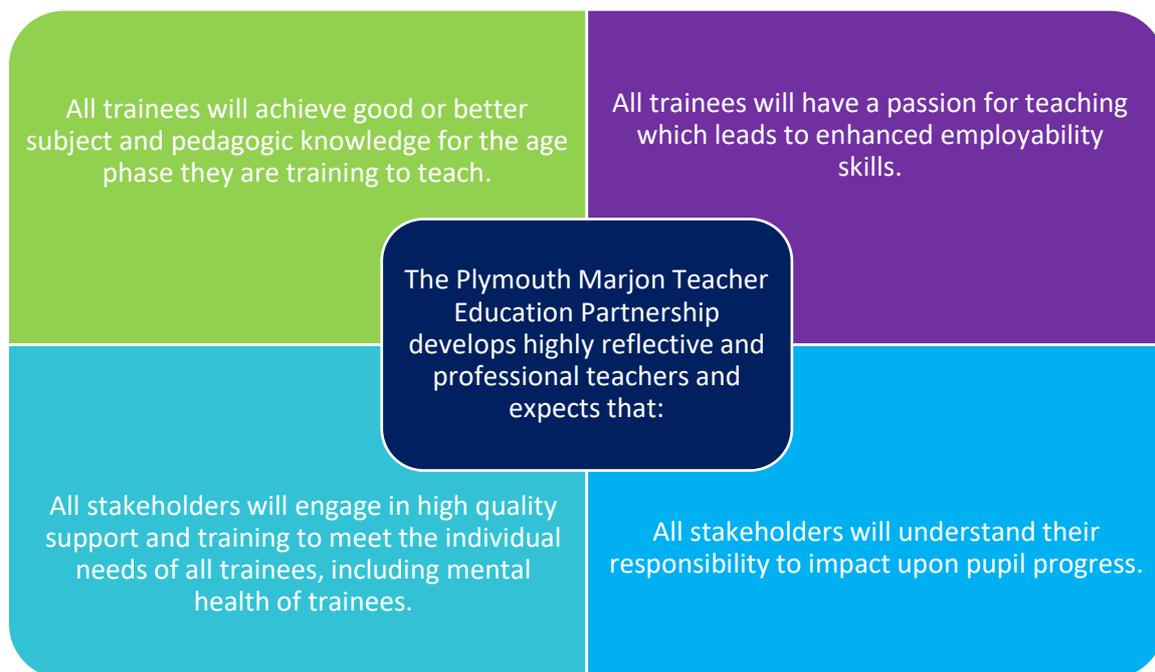
The aim of MTEP's provision is:

- that our ambitious, integrated and sequenced MTEP curricula are the drivers for all trainees progress
- that there is consistency in both processes and judgements across all of our provision
- that schools and staff working with any of our programmes have a firm and common understanding of the intended curriculum and are confident with our QTS expectations and outcomes

Our MTEP vision for excellence and ambitious MTEP curriculum leads and drives our trainees' progress across all of our provision. Our processes are aligned with the MTEP curriculum, the [CCF](#), the [ECF](#), the [ITE Ofsted inspection framework](#) and the [Teachers' Standards](#).

Our vision for excellence is as below:

The Plymouth Marjon Teacher Education Partnership is a values-based collaborative partnership that ensures excellent outcomes for children, pupils, trainees and teachers.



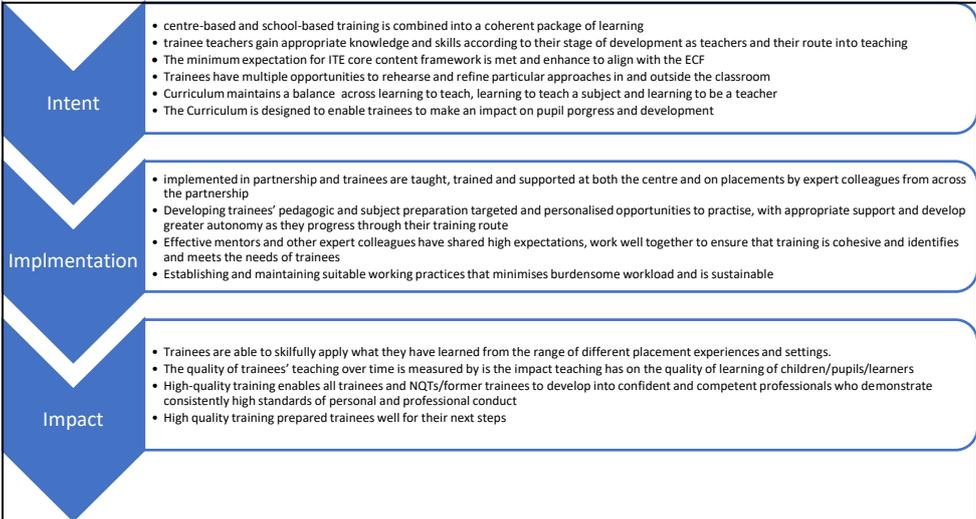
Our MTEP curriculum is outlined in three themes:

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.

	Core Content Framework	Teachers’ Standards
The professional role of the developing teacher	Behaviour management Professional behaviours Pedagogy	TS1, TS7, Part 2  TS8, Part 2 TS2, TS4, TS5
Development of teaching and learning	Behaviour management Professional behaviours Assessment Pedagogy	TS1, TS7, Part 2  TS8, Part 2  TS6 TS2, TS4, TS5
Curriculum and specialisms	Pedagogy Curriculum	TS2, TS4, TS5 TS3

It is important that our curriculum is ‘intentionally coherent’ (intent), delivered in ‘effective ways’ (implementation) and ‘transforms trainees practice’ (impact). *Ofsted, 2021*



## Staffing Structure

### Associate Director of Marjon Teacher Education Partnership

They have a strategic responsibility for the management and leadership of the programme. It is their role to ensure that the programme runs successfully, and relationships are maintained across Plymouth Marjon University's partnership.

Kate Brimacombe

[kbrimacombe@marjon.ac.uk](mailto:kbrimacombe@marjon.ac.uk)

### School Direct Link Tutor

The School Direct Link Tutor has an operational role within the programme. It is their responsibility to liaise with and support the particular partnership that they are working with. If trainees have an issue or concern with any University aspect of their training, then they need to contact their Link Tutor.

Partner	Name	Email address	Tel No.
BTLA	Caroline Colfer	<a href="mailto:ccolfer@marjon.ac.uk">ccolfer@marjon.ac.uk</a>	01752 636700 x 5647
CCE	Sally Eales	<a href="mailto:seales@marjon.ac.uk">seales@marjon.ac.uk</a>	01752 636700 x 3081
CTS	Scott Fisher	<a href="mailto:sfisher@marjon.ac.uk">sfisher@marjon.ac.uk</a>	01752 636700 x 7192
FFT	Alison Ewen	<a href="mailto:aewen@marjon.ac.uk">aewen@marjon.ac.uk</a>	01752 636700 x 4536
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PLT	Mark Miller	<a href="mailto:mmiller@marjon.ac.uk">mmiller@marjon.ac.uk</a>	01752 636800
PTSA	Ruth Benton	<a href="mailto:rbenton@marjon.ac.uk">rbenton@marjon.ac.uk</a>	01752 636700 x 2112

### School Direct University Quality Assurance Tutors

The School Direct University Quality Assurance Tutors have a role in ensuring that schools within the partnership are supporting and providing relevant training for all trainees. Each school is assigned a QA tutor who will make regular visits throughout the academic year.

### School Direct Administrator

The School Direct Administrator is the initial point of contact for both schools and trainees. Their role is to support the management and leadership of the programme.

Jo Carkett

[jcarkett@marjon.ac.uk](mailto:jcarkett@marjon.ac.uk)

01752 636800

### The most effective way to make contact with School Direct staff is through email.

Staff will normally respond to e-mails within three working days. Working days are Monday to Friday and exclude Bank Holidays and the Christmas Closure period. There are multiple demands on staff time including research, fieldwork visits and activities, and of course preparation and marking and this means there will be times when they cannot meet the three-day response. When this happens, their

email will show an 'out of office' message and will provide an indication of when you may reasonably expect a response and a point of contact for urgent enquiries.

## The School Direct PGCE Team

The School Direct team of module tutors is a highly committed team with a vast range of experience in schools, teacher education and in educational research.

Ruth Benton	<a href="mailto:rbenton@marjon.ac.uk">rbenton@marjon.ac.uk</a>
Kate Brimacombe	<a href="mailto:kbrimacombe@marjon.ac.uk">kbrimacombe@marjon.ac.uk</a>
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Kate Firks	<a href="mailto:kfirks@marjon.ac.uk">kfirks@marjon.ac.uk</a>
Scott Fisher	<a href="mailto:sfisher@marjon.ac.uk">sfisher@marjon.ac.uk</a>
Alex Parks	<a href="mailto:aparks@marjon.ac.uk">aparks@marjon.ac.uk</a>

### Module Leaders

Module leaders are responsible for the delivery and assessment of individual modules. Contact the Module Leader if you have a question or problem regarding a particular module.

#### GNPM51

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#### GNPM52

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#### GNPM54

Tara Hollins

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## Quality Assurance of the School Direct PGCE Programme

### Mechanisms to Quality Assure the Consistency and Quality of both Judgement and Training Sessions

1. Partnership colleagues who are trained Ofsted inspectors will provide annual training with regards to the school inspection framework.
2. University staff engaged in External Examination at other teacher training partnerships will moderate *judgements* and *training* decisions and activities against those in the Plymouth Marjon University's Teacher Education Partnership.
3. The Plymouth Marjon University's Teacher Education Partnership External Examiners are required to moderate the *judgement* of trainees and to observe *taught* sessions both in the University and in school to assure quality.
4. A small number of school-based colleagues in the Plymouth Marjon University Teacher Education Partnership form part of a peer observation process, identifying and sharing good practice across university and school-based sessions.
5. A teacher training colleague from an Ofsted rated 'outstanding' provider will verify Partnership *judgements* with regards to trainees
6. An external, Ofsted-trained colleague will moderate Partnership *judgements* with regards to trainees.

We are continually looking to ensure that all trainees' experiences are of high quality. Listening and responding to trainees' views is very important to us. The trainee voice is heard through: module evaluation, end of course evaluations and the staff trainee liaison committee. These all feed into the course report and ultimately to Academic Board and the University Management Team.

This process is managed through the following committees and meetings:

#### Staff/Trainee Liaison Committee

This committee meets three times and is an important way for trainee representatives to pass on issues from peers to the School Direct Lead. Link tutors are also invited to these meetings. The meetings are recorded and then presented to the Course Committee. Issues can then be formally addressed.

#### Subject Meetings

These meetings deal with all matters relating to the organisation and management of School Direct.

It consists of:

- PAL (Chair)
- All School Direct tutors

#### The Faculty Management Team

This meets regularly and advises the Dean on all matters relating to the organisation and management of the faculty and to the maintenance of quality and standards in the faculty. Minutes from the Course

Committee meeting are considered at this meeting. Relevant issues are taken to the University Management Team which consists of Heads of Departments and the Faculty Administration Manager.

### **Primary Partnership Strategic Group**

The group meets termly to discuss the operation and development of Primary ITE programmes.

It consists of:

- Partnership representative – Chair
- Dean of MTEP
- Associate Director of MTEP
- Representatives from School Direct Partnership schools
- PAL: Postgraduate Primary ITE



## Role of the Quality Assurance University Tutor (QA UT)

Each school and trainee will be assigned a QA UT. The QA UT will visit 4 times throughout the academic year, 3 times during the trainee's lead school experience and once during their second school placement. The visits are part of Plymouth Marjon University's quality assurance procedures to ensure that trainees are receiving suitable school-based training to enable them to achieve the Teachers' Standards.

### Visit schedule for QA University Tutors

QA Visit 1	QA Visit 2 (Second School Placement)	QA Visit 3	QA Visit 4 (Final Assessment)
8 <sup>th</sup> Nov – 19 <sup>th</sup> Nov 2021	31 <sup>st</sup> Jan – 11 <sup>th</sup> Feb 2022	21 <sup>st</sup> Mar – 1 <sup>st</sup> April 2022	13 <sup>th</sup> June – 24 <sup>th</sup> June 2022

Host / Lead School	Complementary / Second School Placement
7 <sup>th</sup> September 2021 – 22 <sup>nd</sup> July 2022	3 <sup>rd</sup> January – 18 <sup>th</sup> February 2022

#### QA visit expectations:

- Visits will be organised through the trainee's mentors through either email or telephone.
- **Each QA monitoring visit should be no longer than 3 hours per trainee.**
- Trainees should provide both the mentor and QA tutor with lesson planning, lesson observation form and other materials relevant to the lesson being observed (observation pack).
- Trainees should have all evidence (paper based or electronic) readily available for QA tutors
- **Mentors need to provide a space for the QA tutor to work during their visit**
- The school or alliance's paperwork should be used for both the lesson observations and feedback.
- Mentors need to organise sufficient time within the visit for the QA tutors to observe the trainee, talk with the trainee and themselves.
- **The mentor needs to be available for the majority of the visit time.**
- **During the visit the QA Monitoring Report Form should be completed with the mentor and a copy should be provided for the mentor.**
- If there are any particular issues as a result of the QA visit, the QA tutor will liaise with the Link Tutor.

- A joint lesson observation will take place by the **QA tutor and mentor**. It needs to be a maximum of 30 minutes.
- The QA UT will meet with the **trainee** to discuss **trainee and pupil progress**. Focus of discussion should be based on the four key headings on the Report Form.
- The QA UT will meet with the **mentor** to discuss **trainee and pupil progress**. Focus of discussion should be based on the four key headings on the Report Form.
- The QA UT will review and examine evidence available that shows progress against the Teacher Standards (e.g., trainee paperwork/files/Mosaic).
- **It is not the responsibility of the QA UT to carry out thorough checks of trainee's files.** This should be done by the mentor in weekly review meetings. However, QA tutors will look at elements of file and can request particular evidence if needed.
- **It is not the QA UT role to make a judgement of progress during the final visit.** This final judgement (pass/fail) should be decided by the mentor and agreed during the final visit in conjunction with the QA UT.

### **Roles and Responsibilities**

Underpinning the Plymouth Marjon University Teacher Education Partnership there is a collective responsibility for:

- selecting and interviewing applicants
- moderating assessment judgments of trainees against the standards for QTS
- providing professional development opportunities for colleagues within the partnership
- trainee access to resources
- quality assurance including improvement planning and self-evaluation
- the promotion of equality of opportunity
- the safeguarding of children and young people.

*(ITT criteria supporting advice section C3.2)*

Specific roles and responsibilities of all stakeholders, including trainees, are detailed in Table 2 and 3 (pages 7-11). The expected impact of fulfilling these roles and responsibilities is outlined in Table 4 (page 12)

Table 2a: School Direct Teacher Education Partnership Stakeholder Roles and Responsibilities – Mentor

	Recruitment and Selection	Training	Assessment	Employability	Evaluation and QA
<b>Mentor</b>	<ul style="list-style-type: none"> <li>• Marketing courses</li> <li>• Contributing to the design of designing interview procedures</li> <li>• Contributing to conducting applicants' interviews</li> <li>• At interview make judgements about their suitability and capacity to teach, their aptitude for teaching, and their potential to meet the relevant standards for QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development opportunities for colleagues within the Teacher Education Partnership,</li> <li>• Ensuring quality of training in their subject areas</li> <li>• Coordination of the contribution of other staff where appropriate</li> <li>• Preparing trainees to teach, manage and assess pupils as specified in School Direct Handbooks and in accordance with the Teacher Standards 2012</li> <li>• Monitoring trainees' subject knowledge and ICT skills, providing opportunities for individual targets to be pursued</li> <li>• Observing trainees working regularly with pupils, providing constructive feedback in relation to the 2012 Teacher Standards, with this feedback related to trainees' subsequent progress toward the award of QTS</li> <li>• Running of weekly seminars with trainees in order to monitor progress in relation to the Teacher Standards, setting targets which will ensure progression, and these monitored</li> <li>• Use medium term targeting setting, individual learning Plan (ILP), to enable trainees to reflect upon their progress against the standards and move them from the minimum expectation to good or outstanding</li> <li>• Attendance at Subject Mentor training as organised by the University Tutor</li> <li>• Attendance at meetings and/or professional development activities related to the training role</li> </ul>	<ul style="list-style-type: none"> <li>• Moderating assessment judgements of trainees against the standards for QTS,</li> <li>• Following procedures and systems for quality assurance designed to ensure consistent and accurate assessment of trainees</li> <li>• Close communication with ITT course managers and University Tutors</li> <li>• Summative reports on trainee progress against the standards with targets</li> </ul>	<ul style="list-style-type: none"> <li>• Support trainee teachers in developing employability skills through:</li> <li>• Interview preparation support</li> <li>• Application support</li> <li>• Opportunities for enhanced experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise Teacher Education Partnership data to promote high quality outcomes for Trainee teachers</li> <li>• Quality assurance including improvement planning and self-evaluation,</li> <li>• Liaising with the Professional Tutor/ITT manager and University Tutors as appropriate in relation to the training, support and assessment of trainees</li> <li>• Participating in agreed monitoring and evaluation procedures</li> </ul>

Table 2b: School Direct Teacher Education Partnership Stakeholder Roles and Responsibilities – ITT Co-ordinator/Professional Tutor

	Recruitment and Selection	Training	Assessment	Employability	Evaluation and QA
ITT coordinator / Professional Tutor	<ul style="list-style-type: none"> <li>• Marketing courses</li> <li>• Making suitability judgements of applicants to short list for interview</li> <li>• Designing interview procedures</li> <li>• Organising and conducting applicants' interviews</li> <li>• At interview make judgements about their suitability and capacity to teach, their aptitude for teaching, and their potential to meet the relevant standards for QTS</li> </ul>	<ul style="list-style-type: none"> <li>• The overall management and coordination of training within the school to ensure that all trainees have access to opportunities and support as specified in the relevant programme/course documentation</li> <li>• Providing professional development opportunities for colleagues within the Teacher Education Partnership, including selection and preparation of mentors,</li> <li>• Overseeing trainee school-based placements</li> <li>• Liaising with the Professional Tutors/ITT Coordinators in Teacher Education Partnership schools in relation to the school's capacity for participation in ITT and the quality of its training provision</li> <li>• Attending meetings and / or Professional Development activities related to their ITT role as set out by the University Teacher Education Partnership</li> <li>• Making use of Partnership data to promote high quality outcomes for Trainee teachers</li> <li>• Supporting Subject Mentors in their training of trainees</li> <li>• Ensuring trainees receive a balanced provision of opportunity, experience and training</li> <li>• Familiarity with all programme documentation related to Initial Teacher Education from the Department for Education (DfE), the National College for Teaching and Leadership (NCTL) and Ofsted</li> <li>• Developing the training programmes with other school Tutors and ITT Course managers</li> </ul>	<ul style="list-style-type: none"> <li>• Moderating assessment judgements of trainees against the standards for QTS,</li> <li>• Close communication with ITT course managers and University Tutors</li> <li>• Contributing to the assessment of trainees</li> </ul>	<p>Support trainee teachers in developing employability skills through:</p> <ul style="list-style-type: none"> <li>• interview preparation support</li> <li>• Application support</li> <li>• Opportunities for enhanced experiences</li> <li>• Carry out mock interview</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring Subject Mentors to ensure that trainees are given good quality training and that assessment is consistent and accurate</li> <li>• Quality assurance including improvement planning and self-evaluation,</li> <li>• Ensuring that all documentation required from the school is appropriately completed and on time</li> </ul>

Table 2c: School Direct Teacher Education Partnership Stakeholder Roles and Responsibilities – Headteacher/Principal/Governors

	<b>Recruitment and Selection</b>	<b>Training</b>	<b>Assessment</b>	<b>Employability</b>	<b>Evaluation and QA</b>
<b>Head teacher / Principal/ Governors</b>	<ul style="list-style-type: none"> <li>• Marketing courses</li> <li>• Support internal candidates by supporting them in application process and writing a reference for them</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that provision and policies comply with current legislation about child safeguarding relating to ITT</li> <li>• Ensuring that the school is an appropriate setting for effective training, with trainees having access to support, good and outstanding practice and necessary resources, including those made available through appropriate management of Teacher Education Partnership funding.</li> <li>• Ensuring that the school complies with the University’s insurance requirements and has adequate liability cover to protect the students on placement and to provide evidence of such cover.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality assurance including improvement planning and self-evaluation,</li> <li>• To identify appropriate stakeholders to undertake the training and assessment roles set out in the partnership agreement and relevant course documentation.</li> </ul>	<p>Support trainee teachers in developing employability skills through:</p> <ul style="list-style-type: none"> <li>• Opportunities for enhanced experiences</li> <li>• Carrying out of mock interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• To notify the University if the school’s most recent Ofsted report is unfavourable so discussion can take place about its suitability for hosting trainees</li> <li>• To provide and implement quality assurance procedures relating to the schools’ participation in initial teacher training and education.</li> </ul>

Table 2c: School Direct Teacher Education Partnership Stakeholder Roles and Responsibilities – University Tutor

	<b>Recruitment and Selection</b>	<b>Training</b>	<b>Assessment</b>	<b>Employability</b>	<b>Evaluation and QA</b>
<b>University Tutor</b>	<ul style="list-style-type: none"> <li>• Marketing courses</li> <li>• Contributing to the design of interview procedures</li> <li>• Contributing to conducting applicants' interviews</li> <li>• Making suitability judgements of applicants to short list for interview</li> <li>• At interview make judgements about their suitability and capacity to teach, their aptitude for teaching, and their potential to meet the relevant standards for QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Providing professional development opportunities for colleagues within the Teacher Education Partnership – including selection and preparation of mentors,</li> <li>• Liaise with Teacher Education Partnership schools</li> <li>• Recruiting new schools to the Teacher Education Partnership</li> <li>• Working with Teacher Education Partnership schools in developing their ITT policies and practice</li> <li>• Coordinating initial training for school-based staff and on-going support for all those involved in the school's ITT provision</li> <li>• Assisting in preparing trainees to undertake their professional roles and responsibilities in schools, including dress and conduct</li> <li>• Encouraging joint classroom research projects</li> <li>• Work within the Teacher Education Partnership to secure appropriate data to secure improvement of trainee outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Moderating assessment judgements of trainees against the standards for QTS,</li> <li>• Managing the assessment and moderation procedures from trainees' school-based work</li> </ul>	<p>Support trainee teachers in developing employability skills through:</p> <ul style="list-style-type: none"> <li>• Designing a course that develops string subject and curriculum knowledge</li> <li>• Interview support and preparation</li> <li>• Application support and preparation</li> <li>• Enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>• Quality assurance including improvement planning and self-evaluation.</li> <li>• Monitoring and evaluating the quality of Teacher Education Partnership schools' provision in order to meet the requirements of Ofsted inspections</li> </ul>

Table 3: Roles and Responsibilities of the Trainee

	<b>Professional expectation</b>	<b>Teaching</b>	<b>Learning</b>	<b>Impact on High quality outcomes</b>
<b>Trainee teacher</b>	<ul style="list-style-type: none"> <li>• To demonstrate a culture of high expectations for themselves and their pupils.</li> <li>• Abide by and demonstrate the professional expectations set out in the teachers Standards 2012 preamble and Part 2 through university and school-based training.</li> <li>• To abide by School and University codes of conduct and policies.</li> <li>• To ensure that actions outside the University or school do not bring the Teacher Education Partnership or profession into disrepute</li> </ul>	<ul style="list-style-type: none"> <li>• Take personal responsibility to meet the minimum expectations of the 2012 Teacher Standards part A.</li> <li>• To work collaboratively with Teacher Education Partnership Stakeholders to set challenging goals and targets in order to make good or better progress against the standards.</li> <li>• To listen to and respond to feedback from Teacher Education Partnership Stakeholders in order to make good or better progress against the standards.</li> </ul>	<ul style="list-style-type: none"> <li>• To strive to plan, teach and assess in ways that enable pupils to make good or better progress in their lessons.</li> <li>• To contribute to their wider role as a teacher to support pupils' personal, social, emotional, cognitive and physical development.</li> </ul>	<ul style="list-style-type: none"> <li>• Above National average of trainees being graded 2 and above</li> <li>• Above National average of trainees in employment</li> <li>• High levels of completion of trainees</li> </ul>

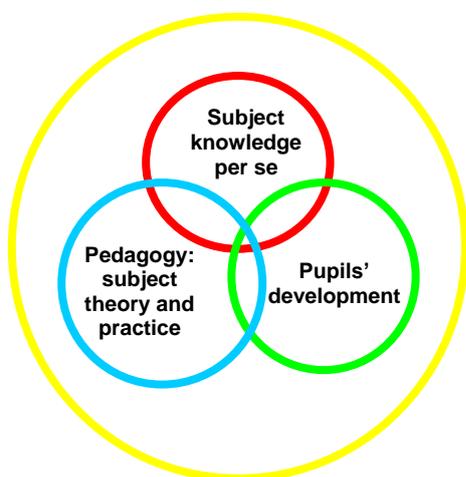
Table 4: Expected Impact of the Teacher Education Partnership Stakeholder Roles and Responsibilities

	<b>Recruitment and Selection</b>	<b>Training</b>	<b>Assessment</b>	<b>Employability</b>	<b>Evaluation and QA</b>
<b>Impact of roles on Trainee Outcomes</b>	<ul style="list-style-type: none"> <li>Recruitment and selection of trainees with the knowledge, commitment, enthusiasm and motivation to become good or better teachers</li> </ul>	<ul style="list-style-type: none"> <li>Provide high-quality support and individualised training to meet the precise learning needs of trainees</li> <li>Are part of collaborative partnerships which shape and deliver consistently high-quality training experiences and make effective use of Teacher Education Partnership expertise</li> <li>Produce trainees who have the practical skills they need most as teachers</li> <li>Provide high-quality training in all areas/ subjects/ phases including of the 'national priority' areas.</li> <li>High quality training enables trainees to teach exceptionally well demonstrating phase expertise and the ability to use a range of teach and learning strategies to great effect</li> <li>High quality training results in trainees planning, teaching and assessment to enable pupils to make good or better progress</li> </ul>	<ul style="list-style-type: none"> <li>Above sector benchmark for good and outstanding trainees</li> <li>Assessment of trainees is rigorous and precise</li> <li>High quality feedback and challenging developmental targets support trainee's critical reflections, enabling them to analyse, evaluate and improve their practice</li> </ul>	<ul style="list-style-type: none"> <li>Above sector benchmark for employability of trainees</li> <li>Strong accelerated career pathways for RQTs</li> <li>Positive endorsement from their trainees and NQTs</li> </ul>	<ul style="list-style-type: none"> <li>Measurement of the impact of training on the outcomes for trainees (how well they meet the Teachers' Standards, how well they teach, completion and employment rates) with an understanding of variations between groups.</li> </ul>

## Trainee Engagement with Subject Knowledge

How can we inspire and challenge pupils without understanding how to make a topic accessible and interesting? How can we ensure progression and good outcomes for pupils without knowing the steps in learning required to get them there? Likewise, how are we to adapt our teaching to respond to the needs of the individuals in the class if we cannot recognise areas the children may find challenging, or we cannot think creatively about presenting knowledge in a variety of ways? Subject knowledge is much more than “Do I know how to answer that question?”

This model from the TDA (2007) gives a framework illustrating aspects of subject knowledge that we need to think about as teachers. Each element is made up of a range of skills, knowledge and understanding.



Subject knowledge per se	The essential knowledge and understanding needed in order to teach a subject effectively
Pedagogy: subject theory and practice	An understanding of the teaching skills and strategies needed to teach all pupils effectively
Pupils' development	An understanding of how learning is linked to pupils' development and their social, religious, ethnic, cultural and linguistic backgrounds and contexts
Attitudes	Positive attitudes to pupils' learning that underpin subject knowledge, skills and understanding

## Attitudes

Ofsted emphasise the importance of subject knowledge in effective teaching in numerous publications, e.g. ‘The best teachers combine deep knowledge and understanding of the subject with well-informed appreciation of how pupils learn...’ (Ofsted 2008:38). It is well documented that teachers who develop all aspects of their subject knowledge are more confident and achieve better outcomes for their pupils.

The importance of secure subject knowledge cannot be over-emphasised. With this in mind, we expect trainees to engage with developing their subject knowledge for the core subjects over the duration of the programme and beyond. Trainees should engage frankly, purposefully and professionally with the process of improving their subject knowledge as a lifetime endeavour (Core Content Framework and the Teachers' Standards). They will be required to demonstrate that involvement through their work in school, personal study and discussions with mentors and university tutors. Setting up and maintaining a subject knowledge portfolio is an integral part of that evidence. Many subject knowledge targets can emerge out of the trainee's school experiences and that they may want to study aspects of understanding that emerge from any lesson. The distinctions between content, curriculum and pedagogical knowledge are complex and interactive.

Trainees are expected to engage fully with their own subject knowledge throughout their time at university, through GNPM52 and during placement. Below is the overview of their tasks. Mentors and QA UTs will need to ensure that the trainee is engaging with these appropriately.

Task	Completed by...	Task description
1	<b>The end of September</b>	You need to access to SD Primary on LS and find the 'Subject Knowledge Development' topic box. Complete the electronic audits for English, maths and science, following the instructions for each. On completion of the audits take a screen shot of your final score and make a note of those areas where you feel you need to develop your understanding for teaching.
2	<b>The end of September</b>	Look at the mapping sheets for English, maths and science on LS in GNPM52. These contain statements relating to the National Curriculum for the different areas of learning within each subject. In the initial column, rate yourself as Red, Amber or Green according to the following criteria: <ul style="list-style-type: none"> <li>• <b>Red</b> – <i>"I do not know what that objective means" or "I am unsure I would be able to answer questions on that myself"</i></li> <li>• <b>Amber</b> – <i>"I understand what the objective means but I would not be able to explain it to children using suitable language and resources" or "I could answer questions on that but I don't know how I would break the learning down to make it accessible for a child"</i></li> <li>• <b>Green</b> – <i>"I am confident that I understand the objective and have a range of ways that I would be able to explain the learning to a child in an age appropriate way"</i></li> </ul> Make a note of any areas that you need to develop your understanding for teaching further.
Task 3	<b>UT visit</b> Autumn	Create 3 priority targets for each core subject (9 in total) using the action plan pro forma provided in the appendices of the SK Development Guidance document. Ensure your targets relate to your subject knowledge development needs and are relevant for your classroom context. (Begin working on your targets).
Task 4	<b>UT visit</b> Spring	By the time you see your UT you need to have <b>completed</b> the following: <ol style="list-style-type: none"> <li>1) a minimum of 2 targets per subject and have the physical evidence to show your tutor.</li> <li>2) Retaken the subject knowledge audits on LS (see task 1)</li> <li>3) Set yourself a further 2 targets per subject for future work, including the actions you intend to take.</li> <li>4) Returned to each of the subject mapping sheets to RAG rate yourself for the second time (column 2)</li> </ol>
Task 5	<b>UT visit</b> Summer	You will have completed and have evidence for, a minimum of 4 targets per subject. A further 2 targets per subject will be identified on your action plans, for work and development through the remainder of your training and into your ECT period. You will have RAG rated yourself for the final time on each of the mapping sheets (column 3). Your tutor will rate your <b>overall engagement</b> with developing your subject knowledge across the year during this visit.

## Assessing trainee progress

All School Direct trainees will follow the Plymouth Marjon University's assessment structure for assessing trainee progress. Trainee progress will be monitored through the use of weekly progress meetings and progress points through the year. These meetings will focus on the MTEP curriculum themes that are aligned to both the Core Content Framework and the Teachers' Standards.

These are formative documents that allow both the trainee and mentor to track training and progress towards the award of QTS.

Week	Date (w/c)	Progress Point
16	13.12.21	1
30	21.03.22	2
39	23.05.22	3
42	13.06.22	4

Progress Point 1 (end of Autumn term) is based on your progress so far. In discussion with your mentor reflect on the evidence in your weekly progress meetings and lesson observations and agree the progress made. Use this to set clear targets for the next part of your training. If there are aspects to develop it is vital you listen and act upon advice given to make the required progress.

Progress Point 2 (Spring half term) is based on your progress so far. In discussion with your mentor reflect on the evidence in your weekly progress meetings and lesson observations and agree the progress made.

Progress Point 3 (end of Spring term) is based on your progress so far. In discussion with your mentor reflect on the evidence in your weekly progress meetings and lesson observations and agree the progress made.

Progress Point 4/Summary (end of term 3) It encourages you to look forward to your induction period as an ECT, celebrating your strengths and identifying your next steps in your teaching career. This is your opportunity to demonstrate that you have met the expected outcomes and achieved QTS.

## Mentoring Trainee Teachers Model

The Plymouth Marjon University’s Mentoring Model is offered with a view to clarifying the purpose of mentoring, what is expected of mentors and trainees in the mentor-trainee relationship, and the nature of developmental support that mentoring should provide. It recognises that trainees are expected to grow in both competence and confidence as they progress through their placements. It also recognises that trainees will be paired with more than one mentor as they move from one placement setting to another, and that a degree of consistency in respect of the quality of mentoring that they receive will improve these transitions. The mentoring model is linked to our MTEP curriculum and aligned to both the Core Content Framework and the Teachers’ Standards.

Mentoring is an approach that is widely used in many contexts for the purpose of helping people to learn and develop, both professionally and personally. Numerous and frequently contradictory definitions of mentoring are to be found, with accompanying models of how mentoring is best approached. Whilst different models might utilise different terminology and vary in emphasis regarding the role of a mentor, what remains consistent is the view that mentoring is a supportive, learning relationship. The mentor, with their more extensive experience, is there to support the learner’s development, and the quality of the relationship between mentor and mentee is extremely important.

In education, school-based mentors play a vital role in the development of trainee teachers. As with mentoring in other contexts, there is a focus on learning, development and the provision of appropriate support and encouragement. What differs in this educational setting is that there is an element of assessment that is integral to the mentor’s role.

### DEVELOPMENT LEVEL OF TRAINEE – VARIATIONS IN COMPETENCE AND CONFIDENCE LEVELS

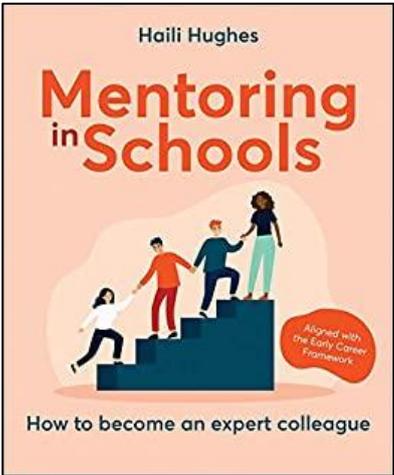
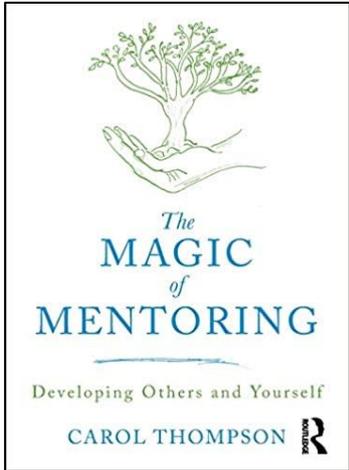


### CORRESPONDING FOCUS OF SUPPORT FROM MENTOR TO TRAINEE

This model suggests a need for flexibility in approach. As experienced mentors will be aware, each trainee progresses at different speeds and their growing competence may not be matched by a growth in self-confidence or vice-versa. Some may experience dips in self-belief or have unrealistic perceptions of their own ability. Part of the mentor’s role is to offer constructive feedback that enables trainees to move through these dips and enable them to become confident and capable, outstanding teachers. A critical element of this model is the mentor’s ability to provide the appropriate support to address the

trainee’s competence and confidence levels at a point in time. They must also make changes to their approach as the trainee makes progress. Underpinning the model is an assumption that mentors will invest energy in building constructive, professional relationships with trainees and recognise the importance that their own role plays in the trainees’ development.

Two key texts we are using to support our model of mentoring and mentors from this academic year are ‘The Magic of Mentoring’ and ‘Mentoring in Schools’.



Our MTEP mentoring model is based on the trainees and mentors use of reflective practice and a supportive, constructive, professional relationship between both trainees and mentors.

## School Direct PGCE programme

### Teaching and Learning

Deep and sustained learning happens when learners are empowered to take responsibility for their own learning. Trainees are more likely to reach their full potential on courses that encourage them to develop as independent learners and the best teaching supports this process. Our role, in today's world of electronic communication, is to help trainees to **manage their own learning** using a wide range of methods, including web-based and other electronic forms of study. The University community has to work flexibly and reflectively so that we can all promote lifelong learning for each other as we embrace new approaches to learning and teaching. The University Learning and Teaching Policy can be found in the Student Handbook.

### Inclusiveness and access

The University and the MTEP team will:

- Acknowledge that trainees come from diverse backgrounds and have the right to expect that their diverse cultural, religious and ethnic backgrounds will be respected
- Work hard to provide trainees with a rich educational experience during their time here
- Encourage flexibility of study and recognise that there are different styles of learning and different disciplinary cultures
- Encourage learning and teaching approaches which reflect a commitment to equal opportunities and ever-wider access

The Code of Practice on Equal Opportunities and Cultural and Religious Diversity with regard to the Student Experience is included in the Student Handbook.

### Commitment to support for staff and trainees

The University and the MTEP team will:

- Recognise that teachers are lifelong learners themselves, and need time for scholarly and research activity, in order to enrich their teaching and to facilitate effective learning
- Want to provide the highest standards of support, guidance and feedback.

## School Direct University taught sessions

All University sessions have been agreed with the School Direct Partnership. The sessions will comprise of two areas: Whole Cohort School Direct conferences and the PGCE. The PGCE sessions will run on a Monday. The session times will be 10.00am – 5.00pm. All sessions are compulsory for trainees and will form part of their non-contact time in school. Attendance is compulsory when trainees are in their lead school or during their second school placement.

### Induction Day

This day will run all day on Monday 7<sup>th</sup> September. Trainees will be expected to attend, along with all other Plymouth Marjon University School Direct trainees (located/face to face learning). This day will provide the trainees with an opportunity to become familiar with our campus, learn what support and services the University has to offer and provide an introduction to School Direct with Plymouth Marjon University. Trainees will receive a formal letter inviting them to this event.

### Conference Days (all School Direct trainees to attend)

Week	Date	Time	Conference	Learning
3	17.09.21	9.00am - 4.00pm	Professional Values/Teacher and the Law/Trainee Wellbeing	Asynchronous/synchronous
4	24.09.21	9.00am - 4.00pm	Self-esteem training and Mental Health	Asynchronous/synchronous
6	08.10.21	9.00am - 4.00pm	NUT Behaviour Day	Asynchronous/synchronous
21	21.01.22	9.00am - 4.00pm	SEND, Health and Wellbeing Conference	Asynchronous/synchronous
22	28.01.22	9.00am - 4.00pm	Curriculum Conference	Asynchronous/synchronous
36	06.05.22	9.00am - 4.00pm	Challenging Stereotypes Conference	Asynchronous/synchronous

## Subject Knowledge Enhancement Days

For BTLA (PG), CCE & KTSA Trainees only (ASTSA trainees to attend PE session)

Week	Date	Session
4	23.09.21	Mathematics (located/face to face learning) <i>The day will cover consideration of what makes an effective teacher of mathematics, statutory curricula, fundamentals of primary mathematics, progression and teaching of addition, subtraction, multiplication and division and the importance of models and images to support understanding.</i>
5	30.09.21	FL (located/face to face learning) <i>The day will explore language learning strategies, improving your subject knowledge, resources, assessment and plenty of practical activities in French and Spanish. We will consider the 2014 NC and how Primary Languages can be embedded via cross-curricular links, ensuring progression across the school.</i>
6	07.10.21	English (located/face to face learning) <i>The day will cover early reading and the associated issues in teaching early readers. Opportunities will be provided to engage with children's literature. Phonics will be examined and explored.</i>
7	14.10.21	PE (located/face to face learning) <i>The day will consider the 2014 NC and the implications for teachers of primary PE. Opportunity for both practical and theoretical work will be provided. Consideration will be given to the health and safety aspects of primary PE</i>
8	21.10.21	English (located/face to face learning) <i>The day will provide support for the teaching of handwriting and identifying stages of writing.</i>



School Direct PGCE sessions (all PGCE trainees to attend)

Autumn Term			
Week		Date	Learning
3	GNPM51	13.09.21	Located/face to face
4	GNPM51	22.09.21	
5	GNPM51	27.09.21	
10	GNPM52	01.11.21	Located/face to face
11	GNPM52	08.11.21	
12	GNPM52	15.11.21	
Spring Term			
Week		Date	Learning
21	GNPM53	17.01.22	Located/face to face
22	GNPM53	24.01.22	
23	GNPM53	31.01.22	
24	GNPM54	07.02.22	Located/face to face
26	GNPM54	14.02.22	
27	GNPM54	28.02.22	



## School Direct PGCE Programme Aims

By the end of the programme successful trainees will have achieved the high academic standards required of master's level study as well as acquiring the knowledge and understanding, teaching skills and professional attitudes and values appropriate for Early Career Teachers.

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

## Programme outcomes

### Knowledge and Understanding

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

1. An in-depth knowledge and understanding of Primary School Education (3-7 years and 5-11 years), informed by:
  - current practice
  - scholarship and research
  - a critical awareness of current issues and developments in the subject and profession
2. The knowledge and understanding, critical awareness and innovation to teach across the Early Years and Primary Curriculum.
3. The knowledge, understanding, skills and characteristics necessary to meet the Standards for the award of Qualified Teacher Status.
4. The knowledge of the basis of their own value position related to Primary School Education (3-7 years and 5-11 years), and associated claims to knowledge.
5. The knowledge of the basis of their own value position related to Primary School Education (3-7 years and 5-11 years), and associated claims to knowledge.
6. Critical understanding of the significance of issues of equality, diversity, inclusion and social justice.

### Intellectual Abilities

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

1. A conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in Primary Education (3-7 years and 5-11 years).
2. A sustained advancement in their knowledge and understanding in developing new skills to a high level.

3. The ability to interrogate an extensive range of relevant theoretical, professional and/or research-based sources and critically engage with the sources in the development and discussion of ideas, perspectives and theories.
4. The ability to analyse critically and/or evaluate complex, incomplete or contradictory areas of knowledge used to interpret and/or explore the area of study, showing the ability to synthesise and/or transform ideas in the process of developing an argument.
5. The ability to use critical reflection in the learning process to explore the relationship between theory and practice in complex situations.

### **Practical Skills**

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

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

### **Transferable/Key Skills**

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

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

## Programme Structures and Requirements

The School Direct Postgraduate Certificate in Education is a one-year full time programme. It is a prescribed programme and trainees are required to take all specified modules.

Trainees are required to pass all modules at Level 7 to gain the Postgraduate Certificate in Education.

They must meet all the Teachers' Standards necessary to gain the award of QTS. These two awards can be disaggregated.

Trainees who fail to meet the criteria required at Masters level in their academic modules but meet the criteria required at Honours level will be awarded the Professional Graduate Certificate in Education programme. Trainees who gain 30 credits at Masters level and 30 credits at honours level will gain a Professional Graduate Certificate in Education.



## Core Content Framework and the Teachers' Standards

The School Direct PGCE is aligned to the [Core Content Framework](#) and the [Teachers' Standards](#) (DFE, 2011). According to the DFE (2011) 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.

### Preamble

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part one: Teaching

#### A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
  - Establish a safe and stimulating environment for pupils, rooted in mutual respect
  - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils**
  - Be accountable for pupils' attainment, progress and outcomes
  - Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
  - Guide pupils to reflect on the progress they have made and their emerging needs
  - Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - Encourage pupils to take a responsible and conscientious attitude to their own work and study
- 3. Demonstrate good subject and curriculum knowledge**
  - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
  - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of
- Systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for
- Discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

## **8. Fulfill wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being

### **Part two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - Showing tolerance of and respect for the rights of others
  - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks.

### **Safeguarding yourself**

For trainees and ECTs entering the profession, technology is a vital part of your professional and personal lives. Various appropriate material to support teachers, trainees and NQTs have been designed to ensure that you are ready to face these challenges whether at school or at home, in the classroom, or in the wider school community. It is important that you look after your professional reputation, and this is just as relevant online as offline. Before you start your placement or begin to look for employment, you should review online content which relates to you.

Please take time to explore the following recommended website:

<http://www.childnet.com/kia/traineeetechers/technology.aspx>



## School Direct PGCE assessment at Plymouth Marjon University

There are four 15 credit Masters modules each assessed by an assignment.

The following scheme is used in summative assessment for this Masters level programme in line with the University's published M level descriptors.

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

All candidates achieving a credit-weighted average of at least 70% across their programme shall be awarded with distinction.

All candidates achieving a credit-weighted average of between 60 and 69% across their programme shall be awarded with merit.

Trainees who fail to meet the criteria required (i.e. 60 credits) at Masters level in their academic modules but meet the criteria required at honours level will be awarded the Professional Graduate Certificate of Education.

Trainees failing all modules but meeting the Teachers' Standards are awarded Qualified Teacher Status.

The University's Generic Grade Descriptors are the basis for the Masters level marking grids used on the postgraduate courses.

The criteria for assessing assignments are published in advance. They are based on University guidelines about what trainees are expected to achieve at each level of their programme of study. An overview of assessment details is provided in Canvas and a full assessment brief provided within Module Guidance Sheets.

## Exit Awards

Academic achievement	Teachers' Standards all met	Award gained
60 Masters credits	YES	Postgraduate Certificate of Education
45 Masters level credits and 15 Honours level credits <b>**please see note below</b>	YES	Postgraduate Certificate of Education
30 Masters level credits and 30 Honours level credits  15 masters level credits and 45 Honours level credits  Or 60 Honours level credits	YES	Professional Graduate Certificate of Education
2 x 30 credit or less modules failed at Honours level	YES	Qualified Teacher Status
60 credits at Masters level	NO (QTS failed)	Postgraduate Certificate in Professional Development. This is a pass if the credit weighted mean mark (cwm) is 50-59, Merit (cwm of 60-69) or Distinction (cwm of 70+)
Any Masters level or honours level credits obtained	NO	Credits at achieved level only

**\*\* A single module can be condoned (if awarded 40-49) IF the mean module mark across the programme is 50+. Please see the SRF for further details:**

[Student Regulations Framework | Plymouth Marjon University](#)

## Handing in Assignments

	Hand in (on or before)	Hand back
<b>GNPM51</b>	29.10.21	26.11.21
<b>GNPM52</b>	07.01.22	04.02.22
<b>GNPM53</b>	04.03.22	01.04.22
<b>GNPM54</b>	03.06.22	01.07.22

**Please note, in order to be awarded a PGCE, assignments must meet the relevant criteria.**

- All assignments **MUST** be submitted on or before the date specified and submitted on Turnitin through Canvas by 11.59pm.
- All assignments are electronically registered in terms of date and time.
- All assignments must have attached a coversheet detailing name, student number, assignment title and module code.
- If you need to claim for extenuating circumstances you will need to collect a form from registry and will also need to provide relevant documentation to support your claim. For further information please refer to the Student Handbook available on Canvas.
- Marked assignments will be available from Turnitin.
- If a trainee is given the opportunity to re-sit an assignment a charge will be made. Submission of a deferred assignment will incur no charge. Please see the [Student Handbook](#).

### **Late submission of assignments**

There are no extensions to coursework deadlines. Coursework submitted after the final published submission date, but within two weeks of that date, will be marked but the mark awarded will be capped at the module pass mark. The uncapped mark will also be shown on the coursework. (See Student Handbook)

If you think you have a valid reason for not meeting a deadline, then discuss your problems with the relevant module leader and make a claim for extenuating circumstances by submitting a form to Registry. **Do not leave this to the last minute.**

It is the responsibility of trainees to request consideration of extenuating circumstances. You can get confidential advice from your link tutor or module leader and from Student Support, but it is up to you to ensure that appropriate documentation is provided to back up any claim you make. Claims are considered by a committee on a need to know basis. This means that your personal details will not be divulged beyond the committee. The committee will simply notify the Chair of the Module Assessment Board whether your claim for extenuating circumstances has been upheld.

If you do not submit coursework you will automatically receive a 0 (zero) grade. Module tutors are not allowed to grant extensions. If your claim for extenuating circumstance is upheld, you will be required to submit work at a later date, and you will be awarded the full mark.

### **Presentation of assignments**

All assignments must be word-processed. Your ability to use ICT is part of the assessment of your professional competence as set out in the Core Content Framework and the Teachers' Standards. You may use the computing facilities at University situated near the Library if needed.

When presenting an assignment, you should:

- Use good margins (at least 2 cm)
- Use at least 1.5 spacing between lines. If single spacing is used, it is difficult for Tutors when marking
- Use Ariel font size 12
- Include a cover page which must include your student number, the date of submission and title of assignment
- Include a word count on the front cover
- Number the pages
- Use accurate punctuation, expression and grammar
- Use correct spelling
- Put your student number (in small font) at the top of each page
- Do not use the name of a school or of particular pupils or staff in any assignment
- Use the Harvard System of referencing and acknowledge all references. Guidance can be found in the Student Handbook. This is an aspect that persistently attracts comments from tutors and ultimately lowers the standard of the finished piece of work

### **Plagiarism**

- It is important that **YOU ACKNOWLEDGE ALL REFERENCES**, otherwise you will be committing plagiarism, which is considered a very serious matter, and if confirmed, will result in a Fail Grade. The University guidelines on plagiarism can be found in the Student Handbook on Canvas.
- Module tutors are very alert to any examples of plagiarism. They will have read widely in the areas related to the assignments and will be familiar with the texts and resources you are using, and so will be able to detect plagiarism more easily than you think. Of course, we are pleased to see that you have read appropriately and want to include this reading in the assignment, but you must indicate that you have read it, and then critically engage with this reading and not try and pass it off as your own work!
- You are advised to be vigilant, and to consult with staff if you have any doubts. Cutting corners when under pressure, is likely to mean that you are less vigilant than normal. The consequences can be serious, so you need to exercise great care when submitting any piece of work for assessment. Details of cheating and plagiarism are kept on trainees' records.

## School Direct PGCE Modules

### Module Code: GNPM51

<b>Module Code</b>	GNPM51
<b>Version</b>	(completed by QASU)
<b>Module Title</b>	Inclusion in the Primary Classroom
<b>Credits</b>	15
<b>Valid From</b>	(completed by QASU)
<b>Status</b>	Proposed
<b>Subject Board</b>	(completed by QASU)
<b>Academic Level (FHEQ)</b>	7
<b>Study Period</b>	Term 1
<b>Prerequisites and co-requisites</b>	n/a
<b>Associated programmes</b>	School Direct Primary
<b>Not available to students taking/having taken</b>	n/a

### Content

- A critical examination of the origins and the concept of inclusion
- An understanding of statutory legislation and current SEND guidance and the implications of these for the primary teacher
- The roles and responsibilities of class teachers with regard to SEND and inclusion
- Multi-agency working and the need for a family-centred approach
- Adapting the classroom environment and curriculum to ensure the progress of every pupil

### Teaching and Learning Experience

Directed study and reading, supported independent study, seminars, e-learning, lectures, group work and school-based training.

### Module Learning Outcomes (MLOs)

On successful completion of this module trainees will be able to:

1. Critically evaluate a range of theoretical, policy and practice issues related to inclusion and the primary classroom.
2. Demonstrate a critical understanding of the implications of the Code of Practice for the classroom teacher, other educational practitioners, parents and pupils.
3. Demonstrate a critical understanding of how to develop an inclusive ethos, underpinned by a commitment to all children in the community and a critical awareness of the wider social and ethical implications of inclusion.
4. Identify factors that contribute to an inclusive learning environment and reflect critically on a range of practical strategies to achieve this.

## Assessment

Assessment task	Load (e.g. wordage)	Weighting (as a percentage)	Learning outcomes assessed
Essay	up to 3750 words (or equivalent)	100%	1, 2, 3, 4

## Indicative reading

### Books

Armstrong, F., Richards, G. (2016) *Teaching and Learning in Diverse and Inclusive Classrooms: Key Issues for New Teachers*. New York: Routledge.

Ekins, A. (2015) *The Changing Face of Special Educational Needs: impact and implications for SENCOs, teachers and their schools*. (2<sup>nd</sup> ed.). Abingdon: Routledge.

Feuerstein, R., Falik, L.H. and Feuerstein, R.S. (2015) *Changing Minds and Brains: The Legacy of Reuven Feuerstein - Higher Thinking and Cognition Through Mediated Learning*. New York: Teachers College Press.

Frederickson, N. and Cline, T. (2015) *Special Educational Needs, Inclusion and Diversity: A Textbook*. (3<sup>rd</sup> ed.). Maidenhead: Open University Press.

Glazzard, J., Stokoe, J., Hughes, A., Netherwood, A. and Neve, L. (2015) *Teaching and Supporting Children with Special Educational Needs and Disabilities in Primary Schools*. (2<sup>nd</sup> ed.). London: SAGE.

Goepel, J., Childerhouse, H. and Sharpe, S. (2015) *Inclusive Primary Teaching: A Critical Approach to Equality and Special Educational Needs and Disability*. (2<sup>nd</sup> ed.). Northwich: Critical Publishing.

Hodkinson, A. and Vickerman, P. (2015) *Key Issues in Special Educational Needs and Inclusion*. (2<sup>nd</sup> ed.). London: SAGE.

Imray, P. and Colley, A. (2017) *Inclusion is Dead: Long Live Inclusion*. Abingdon: Routledge.

Norwich, B. and Koutsouris, G. (2017) *Addressing Tensions and Dilemmas in Inclusive Education: Living with Uncertainty*. Oxford: Oxford University Press.

Tomlinson, S. (2017) *A Sociology of Special and Inclusive Education: Exploring the Manufacture of Inability*. Abingdon: Routledge.

Tutt, R. and Williams, P. (2015) *The SEND Code of Practice 0-25 Years: Policy, Provision and Practice*. London: SAGE.

Wearmouth, J. (2017) *Special Educational Needs and Disabilities in Schools: A Critical Introduction*. London: Bloomsbury.

### Journals

Educational and Child Psychology

British Journal of Special Education

International Journal of Early Childhood Special Education

British Educational Research Journal

European Journal of Special Needs Education

Journal of Special Education and Rehabilitation

### Websites

[www.bild.org.uk](http://www.bild.org.uk)

[www.mentalhealth.org.uk/learning-disabilities](http://www.mentalhealth.org.uk/learning-disabilities)

[www.nasen.org.uk/](http://www.nasen.org.uk/)

[www.gov.uk/children-with-special-educational-needs](http://www.gov.uk/children-with-special-educational-needs)

[www.challengingbehaviour.org.uk/](http://www.challengingbehaviour.org.uk/)

## Module Code: GNPM52

<b>Module Code</b>	GNPM52
<b>Version</b>	(completed by QASU)
<b>Module Title</b>	Developing Knowledge for planning, teaching and assessment
<b>Credits</b>	15
<b>Valid From</b>	(completed by QASU)
<b>Status</b>	Proposed
<b>Subject Board</b>	(completed by QASU)
<b>Academic Level (FHEQ)</b>	7
<b>Study Period</b>	Term 2
<b>Prerequisites and co-requisites</b>	n/a
<b>Associated programmes</b>	School Direct Primary
<b>Not available to students taking/having taken</b>	n/a

### Content

- Critical engagement with subject knowledge for teaching development
- A critical consideration of the planning and assessment cycle
- A critical examination of Assessment for Learning approaches
- A critical consideration of the value of reflective practice in the classroom

### Teaching and Learning Experience

School based training, directed study and reading, independent study, seminars, practice-based, e-learning, lectures.

### Module Learning Outcomes (MLOs)

On successful completion of this module trainees will be able to:

1. Demonstrate knowledge and understanding, critical awareness and innovation to teach across the primary curriculum.
2. Critically evaluate a range of approaches which inform the planning and assessment cycle to ensure effective class practice.
3. Reflect systematically and critically on the effectiveness of teaching and learning and explore the relationship between theory and practice in complex situations.

### Assessment

Assessment task	Load (eg wordage)	Weighting (as a percentage)	Learning outcomes assessed
Digital presentation	up to 3750 words (or equivalent)	100%	1, 2, 3

## **Indicative reading**

### **Books**

- Briggs, M., Woodfield, A., Martin, C. and Swatton, P. (2008) *Assessment for Learning and Teaching in Primary Schools*. (2nd Edition.) Exeter: Learning Matters.
- Clarke, S. (2014) *Outstanding Formative Assessment: culture and practice*. Oxon: Hodder Staughton
- Desailly, J. (2015) *Creativity in the Primary Classroom* (2nd Edition). London: Sage
- Driscoll, P., Lambirth, A. and Roden, J. (2015) *The Primary Curriculum. A creative approach*. (2nd Edition). London: Sage
- Elloitt, A. & Dweck, C. (eds) (2017) *Handbook of Competence and Motivation*. New York: Guildford Press
- Grigg, R. (2015) *Becoming an Outstanding Primary School Teacher* Harlow: Pearson
- Hayes, D. (2012) *Foundations of Primary Teaching*. Abingdon: Routledge.
- Klenowski, V., Wyatt-Smith, C. (2014) *Assessment for Education: Standards, Judgements and Moderation*. London: Sage
- Ricci, M. (2013) *Mindsets in the Classroom*. USA, Prufrock Press
- Sellers, M. (2017) *Reflective Practice for Teachers*. London: Sage
- Smith, P and Dawes, L. (2014) *Subject Teaching in Primary Education*. London: Sage
- Williams, D. (2014) *Formative Assessment and Contingency in the regulation of learning processes*. London: Institute of Education.

### **Journals**

- Education 3-13
- British Educational Research Journal
- Early Childhood Research and Practice
- Critical and Reflective Practice in Education
- Journal of Educational Research

### **Websites**

- [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)
- [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)
- [www.aaia.org.uk](http://www.aaia.org.uk)
- [www.ase.org.uk](http://www.ase.org.uk)
- [www.ncetm.org.uk](http://www.ncetm.org.uk)
- [www.literacytrust.org.uk](http://www.literacytrust.org.uk)

## Module Code: GNPM53

<b>Module Code</b>	GNPM53
<b>Version</b>	(completed by QASU)
<b>Module Title</b>	Developing a Philosophy of Learning and Teaching across the Primary Curriculum
<b>Credits</b>	15
<b>Valid From</b>	(completed by QASU)
<b>Status</b>	Proposed
<b>Subject Board</b>	(completed by QASU)
<b>Academic Level (FHEQ)</b>	7
<b>Study Period</b>	Term 2
<b>Prerequisites and co-requisites</b>	n/a
<b>Associated programmes</b>	School Direct Primary
<b>Not available to students taking/having taken</b>	n/a

### Content

- A critical consideration of learning theories and perspectives on learning drawn from neuroscience, multi-sensory approaches, visible learning, collaborative learning and mediated learning
- A critical evaluation of how these theories influence teaching approaches
- A critical consideration of the role of exploratory and dialogic talk in progressing learning

### Teaching and Learning Experience

School based learning, directed study and reading, independent study, workshops, practice-based, practical workshops, master class, lectures and group work

### Module Learning Outcomes (MLOs)

On successful completion of this module trainees will be able to:

1. To critically evaluate arguments, related to learning theory, which underpin effective learning and teaching
2. To critically evaluate educational concepts that engage children as learners
3. To articulate an informed, synthesised and critical understanding of perspectives of learning and teaching
4. To critically reflect on and develop a personal philosophy of learning and teaching

### Assessment

Assessment task	Load (eg wordage)	Weighting (as a percentage)	Learning outcomes assessed
Essay	up to 3,750 words (or equivalent)	100%	1-3

## **Indicative reading**

### **Books**

- Alexander, R. (2006) *Towards Dialogic Teaching*. Yorkshire: Dialogos
- Eaude, T. (2011) *Thinking through Pedagogy for Primary and Early Years*. Exeter: Learning Matters
- Gray, C. & MacBlain, S. F. (2012) *Learning Theories in Childhood*. London: Sage
- Kolb, B. & Whishaw, I. (2016) *An Introduction to Brain and Behaviour: Revisiting the Classics Studies*. US: Worth
- Hattie, J. (2012) *Visible Learning for Teachers: Maximising Impact on Learning*. London: Routledge
- Hattie, J. & Yates, G. (2013) *Visible Learning and the Science of How We Learn*. London: Routledge
- Marks, R. (2016) *Ability Grouping in Primary Schools: Case Studies and Critical Debates*. Critical Publishing
- Mercer, N. & Littleton, K. (2007) *Dialogue and the Development of Children's Thinking: a socio-cultural approach*. Oxon, Routledge
- Pritchard, A. (2017) *Ways of Learning*. Oxon: Routledge
- Vygotsky, L. (1962) *Thought and Language*. Cambridge: Harvard Press
- Vygotsky, L. (1978) *Mind in Society: Development of Higher Psychological Processes*. Harvard: University Press
- Wegerif, R. (2010) *Mind Expanding Teaching for Thinking and Creativity in Primary Education*. Maidenhead: McGraw Hill

### **Journals**

- British Educational Research Journal
- British Journal of Educational Studies
- The Journal of Educational Research
- Journal of Teacher Education

### **Websites**

- [www.rtweb.info](http://www.rtweb.info)
- [www.learningandteaching.info/learning/theories.htm](http://www.learningandteaching.info/learning/theories.htm)
- [www.visiblelearningplus.com](http://www.visiblelearningplus.com)
- [www.feuerstein-global.org/](http://www.feuerstein-global.org/)

## GNPM54

<b>Module Code</b>	GNPM54
<b>Version</b>	(completed by QASU)
<b>Module Title</b>	Current Education Issues for the Teaching Professional
<b>Credits</b>	15
<b>Valid From</b>	(completed by QASU)
<b>Status</b>	Proposed
<b>Subject Board</b>	(completed by QASU)
<b>Academic Level (FHEQ)</b>	7
<b>Study Period</b>	Term 2
<b>Prerequisites and co-requisites</b>	n/a
<b>Associated programmes</b>	School Direct Primary
<b>Not available to students taking/having taken</b>	n/a

### Content

- A critical consideration of up-to-date educational issues
  - A critical evaluation of recent and proposed changes to educational policy
  - A critical discussion of the impact of education policy on primary teaching
  - A critical consideration of groups of children who are in danger of being marginalised
- Updates of educational changes ensuring preparation for the NQT year is thorough

### Teaching and Learning Experience

School based training, directed study and reading, independent study, seminars, workshops, practice-based, e-learning, lectures

### Module Learning Outcomes (MLOs)

On successful completion of this module trainees will be able to:

1. Critically evaluate and present coherent arguments regarding education policy and the effect on primary teaching
2. Critically evaluate the basis / knowledge base of their own value position related to primary school education and associated claims to knowledge
3. Engage as a critical professional with the holistic range of current educational issues raised, considering marginalised and minority groups
4. Demonstrate an understanding of the range of strategies teachers employ, and their professional responsibility to support diversity in the classroom

### Assessment

Assessment task	Load (eg wordage)	Weighting (as a percentage)	Learning outcomes assessed
Reflective Learning Journal	up to 3750 words (or equivalent)	100%	1, 2, 3, 4

## **Indicative reading**

### **Books**

- Bhopal, K. and Shain, F. (2017) *Neoliberalism and Education: Rearticulating Social Justice and Inclusion*. Routledge
- Butler, H. (2013) *Helping Children Think About Bereavement: A differentiated story and activities to help children 5-11 deal with loss*. Routledge
- Conteh, J. (2003) *Succeeding in Diversity: culture, language and learning in primary classrooms*. Stoke on Trent. Trentham Books Ltd.
- Danaher, P.A., Kenny, M. and Leder, J.R. (2012) *Traveller, Nomadic and Migrant Education*. Routledge
- Devarakonda, C. (2012) *Diversity and Inclusion in Early Childhood*. Sage
- Hill, D. and Helavaara Robertson, L. (2009) *Equality in the Primary School: Promoting Good Practice Across the Curriculum*. A&C Black
- Knowles, G. and Holmstrom, R. (2013) *Understanding Family Diversity and Home-School Relations*. Routledge
- OECD Reviews of Migrant Education (2015) *Immigrant Students at School: Easing the journey towards integration*. OECD
- Price, D. and Tayler, K. (2015) *LGBT Diversity and Inclusion in Early Years Education*. Routledge
- Richards, G. and Armstrong, F. (2015) *Teaching and Learning in Diverse and Inclusive Classrooms. Key issues for new teachers (2nd edition)*. Routledge
- Robinson, C., Bingle, B. and Howard, C. (2016) *Surviving and Thriving as a Primary NQT*. Critical Publishing Limited
- Soan, S. (1999) *Improving Outcomes for Looked After Children. A practical guide to raising aspirations and achievement*. Optimus Education Books

### **Journals**

- British Journal of Education Studies  
Education 3-11 (ASPE)  
Educational Research  
Gender and Education  
Research Paper in Education

### **Websites**

- [www.education.gov.uk/schools](http://www.education.gov.uk/schools)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
[www.reflectiveteaching.co.uk](http://www.reflectiveteaching.co.uk)  
[www.schools-out.org.uk](http://www.schools-out.org.uk)  
[www.childbereavementuk.org/support/schools](http://www.childbereavementuk.org/support/schools)

## Masters Level Assessment Criteria

	Fail 1 to 29	Fail 30 to 39	Fail 40 to 49	Pass 50 to 59	Merit 60 to 69	Distinction 70 to 79	Distinction 80 to 100
<b>Knowledge and Understanding</b>	Unrelated to focus and little evidence of knowledge and understanding of central issues related to topic.	Gives limited indication of knowledge and understanding related to topic.  Unstructured, lacks coherence and not supported by relevant literature.	Demonstrates basic knowledge and understanding of topic with limited use of literature. Essentially a descriptive report.	Demonstrates an ordered, relevant and current knowledge and understanding of the topic. Makes use of relevant literature and current research.	Demonstrates systematic, clear, entirely appropriate and relevant knowledge and understanding of the contentions and debates surrounding the topic. Shows a critical understanding of contextual issues.	Demonstrates comprehensive knowledge and informed understanding of complex issues with the capacity to challenge the received knowledge within the topic. Illuminates links between knowledge based practice and theory.	Demonstrates knowledge and understanding which is at the forefront of the area under study and which contributes impressive knowledge and understanding which contributes to the creation of new knowledge within the topic. Uses knowledge to problematise or construct possible new areas of enquiry.
<b>Synthesis and critical analysis</b>	Inadequate ability to synthesise and critically analyse information.	Limited demonstration of synthesis and critical analysis.	Demonstrates some evidence of analytical engagement with the subject matter but ideas are not linked nor constructed into a logical argument.	Demonstrates a systematic, coherent and critical analysis of the topic. Critical awareness of the current key issues.  Ideas are linked and constructed into a logical argument.	Is consistently analytical with sustained critical interpretation and self-reflection.  Demonstrates some new insights into the area of study.	Demonstrates confident, perceptive, critical analysis and synthesis, including elements of innovation and self-criticality. Contributes new insights into the topic.	Comprehensive, innovative and insightful synthesis and critical analysis. Challenges theory and practice and proposes new hypothesis regarding the area of study.
<b>Interpretation and Application of knowledge</b>	Major omissions and/or serious errors in interpretation and application of knowledge.	Application and interpretation uses a limited range of sources with omissions and/or errors.	Demonstrates some evidence of application and interpretation of the issues.	Demonstrates clear evidence of application of subject knowledge and interpretation of wider issues.  Data analysis informs both interpretation and application.	Demonstrates secure application and wider creative interpretation of the subject which contributes to improved practice.  The data is used to inform and enhance practice.	Confident application and interpretation of complex issues demonstrating evidence of originality and innovation.  Data is used to illustrate the complexity of knowledge within the topic area.	Demonstrates quality and imagination in application and innovation consistent with publishable academic material.  Data is used to support argument and innovation.
<b>Communication and presentation</b>	Is poorly communicated and presented. Is incomplete and lacks focus.	Limited structure, partially complete with inaccurate use of Harvard referencing conventions.	Has ineffective organisation and structure. May contain irrelevant materials. Has some inaccuracies in Harvard referencing and acknowledgements of sources.	Is well organised and argued using a structured framework. Uses accurate Harvard referencing. Has a clear sense of purpose rooted in personal and professional values.	Has a fluent, coherent and appropriate style, structure and language. There is a clear sense of ownership and the writing shows commitment and energy.	Is cohesive and lucid. Implications for personal practice and professional development are made explicit and show insight and self-awareness.	The quality of work is consistent with publishable material within an academic context.

## Other Information

### University Term Dates

Autumn	7 <sup>th</sup> September – 17 <sup>th</sup> December 2021
Spring	4 <sup>th</sup> January – 8 <sup>th</sup> April 2022
Summer	25 <sup>th</sup> April – 28 <sup>th</sup> July 2022

### Communications

Communication with tutors is primarily through **University e-mail**. University email and Internet access is free to all trainees who have completed the necessary registration. If you should experience any problems with your University e-mail, contact Computing & Media Services immediately. It is important that you use your email since this is the main form of communication between the University and you.

### Mobile phones

**Please keep mobile phones switched off or on silent during teaching sessions** unless you are waiting for an urgent message. In such cases you should inform the appropriate module tutor.

### Mosaic

School Direct trainees and mentors will be provided with access to the University's virtual e-portfolio system – Mosaic. You will be given a password and access to Mosaic early in September 2021. Mosaic provides information about all modules and assignments as well as making reference to important documents and research papers. It is essential that trainees and mentors refer to Mosaic on a regular basis as important information and announcements concerning the School Direct will be posted here.

### Attendance

Participation in the School Direct PGCE programme is a full-time commitment. Repeated absence without good cause is unacceptable on a professional course of training. Non-attendance or poor attendance will result in a 'Cause for Concern'.

- Attendance is monitored
- If a trainee is ill and is going to be absent from school or any of the University sessions they **MUST** phone Jo Carkett, School Direct Administrator – 01752 636800, stating their name, session to be missed, reason for absence and when they are expected to return. The absence is then recorded, and a message passed on to the respective module tutor.

### Professional Expectations

This is a professional course and, as such, it is expected that trainees demonstrate professional behaviour at all times during their University sessions.

## **Applying for Initial Teaching Posts**

- Most appointments to teaching posts take effect at the beginning of the school year in September, although there are some vacancies during the year. Advertisements for posts begin to appear in the Spring Term and continue through the Summer Term. Advertisements are placed by schools and Local Authorities in the *Times Educational Supplement* (weekly on Fridays) and *Education Guardian* (Tuesdays). These publications are available in the Library. Some authorities produce a monthly booklet of posts vacant.
- You will be given advice about applying for posts and you are encouraged to prepare applications early. Sessions are held to give you support in this and university and staff at your lead school will help you.
- There will be a Careers Fair where all final year trainees can find important and useful information about applying for teaching posts.
- Visits to schools, most schools encourage applicants to visit the school before they apply.

## **Confidentiality and Professional Sensitivity**

- As a member of any profession, you must learn to handle confidential information. No one can defend you if you break a confidence. You will talk to teachers, and they may give you confidential information about children in the classes in which you work. All such information must be treated carefully and not spread indiscreetly to people not professionally concerned, or to the children themselves.
- You must also become sensitive towards the feelings of fellow members of the profession. When you visit schools you will, of course, be weighing up what you see and hear. You should be very careful in committing this to paper. When recording information and observations, or writing assignments, 'code' the names of individuals and institutions to preserve anonymity. Lack of consideration for the sensitivity of staff in a school can ruin good relations which have been built up over many years.

## **Complaints Procedure**

- We hope that you will feel able to consult your link tutor in the first instance if you have any problems with the sessions at the University. However, a formal complaints procedure is in place, and you are advised to use the correct procedures, as outlined in the [Student Handbook](#).

## **Membership of a Professional Body**

- Just as with a qualified teacher, you will be working in a position of trust and considerable responsibility. It is not likely that you will require such support, but you are strongly advised to take up student teacher-level membership of a union (often free) before your first visits to schools. We also recommend that you join the [Chartered College of Teaching](#).

## University Services

### Disability and needs disclosure

If you have an illness or a disability which you think may benefit from support from the module team we encourage you to disclose this to your link tutor. Disclosure is a personal preference and not compulsory but for your needs to be met you will need to declare them as we do not have access to this information otherwise. For further information, it is suggested that you contact the University Disability & Inclusion Advice Service (DIAS) in Student Support.

### Equal Opportunities Statement

All University Programmes and Subjects are implemented and evaluated in the light of the Code of Practice on Equal Opportunities and Religious Diversity and the University's Policy for Learning and Teaching. These documents cover the main issues of equality, disadvantage, inclusivity and access to the curriculum, and are published in the Student Handbook for each trainee.

### Equality & Diversity/Reporting

Everyone within our community has rights and responsibilities in respect of equality and diversity. *You have the right* to expect a safe and respectful learning environment with inclusive access to learning and teaching. *You have a responsibility* to ensure you treat other trainees, staff and those you come into contact with through school and University sessions with respect. We hope that the University meets everyone's expectations in terms of equality, however, should you need to raise any issues of concern with us during your time here the Student Handbook provides information on our Complaints, Appeals, Misconduct and Fitness for Professional Practice procedures. You should also note that we have an additional informal and confidential equality process through which anyone can let us know if they feel that they been discriminated against by others in our community. If you wish to tell us about any discrimination that has happened to you during your time here, contact the Student Union President, Head of Student Support or the Equality & Diversity Co-ordinator or complete a 'Discriminatory Incident' Form.

### Student Support

Student Support offer a confidential and comprehensive service to guide and support trainees through their studies. Please familiarise yourself with their web pages at:

Student Support: [Student Support | Plymouth Marjon University](#)

### Contact

Email: [studentsupport@marjon.ac.uk](mailto:studentsupport@marjon.ac.uk)

Phone: 01752 636891 or internal 2091

## Other useful web pages

Diversity <https://www.marjon.ac.uk/about-marjon/diversity/>

Library Resources: [Library | Plymouth Marjon University](#)

IT Training and Support: <https://www.marjon.ac.uk/about-marjon/facilities-hire/it-training/>

Student Handbook:

<http://handbook.marjon.ac.uk/>

Programme Specifications & Module Descriptors:

<http://www.marjon.ac.uk/about-marjon/institutional-documents/programme-specifications/>

Generic Grade Descriptors:

<https://www.marjon.ac.uk/about-marjon/institutional-documents/handbooks-regulations-and-procedures/University-grade-descriptors.pdf>

Student Admin Portal:

<http://www.marjon.ac.uk/Trainees/portal/login.aspx?ReturnUrl=%2fTrainees%2fportal%2fDefault.aspx>

Timetable and Schedules (Term Dates; Assessment Calendar):

<https://www.marjon.ac.uk/about-marjon/institutional-documents/2021-22-dates/>

### **EMERGENCIES**

When on site: in case of emergencies, medical aid should be sought *via* the duty porter at  
The Hello Desk, by phoning Ext 2222 – 24 hours a day

## University Chaplaincy

The Chaplaincy Centre, built in 1994, is located in a central position in the University quadrangle, reflecting the importance the University attaches to its origins and ethos and the Chaplaincy's own mission statement: to build a Christian community at the heart of the life of the University.

The building is open every day from 6.00am to 11pm for use by individuals or groups for prayer, reflection, and study. There is a thriving Christian community within the University made up of people from different nationalities and worshipping traditions. The main focus of worship is the weekly Sunday evening service at 6pm, to which all members of the University community are warmly invited.

Rev Michelle Parkman is a full-time Anglican Chaplain, and she is assisted by a team of associate chaplains drawn from local churches in Plymouth. The day to day running of the Chaplaincy is in the hands of the Chaplain (ext. 2047) and two Pastoral Assistants (ext. 6528). The Chaplaincy team are available to provide help and support to all members of the community. Do make yourself known to them as soon as you find your feet in the University.

<b>Holy Communion</b>	Tuesday – 12.30pm
<b>Sunday Worship</b>	Sunday – 6.00pm
<b>Morning Prayer</b>	Monday – Friday – 8.30am
<b>Evening Prayer</b>	Monday – Friday – 4.30pm

There is a room, administered by the Chaplaincy, specifically for Islamic use on the ground floor of the Henry Durowse Centre (HDC103). Prayer mats and copies of the Qur'an are available, and a timetable of prayer times is posted

**The Chaplain: The Reverend Michelle Parkman**  
**TEL: 01752 636847 or 01752 636700 ext 2047**  
**Email: [mparkman@marjon.ac.uk](mailto:mparkman@marjon.ac.uk)**

**The Chaplaincy Office - 01752-636700 (ext 6528)**

**Webpage - [Chaplaincy | Plymouth Marjon University](#)**

**All of us at Plymouth Marjon University hope that you have a most enjoyable and successful time with us. We hope that friendships will develop which will be lifelong. You will find the University a happy and friendly place in which to study and please remember that there is always someone to turn to in times of difficulty.**