Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	Bachelor of Education (Honours)
1.5 FHEQ Level:	4, 5, and 6
1.6 Programme Title:	Physical Education in Secondary Education (11-16 with enhancement)
1.7 Mode and Duration of Study:	Full Time – 3 years
1.8 School:	School of Education
1.9 HECoS Code:	100512
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	X1XH
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International trainees will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	Department for Education
1.14 QAA Subject Benchmarking Group(s):	Education Studies 2019
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ) Initial teacher training (ITT): criteria and supporting advice (DfE, new 2024) The ITT Core Content Framework (CCF) (DFE, 2019) The Early Career Framework (ECF) (DfE, 2019) Initial teacher education (ITE) inspection framework and handbook (Ofsted, 2022) National curriculum in England: framework for key stages 1 to 4 (DfE, updated 2014)
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	Work-Based learning, as set out in the ITT Compliance criteria requirements for the awarding of QTS is included in modules: SCNC51, SCND51, SCNH51
1.18 Foundation Degree Progression Routes:	N/A

1.19 Arrangements for Distance Learning:	Whilst trainees are on school placements, University Tutors will provide individual tuition by distance learning using a range of electronic learning support tools, e.g. Canvas, Mosaic, etc.
1.20 Original Date of Production:	February 2024
1.21 Date of Commencement:	September 2024
1.22 Review Date:	By August 2030

2. Programme Outline

The BEd (Hons) Physical Education in Secondary Education programme's fundamental purpose is to help trainee teachers to develop the skills of a critically reflective practitioner; that is, to help graduates become teachers who can reflect on and analyse their own practice and select effective strategies to use which will facilitate and support pupils' learning. The programme is the first step in their continuing professional development in teaching. The BEd (Hons) Physical Education in Secondary Education combines subject knowledge per se with pedagogic knowledge, knowledge of pupil development and professional attributes. It combines modules that are both theoretical and practical, to underpin standards involved in education and the attainment of Qualified Teacher Status. Trainees learning takes place both within the University and within a diverse range of schools and educational settings, which over the three years may include schools based within Cornwall, Plymouth, Devon Torquay, and special schools and alternative provision, schools located overseas but teaching the content of The National Curriculum in England (2013) and schools in London boroughs.

The three-year degree programme supports and contributes to the values of the Plymouth Marjon University: Humanity, Ambition, Curiosity and Independence. Trainees are encouraged to develop their own ideas and independent thought; they develop connections and relationships within the University and the community throughout the programme; are always supported to reach their potential and are encouraged to be the best they can be.

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

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

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

2.1 Integrating Sustainability into the Curriculum

The programme has been designed to ensure trainees are provided with learning opportunities that will enable them to develop the skills and knowledge to live and work sustainably in the future. These include a range of transferable and practical skills particularly developed through the three key aspects of the curriculum and include global citizenship and environmental stewardship. Trainees will be encouraged to engage with a diverse range of ethical, moral and social issues as part of the programme and to develop their own philosophical, moral and ethical standpoints. Trainees are challenged in their thinking, beliefs and attitudes and there is a key focus throughout the programme on the development of reflection as a core element of an effective teacher. The programme equips trainees with the knowledge, understanding and skills that reinforce sustainable development focusing on social justice, ethics and well-being; and future thinking, It addresses explicitly United Nations sustainable development goals of quality education, gender equality, good health and wellbeing, reduces inequalities and partnerships.

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

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

3. Distinctive Features

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

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

The three stages outlined above are a distinctive feature of the programme. Designed around cognitive theory, suggested in Bruner's spiral curriculum, the trainees revisit a topic, theme or subject several times throughout their training e.g. meeting the needs of all learners. The complexity of the topic or theme increases with each revisit, building schema, embedding and contextualising new learning. The theoretical underpinning is contextualised through school-based observation, teaching experience, professional dialogue and reflective practice. In response to changing government policy and approaches to ITT, the programme is built on strong, well-established partnerships with schools which continue to strengthen the programme and remain

open and flexible to on-going changes. The spiral curriculum enables the partnership to contextualise the theory with current practice relating to innovation in modelling best practice for teaching and learning encouraging self-efficacy, reflective practice and metacognitive ability.

The BEd (Hons) Physical Education in Secondary Education enables trainee teachers to experience a broad and balance curriculum that celebrates diversity. Behaviour leadership is a key feature throughout fostering high expectations which helps to promote positive outcomes for pupils and promotion readiness for our trainees. The spiralled and sequenced programme provides trainees with a comprehensive understanding of its curriculum and includes areas such as anatomy, physiology, biomechanics, sports psychology and explore PE specific pedagogies such as physical literacy, model-based practice, concept curriculum design and trauma informed approach.

There has been a noticeable trend in recent years whereby our trainees have gained employment in Physical Education but with a requirement to teach a second subject. In response to sectoral demands and to increase employability, programme staff actively encourage trainees to complete an enhancement in another curriculum area. Once the teaching and learning of Physical Education is secure, trainees can hold discussions, (usually within their final school placement) with the quality assurance university tutor and subject mentor with regards completing an enhancement. The award of enhancement alongside their degree, indicates that trainees have taught another subject usually at Key Stage 3 or 4. Trainees are required to compile an indicative evidence base that demonstrates the work trainees have done for the enhancement and an appropriate breadth of knowledge. It is also possible for trainees to complete: Key Stage 5 Examination Physical Education, Special Educational Needs and Disability, and Personal, Health, Social and Economic Education enhancements.

Collaboration also enables Undergraduates and Postgraduates to share teaching and learning experiences, such as the conferences throughout the year, which link directly with the Intensive Training and Practice (ITaP) themes. Our ITaP provision is intentionally planned with lead partners and deliberately sequenced to align to our curriculum intent enabling trainees to learn from expert colleagues and maximise learning opportunities in the five pivotal areas:

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

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

4. Programme Aims

The over-arching aim of the B.Ed (Hons) Physical Education in Secondary Education (11-16 with enhancement) programme is to prepare our next generation of outstanding reflective practitioners and high calibre Physical Education teachers. The programme will provide 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 professional practitioners who are well prepared to undertake further training as newly qualified teachers and into their careers.

The programme's general aims aligned to the curriculum themes are to:

Theme 1 – The professional role of the developing teacher
a) Develop a systematic understanding of the field of education including acquisition of coherent and detailed knowledge informed by educational research and policy.
b) Develop the ability to learn independently, exercising initiative and personal responsibility for their academic and professional development.
c) Communicate and explain information, ideas and problems to a variety of audiences through academic and professional work.

Theme 2 – Development of teaching & learning
d) Recognise how diverse educational settings and students may present uncertainty and ambiguity, and to apply knowledge in a range of contexts.
e) Promote authentic learning experiences and apply these to different educational contexts in partnership with schools.
f) Promote accountability for pupil progress and utilise evidence informed pedagogical approaches to support learning.

Theme 3 – Curriculum and specialisms
g) Develop Physical Education specific techniques of analysis and enquiry and use them critically to make judgements and solve problems.
h) Develop Physical Education specific pedagogic practices that enhance learning for students.
i) Develop conceptual understanding, devise and sustain arguments, challenge assumptions and evaluate abstract concepts and data, linked to educational, and Physical Education research and policy

5. Programme and Level Learning Outcomes

Level 4 Learning Outcomes

Knowledge & understanding:
By the end of this level trainees should be able to demonstrate:
1. Knowledge and understanding of the diversity of learners, theories of how learners learn, and the education process.
2. An understanding of societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process.
3. A developing understanding of the interaction between learning and contexts and different educational settings.
4. The ability to discuss the interactions between education and its contexts, and relationships with other subjects and associated professional services.
5. The ability to outline the concept of knowledge in the discipline including knowledge of the school curriculum and assessment approaches.

Intellectual skills:
By the end of this level trainees should be able to demonstrate:
6. An understanding of their own and others' value systems and understanding of the place of Physical Education in education.

7. An understanding of educational concepts, theories and issues of policy and the ability to identify and define problems with these.
8. The ability to apply a range of relevant primary and secondary sources to extend knowledge and understanding.

Practical skills:
By the end of this level trainees should be able to demonstrate:
9. The ability to use a range of evidence to formulate appropriate ways forward and potential changes in practice in defined contexts.
10. The ability to apply under direction/supervision their knowledge and understanding of policy practically through the minimum level of practice expected of teachers.
11. Knowledge and understanding to justify a personal position in relation to PE and how it links to issues such as globalisation, sustainable development, and social inclusion in defined contexts.
12. A developing ability to adapt to ever changing environments concerning national priorities, the international workplace, developing technologies and global views of education within defined guidelines.

Transferable / key skills:
By the end of this level trainees should be able to demonstrate:
13. The ability to express opinions and arguments in speech and writing using terminology relevant to education and Physical Education.
14. The ability to select appropriate ICT and digital technologies for use within teaching and research.
15. The ability to locate, collect, and understand numerical data, as appropriate, including the use of school assessment data.
16. The ability to collaborate and plan as part of a team, carry out roles allocated by the team whilst fulfilling the agreed responsibilities.
17. A recognition of the approaches to learning and the ability to organise an effective work pattern including working to deadlines by setting targets, identifying key areas for development and adapting approaches to work.
18. The ability to identify developments within education and select new ideas to inform practice in educational settings.

Level 5 Learning Outcomes

Knowledge & understanding:
By the end of this level trainees should be able to demonstrate:
1. Knowledge and conceptual understanding of the diversity of learners, various theories of how learners learn and the complexities of the education process.
2. The ability to compare and contrast societal and organisational structures and purposes of educational systems, the implications for learners and the learning process and the understanding of the underlying values and principles relevant to education and Physical Education
3. The ability to investigate the complexity of the interaction between learning and contexts, (including classroom based, outdoors based activities, laboratory-based work, indoor practical venues) and different educational settings (e.g. primary phase, secondary phase and alternative provision), and the range of ways in which participants (including learners and teachers) can influence the learning process.

4. The ability to interpret and debate the complex interactions between education and its contexts, and relationships with other subjects and associated professional services.
5. The ability to distinguish between the concept of knowledge in the discipline including substantive, declarative, procedural and disciplinary knowledge of the school curriculum and assessment approaches.

Intellectual skills:

By the end of this level trainees should be able to demonstrate:
6. The ability to synthesise their own and others' value systems and accommodate new principles and understandings of Physical Education and its place in education.
7. The ability to evaluate the reliability of and challenge educational concepts, theories and issues of policy in a systematic way, identifying and defining problems.
8. The ability to apply accurately and carefully a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend knowledge and understanding.

Practical skills:

By the end of this level trainees should be able to demonstrate:
9. The ability to use a range of evidence (including research, learning plans and evaluations, team performance, observations, assessments and personal target setting) to formulate appropriate and justified ways forward.
10. The ability to confidently apply their knowledge and understanding of policy practically, applying a range of techniques in situations of varying complexity and predictability demonstrating the minimum level of practice expected of teachers.
11. The ability to use their increasing knowledge and understanding to rationalise and justify a personal position in relation to PE and to explain how it links to issues such as globalisation, sustainable development, and social inclusion to a variety of audiences.
12. The ability to adapt to ever changing environments concerning national priorities, the international workplace, developing technologies and global views of education with minimal direction and supervision.

Transferable / key skills:

By the end of this level trainees should be able to demonstrate:
13. The ability to acknowledge their own and alternative opinions and demonstrate consideration of arguments in speech and writing using terminology relevant to education and Physical Education.
14. The use of appropriate ICT and digital technologies within the teaching profession, research and other appropriate situations, including to evaluate performance, or to track pupil progress.
15. The ability to locate, collect, interpret and discuss numerical data, as appropriate, including the use of school assessment data.
16. The ability to collaborate and plan as part of a team, carry out roles allocated by the team, taking the lead where appropriate, and to fulfil agreed responsibilities, including scaffolded teaching experiences.
17. The ability to identify approaches to learning and to employ an effective work pattern including working to deadlines by setting targets that are reflective of learning, identifying key areas for development, adapting approaches to work and seeking feedback and responding to it.

18. The ability to use empirical and theoretical data, to develop new ideas and to present their position by drawing upon relevant experiences from practice.
19. The ability to examine developments within education and actively apply new ideas to educational situations.

Programme Level Outcomes

Knowledge & understanding:
By the end of this programme trainees should be able to demonstrate:
1. A comprehensive knowledge and understanding of the diversity of learners, various theories of how learners learn and the ability to critically evaluate the complexities of the education process.
2. The ability to critically argue for and against societal and organisational structures and purposes of educational systems, outlining the implications for learners and the learning process, whilst demonstrating an advanced understanding of the underlying values and principles relevant to education and Physical Education.
3. The ability to critically investigate and evaluate the complexity of the interaction between learning and contexts, (including classroom based, outdoors based activities, laboratory-based work, indoor practical venues) and different educational settings (e.g. primary phase, secondary phase and alternative provision), and demonstrate an in depth understanding of the range of ways in which participants (including learners and teachers) can influence the learning process.
4. The ability to systematically formulate knowledge and understanding of a range of research perspectives and methodologies applied to education and Physical Education.
5. The ability to critically evaluate the complex interactions between education and its contexts, and relationships with other subjects and associated professional services and apply this knowledge to practice.
6. An ability to elaborate on and synthesise the concept of knowledge in the discipline including substantive, declarative, procedural and disciplinary knowledge of the school curriculum and assessment approaches.

Intellectual skills:
By the end of this programme trainees should be able to demonstrate:
7. The ability to critically reflect on their own and others' value systems in a considered manner and demonstrate a comprehensive awareness of new principles and understandings of Physical Education and its place in education.
8. The ability to critically analyse and challenge educational concepts, theories and issues of policy in a systematic way, identifying and defining complex problems and critically reflecting on potential connections and discontinuities between them.
9. The ability to critically evaluate a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding, demonstrating a deep understanding of the significance and limitations of theory and research on evolving education and Physical Education contexts.

Practical skills:
By the end of this programme trainees should be able to demonstrate:
10. The ability to critically apply and reflect on a range of evidence (including research, learning plans and evaluations, observations, assessments and personal target setting,

designing and developing specialist projects) to formulate appropriate and justified ways forward and potential changes in practice.

11. The ability to critically apply in depth knowledge and understanding of policy practically, applying a wide range of innovative techniques in complex and unpredictable contexts through the minimum level of practice expected of teachers.

12. The ability to use enhanced knowledge and understanding critically to rationalise and justify a personal position in relation to PE and to systematically demonstrate how it links to issues such as globalisation, sustainable development, and social inclusion to audiences in complex contexts.

13. The ability to adapt to ever changing environments concerning national priorities, the international workplace, developing technologies and global views of education, engaging with relevant professional communities.

Transferable / key skills:

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

14. The ability to confidently and accurately articulate opinions and arguments in speech and writing using complex and specialist terminology relevant to education and Physical Education.

15. The effective use of specialist ICT and digital technologies within the teaching profession, research and other appropriate situations, including to evaluate performance, or to track pupil progress.

16. The ability to collect, interpret and apply advanced methods to critically evaluate numerical data, as appropriate, including the use of school assessment data in complex contents.

17. The ability to collaborate, plan and lead a team, working autonomously to fulfil agreed responsibilities, including scaffolded teaching experiences, delegating as appropriate and providing advice and guidance to team members.

18. The ability to articulate approaches to learning and organise an effective work pattern including working to deadlines, target setting reflective on the learning experience, identifying key areas for development and adapting approaches to work as appropriate.

19. An in-depth knowledge and understanding of empirical and theoretical data and the ability to draw on specialist data, ideas and conceptual frameworks to justify a chosen position, using qualitative and quantitative data where appropriate.

20. An advanced understanding of the developments within education and the ability to identify the possibility of new ideas in complex and inter-related contexts and apply these to practice.

6. Learning and Teaching Methods

The purpose of using a range of different pedagogic strategies through different modes of teaching throughout the programme is two-fold, firstly to enable trainees to learn and make progress in their studies, and secondly to model best practice. The programme is designed to develop distinctive teachers who have a repertoire of high quality and effective methods in the teaching and learning environment. Teaching and learning takes place in a range of bespoke teaching spaces to maximise learning opportunities to enhance trainee outcomes and learning gain.

The taught programme enables flexible and trainee-centred learning where trainees gain more independence and take more ownership of their learning over the course of the programme. The programme seeks a balance between teaching and learning methods that include, working in small seminar groups, lecture inputs, workshops, independent study, and individual supervision; there is an emphasis on blended learning via the University Virtual Learning Environment (Canvas). In

line with the University Learning and Teaching Strategy the teaching team is committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the Virtual Learning Environment and other e-learning resources e.g Mosaic, the use of open learning resources and audio capture of lectures where appropriate. Throughout the programme trainees are encouraged to identify and engage in independent reading to supplement and consolidate teaching and learning and to broaden individual knowledge and understanding of their subject area/s. University Personal Development Tutors play a significant role in supporting this dimension of the learning experience.

Method	Description
Blended Learning	A combination of face to face and connected learning strategies both synchronous and asynchronous
Case Studies	A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario-based learning activities
Conference Workshops	An individual event which focuses on a particular aspect, usually involving guest speakers/ presenters
Critical Reflection	Trainees engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness
Directed Study and Reading	Time set aside for trainees to study a particular subject/ complete a specific task
E learning	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn
Fieldwork	Visits or offsite sessions for the purposes of teaching, learning and research. This would encompass data collection sessions together with visits to relevant organisations
Guest Lectures	Using specialists from other organisations to present to trainees
Independent Study	Activities where an individual learner conducts research, or carries out a learning activity, on their own
Intensive Training and Practice (ITaP)	ITaPs engages trainees in approximations of teaching practice that simulate certain aspects of professional practice before enacting that practice in a fully authentic classroom context
Lectures	Subject introduced and delivered by the tutor in a specific time usually to a larger group
Peer Teaching and Observation	Trainees observe peers'/colleagues' presentations in order to provide critical, constructive feedback
Practice-Based, Informal Learning Communities	Learning 'conversations' initiated by and to other trainees either through their professional community/ies or informal social media such as Twitter and Facebook.
Practical Sessions	Laboratory based or classroom practical workshops
Practical Workshops	Working with expert colleagues who model and particular approaches to teaching and learning
Professional Development Planning	Trainees take part in activities that contribute towards the creation of either an individual learning plan or study or research plan, depending on their stage in the BEd.
School Based	Discussing and analysing with expert colleagues approaches to

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

6.1   Learning Enhancement

The programme is delivered in a range of different settings including the University, schools and other educational settings, outdoor settings and other places of educational significance. Trainees also have opportunities to enhance their learning through additional activities whilst on placement and in connection with schools such as organised continual professional development offered by the school, extra-curricular activities, residential visits or working with different aged pupils. These present particular opportunities for the development of their practical and transferable skills.

Marjon Teacher Education Partnership's (MTEP) aim is that our ambitious, integrated and sequenced MTEP curricula drives trainee progress and supports mentoring and progress towards Qualified Teacher Status. When in school-based training trainees will benefit from working closely with a mentor where there will be a focus on learning and development through learning conversations and working with expert others.

Additional courses are laid on and/or promoted, offering opportunities for trainees to enhance their knowledge and skills, including access to international experiences through for example the Turing scheme.

6.2   e-Learning

E-learning and digital literacy development will be a central component of the programme as Digital scholarship and technological competence is a key element in teaching and therefore this aspect is embedded throughout the programme. Modules will utilise a blended learning approach via the Virtual Learning Environment in which e-learning activities support the face-to-face interaction and learning environment as well as providing the trainees with opportunities to further enhance and apply their knowledge and practice. In school-based training modules (Year 1, Year 2, and Year 3) trainees are required to track their progress using an e-portfolio (Mosaic).

Many trainees elect to form their own informal learning and support community through their workplaces and utilise social media such as Twitter, Group Chat and Google Docs to share research progress. E-survey tools are used to track partnership quality assurance information and collect trainee feedback, using vehicles such as Survey Monkey and Microsoft Forms. The Marjon digital

innovations team and AIM will also feature regularly during the programme to share, model and develop the most innovative e-learning technology as it develops.

7. Modes of Assessment

The purpose of assessment is to demonstrate to staff and trainees, and track, the achievement of individuals in specific areas of work. Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. Moderation by an External Examiner enables a wider reference point of the standards attained. There is a wide range of assessment opportunities throughout the programme designed to develop the trainees' abilities to be critically reflective and to engage in critical discourse. Formative assessment is used throughout the programme, but especially early in year 1 and 2 to support academic writing in particular. This enables clear target setting, sharing of objectives, use of feedback, peer review and structured questioning, supported through tutorial activity. Assessment of all modules utilises the university's generic statements which have been developed into marking criteria and frameworks for each module.

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

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

Method	Description
Annotated Bibliography	List of sources with brief annotations for each that describe the sources content and summarise its main arguments used in research projects to provide a focused overview.
Digital/E-resource	An electronic piece of work such as a website, task, resources, etc.
Essay	A written response to a question based on synthesis and analysis demonstrating appropriate knowledge and understanding of key current debates in the subject. These may be negotiated with an academic tutor.
Examination	Usually takes the form of essay questions, but also other forms such as multiple-choice questions, short answer questions or any combination which are under examination conditions.
Coursework (Honours project)	An in-depth independent study, approved by the module leader, following a topic of the trainees' choice, which should indicate the capacity to synthesise the different elements of teaching a specialist subject in the secondary sector
Practical Assessment	Examination of personal performance in teaching, coaching, leading, etc.

Presentation	A talk illustrated or supported by a variety of audio-visual or digital aids, which demonstrates knowledge and understanding of a selected topic and communication skills. Can be individual or group.
Professional Conversation	A professional discussion at the end of school-based training confirming judgements against QTS with evidence from teaching, learning and assessment.
Qualified Teacher Status	The Teachers' Standards define the minimum level of practice trainees and teachers must achieve to enable them to gain qualified teacher status.
Progress Points Portfolio (School Based Training File)	Portfolio containing evidence linked to current qualifying to teach standards and the tracking of trainee progress and attainment against these standards.

8.   Exemptions to University Regulations

As a BEd (Hons) programme with professional accreditation the programme is exempt from aspects of the University undergraduate regulations, allowing for PSRB compliance criteria to be met. In addition, default for all modules is non anonymised marking.

9. Work-Based Learning/Placement Learning

The BEd (Hons) Physical Education in Secondary Education (11-16 with enhancement) programme is a work-based learning programme. Professional requirements of the programmes include statutory amounts of school-based experience (ITT compliance criteria). This is therefore a key component of the programme and has been designed to be progressive, starting with serial day visits in year one and culminating in an extended block placement in the final year. The focus of each level of placement is intrinsically linked to the associated taught modules in that stage to support trainees to apply their academic learning to their practice. School based training takes place in each year of the programme and utilises progressive tasks with a different focus in each placement linked to the three curriculum themes.

Placements are managed in accordance with the University's Placement Learning Policy and are supported by the Placement Co-ordinator and in accordance with Department for Education compliance criteria for Initial Teacher Training. Marjon Teacher Education Partnership makes excellent use of the quality and range of placements and the engagement of schools, colleges and/or other settings is exceptional, enabling individual needs of trainees to be met. The diverse range of schools within the partnership enables opportunities for trainees to gain practical experience of working effectively in different schools, colleges and/or settings including those in challenging socioeconomic circumstances and those judged as requiring improvement. In years two and three, trainees have the opportunity to apply for placements in partnership schools in London or (when appropriate). Trainees can also opt to gain experience in special schools or specialist units linked to mainstream schools and in working with pupils from diverse backgrounds as part of developing their understanding of how to meet the needs of all pupils. With the diverse range of placement schools on offer in Cornwall, Plymouth, Devon, Torquay and surrounding wider area, trainees have good opportunities to prepare for their teaching careers. Trainees are supported by trained mentors and teachers in schools, and by visiting University Tutors.

The table below displays where placement learning operates within specific modules of the BEd (Hons) Physical Education in Secondary Education programme:

Programme year	Module
Year 1	SCNC51
Year 2	SCND51
Year 3	SCNH51

During each school placement trainees are required to demonstrate and evidence their professional development to meet criteria outlined at distinctive 'Progress Points' (PP) of their training. If a significant number of PP are 'not yet met' at the end of Year 2 or Year 3, (this might be due to extenuating circumstances) then an additional short school placement will be arranged by the Placement Co-ordinator and Programme Lead. The trainee will receive the support of university tutors and a specialist subject mentor during this placement to meet the expectations of the Progress Point.

MTEP advocates a democratic approach to mentoring as opposed to a hierarchical one. This guidance and support fulfils the role of the 'expert input' as noted in the Core content framework (DfE, 2019). Observations and weekly review meetings are carried out by mentors and teachers, and at designated points during placement, observations and feedback carried out jointly by school staff and university tutors (in a quality assurance role) ensure parity across the course. Placements in Year 2 and Year 3 are moderated by External Examiners and moderators in line with clearly specified Quality Assurance procedures. These assessments, along with feedback from all parties, are considered termly by the Marjon Teacher Education Partnership Strategic Meeting and the programme team.

Explicit Intensive Training and Practice (ITaP) is designed to give trainees feedback on foundational aspects of the curriculum where close attention to and control of content, critical analysis, application and feedback are required. It provides an opportunity to 'intensify the focus' on 5 specific, pivotal areas. The outcomes of intensive training and practice for trainees should include a strong grasp of the evidence base for the area concerned, which they can articulate, justify and exemplify, and the ability to identify effective classroom delivery and to prepare and apply those aspects of teaching confidently in a range of contexts.

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

10. Programme Structure
Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SCNC51	The professional role of the developing teacher 1	40	Coursework 100%	G	Compulsory	Non-Condonable

SCNC52	Development of teaching and learning 1	20	Practical 100%	2	Compulsory	Condonable
SCNC53	Development of teaching and learning 2	20	Examination 100%	1	Compulsory	Condonable
SCNC54	Curriculum and specialisms 1	40	Coursework 50% Practical 50%	G	Compulsory	Non-Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SCND51	The professional role of the developing teacher 2	40	Coursework (60%) Practical (40%)	G	Compulsory	Non-Condonable
SCND52	Development of teaching and learning 3	20	Coursework 100%	1	Compulsory	Condonable
SCND53	Development of teaching and learning 4	20	Coursework 100%	2	Compulsory	Condonable
SCND54	Curriculum and specialisms 2	40	Coursework 50% Practical 50%	G	Compulsory	Non-Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SCNH51	The professional role of the developing teacher 3	40	Practical (100%)	G	Compulsory	Non-Condonable
SCNH52	Development of teaching and learning 5	20	Practical 100%	1	Compulsory	Condonable
SCNH53	Curriculum and specialisms 3	20	Coursework 100%	Y	Compulsory	Condonable
SCNH54	Research in Education	40	Coursework 100%	G	Compulsory	Non-Condonable

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

If a trainee is unable to successfully complete QTS there is an opportunity to transfer on to the BA (Hons) Physical Education programme.

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

Our Marjon Teacher Education Partnership curriculum is outlined in three themes:
1. The professional role of the developing teacher
2. Development of teaching and learning
3. Curriculum and specialisms

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

	Core Content Framework	Teachers' Standards	Marjon Educational Gain
1. The professional role of the developing teacher	Behaviour management Professional behaviours	TS1, TS7, Part 2 TS8, Part 2	a. Global citizenship b. Leadership & influence
2. Development of teaching and learning	Behaviour management Professional behaviours Assessment Pedagogy	TS1, TS7, Part 2 TS8, Part 2 TS6 TS2, TS4, TS5	c. Research & enquiry d. Data literacy
3 Curriculum and specialisms	Pedagogy Curriculum Assessment	TS2, TS4, TS5 TS3 T6	e. Creative & critical thinking f. Subject expertise.

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

Threads Level 4

Module Code	Module Title	Thread
SCNC51	The professional role of the developing teacher 1	• Global citizenship • Leadership & influence
SCNC52	Development of teaching and learning 1	• Research & enquiry • Data literacy
SCNC53	Development of teaching and learning 2	• Research & enquiry • Data literacy
SCNC54	Curriculum and specialisms 1	• Creative & critical thinking • Subject expertise

Threads Level 5

Module Code	Module Title	Thread
SCND51	The professional role of the developing teacher 1	• Global citizenship • Leadership & influence
SCND52	Development of teaching and learning 3	• Research & enquiry

Module Code	Module Title	Thread
		• Data literacy
SCND53	Development of teaching and learning 4	• Research & enquiry • Data literacy
SAMD54	Curriculum and specialisms 2	• Global citizenship • Leadership & influence

Threads Level 6

Module Code	Module Title	Thread
SCNH51	The professional role of the developing teacher 3	• Global citizenship • Leadership & influence
SCNH52	Development of teaching and learning 3 (Current issues)	• Research & enquiry • Data literacy
SCNH53	Curriculum and specialisms 5	• Creative & critical thinking • Subject expertise
SCNH54	Research in Education	• Global citizenship • Research & enquiry • Data literacy

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

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

- Initial teacher training (ITT): criteria and supporting advice (DfE, Updated September 2021)
- Initial teacher education (ITE) inspection framework and handbook (Ofsted, 2020)
- The ITT Core Content Framework (CCF) (DFE, 2019)
- The Early Career Framework (ECF) (DfE, 2019)
- Teachers' Standards (DfE, 2013)

12. Professional Advisory Group

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

13. Academic Progression Opportunities

Whilst most trainees will go into full-time or part-time employment making full use of their QTS status, a small minority will look to continue their studies. There are opportunities for part-time and full-time Masters study or other further degrees. All trainees are encouraged to continue to study as they start as a Early Career Teacher (ECT), through specific Masters level modules designed specifically for new teachers. The University continues to support recent graduates and are

regularly developing packages which provide training, support and resources. Some may choose to pursue research degrees after completing.

14. Employability and Career Progression Opportunities
The BEd (Hons) Physical Education in Secondary Education programme explicitly supports the development of qualities, skills and attributes which enhance employment opportunities for trainees. Employability skills include:

- Analytical thinking and innovation – trainees are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified (SCNC52, SCND52, SCNH52).
- Active learning and reflective practice – trainees are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance. (SCNC51, SCND51, SCNH51).
- Creativity, originality and initiative – trainees are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Trainees develop the ability to assess situations and initiate solutions independently (SCNC54, SCND54, SCNH53).
- Critical thinking and analysis - trainees have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion (SCNC52, SCND52, SCNH52).
- Complex problem-solving – trainees are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings (SCNC52, SCND52, SCNH52).
- Leadership and social influence - trainees are able to motivate others to act towards achieving a common goal (SCND51, SCNH01)
- Emotional intelligence – trainees are able to recognise and manage their emotions, and the emotions of others, both individually and in groups (SCNC51, SCND51, SCNH51).
- Reasoning, problem-solving and ideation – trainees are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions (SCNC54, SCND54, SCNH53).
- Systems analysis and evaluation – trainees are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way (SCNH51, SCNH54).

Digital Skills:

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

- Finding Digital Information and Data Management – trainees have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- Digital Learning and Teaching – trainees are able to identify and use digital learning resources, apps and services (e.g. Virtual Learning Environments, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – trainees are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- Digital Security, Well-being and Identity – trainees understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

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

Early Career Teacher support:
- This is a vocational and academic route into teaching. The programme is the pathway to qualified teacher status (QTS) and early teacher career development.
- All trainees upon qualifying, therefore, are eligible for and should gain employment as a teacher.

- An emphasis is placed on peer-led support through the use of current ECTs, recently qualified alumni and Marjon Teacher Education Partnership staff
- Support for early career development is available through links with employing schools, establishment of a Career Entry Development Profile and accredited professional development opportunities.

On-going career development:
- Certified professional development for school based mentors working with trainee teachers provide ongoing career development opportunities for the partnership staff
- Projects with partnership schools and teaching school alliances generate opportunities for leadership
- Accredited Masters level provision for teachers in schools contributes to the suite of opportunities for career development

Other career pathways include continued study for M level or Research degrees, careers in non-maintained education sector or teaching abroad, careers in education support and ancillary services

15. Support for Trainees and for Trainee Learning

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

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

Student support and guidance is further promoted by the following:
- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Trainee Feedback Mechanisms

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

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

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, final year trainees will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

The Marjon Teacher Education Partnership Operations groups is phase specific covering representation from all routes into teaching in that phase. The groups make use of the rigorous and well-embedded quality assurance systems to sustain high-quality outcomes and to continuously improve the quality of provision across the Initial Teacher Training partnership. The Programme Team is responsible for addressing the changing demands and responding to new developments in teaching and education through research informed practice, ensuring that the validated programmes meet academic and compliance requirements and are relevant and up-to-date. School based staff are influential in shaping the provision though feedback mechanisms and as a result of mentor training and education they deliver high quality training across different phases and are heavily involved in recruitment and the selection processes. Through the partnership strategy and through regular on-line surveys with school partners, employer feedback is gathered and discussed. This also takes place on a more informal basis through regular meetings with university tutors, school staff and graduates working in schools. ECT feedback on the programme is also sought through on-line surveys. The University also has a close working relationship with Local Authorities and other organisations supporting ECTs and there are regular opportunities for formal and informal feedback. The programme has been developed in consultation with the Department for Education to ensure allocation of places and that it fits their priority areas for recruitment. The Existing external examiner for Secondary Physical Education has been consulted on the subject specialism content.

18. Quality and Enhancement Mechanisms

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

The Office for Standards in Education inspection cycle demands robust and rigorous scrutiny of data. The University staff engaged as External Moderators/Examiners at other teacher training partnerships will moderate grading and training decisions and activities against those in the Plymouth Marjon University Teacher Education Partnership. The triangulated quality assurance processes between school, the University and trainees is utilised to schedule Plymouth Marjon University Teacher Education Partnership leadership team observations of judgements for QTS

processes. The annually reviewed Partnership agreements outlines explicit roles and responsibilities for all stakeholders