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Edge Hill University

Working in Partnership
Faculty of Education
2012/2013

Post Compulsory
Education and Training (PCET)

Introduction

Edge Hill University has been at the forefront of teacher education for over 125 years and today it enjoys the enviable position of being one of the country's most significant providers of education, training and research for the children's workforce with a reputation for the highest quality provision, partnership working and delivery. In the 2011 Ofsted inspection of the entire Faculty's initial teacher training provision it achieved 33 grade one (outstanding) out of a possible 33 graded cells.

The Faculty of Education is strongly committed to partnership-led teacher education and believes that multi-stranded partnerships which share the same vision, provide a solid foundation and environment for real impact on the quality of training and teachers. The team is driven by a commitment to outstanding practice, outstanding achievement and providing opportunities for all, and sees its partnership work as crucial in achieving this ambitious vision.

The Faculty has extremely high expectations of its partners as trainers but it is hoped that working in partnership provides partners with real opportunities to be part of a larger network of professionals involved in innovation. The partnership itself is innovative in how it drives high standards, provides an outstanding trainee experience and outstanding trainee achievement, supports individual schools, settings and colleges in achieving their own goals, listening to what partners need and tailoring programmes of support for maximum impact.

The Faculty of Education is always looking for ways to improve and enhance its provision and partnerships with the ultimate aim of ensuring that trainees achieve their maximum potential as outstanding teachers of the future. The Faculty is open to new ideas and welcomes partners that want to break new ground in education and training and work as part of a very successful University partnership.

We very much look forward to working with you.

Robert Smedley
Dean of Faculty of Education
Edge Hill University

August 2012



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“The very high quality of provision and training and assessment ensures that trainees make excellent progress and achieve very high standards in their academic work and in their teaching and learning practice.”

Ofsted PCET Inspection Report
– April 2011

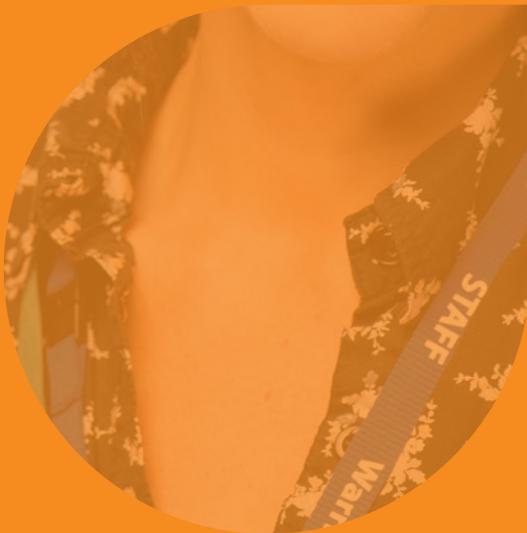
What makes an outstanding trainee

The Faculty of Education believes that an outstanding trainee is a trainee who:

- Strives to make outstanding progress to achieve their challenging targets
- Has an intrinsic passion for learning and is able to convey this to their learners
- Drives their training by taking responsibility for their development, supported and challenged by their subject specific mentors and university tutors
- Is fully prepared and demonstrates a clear understanding of teaching in a culturally diverse society and who has a well-developed understanding of relevant issues such as English as an Additional Language (EAL) and Special Educational Needs (SEN)
- Fully exploits opportunities to promote learners' understanding and appreciation of social and cultural diversity
- Engages in high quality self-reflection with a clear focus on learning and personal development
- Uses a wide range of formative assessment and adapts lessons as required
- Takes risks when trying to make teaching interesting
- Ensures that learners know where they are in their own learning and understand their own targets for development
- Has the ability to apply their subject knowledge and pedagogy to support the learners they teach
- Works with a range of other professionals, taking initiative and responsibility in order to demonstrate a breadth of experience which raises awareness of the diversity of learners within the sector
- Sets clear targets for their future career progression, engages with the employability support mechanisms offered during the programme, and is fully aware of the criteria to secure meaningful employment

“Through the training provided and the completion of assignments and reading educational papers I can clearly see my personal improvement in my ability to deliver teaching sessions. My confidence has improved by evidencing the progress my learners have made during sessions.”

Susan Bone, PGCE Post Compulsory Education Trainee



Section 1

Working in Partnership
with Edge Hill University

Working in Partnership with Edge Hill University

Working in Partnership

Our vision is for the Faculty of Education Partnership to be underpinned by a shared passion and drive to train and develop outstanding and inspirational teachers/educators who are highly employable and highly successful teaching professionals. Members of the Partnership should feel valued and recognised by the University for their role in the whole training aspect of initial teacher training.

The Faculty of Education Partnership is committed to working collaboratively, proactively, consistently and flexibly with all our partners in order to achieve the vision and build upon our reputation as an outstanding provider.

We will:

- Ensure the Faculty of Education Partnership works collaboratively, proactively, consistently and flexibly to meet the needs of all partners in undertaking their training role, which in turn ensures that all those who work as teachers/educators achieve their full potential
- Ensure we review all partnership practices to continually enhance the quality of the Faculty of Education Partnership
- Ensure we share and communicate the passion and drive for all training to be outstanding across the Faculty of Education Partnership through effective communication, to maximise engagement
- Ensure that stable, secure and strong partnership relationships are developed, maintained and enhanced

This is achieved by working in partnership and ensuring that we:

- Have partners who are committed
- Consider carefully the allocation of resources
- Have a clear vision
- Have effective organisational structures
- Engage in two-way communication
- Ensure we have inclusive ways of working
- Provide networking opportunities
- Exercise flexibility
- Build on successful relationships
- Clearly define specific roles and responsibilities
- Provide the highest quality teaching and learning experiences

If you are interested in further developing and enhancing the Partnership, please contact:

Dr Louise May

Role: Head of Partnerships

Email: louise.may@edgehill.ac.uk

ITT Partnership

All colleges/training settings work together with Edge Hill University to share the judgement of trainee progress towards the recommendation for the Award of Qualified Teacher in the Lifelong Learning Sector (QTLS). This involves the signing of an agreement with Edge Hill University, outlining the responsibilities for all partners.

This is achieved by partners:

- Providing induction
- Signing off directed tasks and planning
- Enabling trainees to observe and engage in high quality teaching and learning including assessment
- Completing lesson/session observations
- Providing feedback to trainees on their progress
- Supporting trainees in target setting
- Assessing and reporting on trainee progress at the interim and summative points
- Providing the highest quality training opportunities

Judgements made by colleges/training setting colleagues are supported and moderated by tutors from Edge Hill University. Resources are transferred to colleges/training settings to ensure Subject Specific Mentors can undertake their contractual obligations.

Occasionally it is necessary for a colleges/training setting to adopt an Associate Placement. This may need to be the case when, for example:

- A college/training setting is unable to provide subject specific mentoring, perhaps because of staffing issues
- The college/training setting is seeking ITT Partnership and is in a transitional phase

An Associate Placement is when Edge Hill University (rather than the setting) judges the trainees' progress towards the recommendation for the award of QTLS.

This is achieved by Edge Hill University:

- Signing off directed tasks and planning
- Completing all eight session observations
- Ensuring trainees observe and engage in high quality teaching and learning including assessment
- Providing feedback to trainees on their progress
- Supporting trainees in target setting
- Assessing and reporting on trainee progress at the interim and summative points
- Ensuring the college/training setting provides the highest quality training opportunities

If you are interested in further developing and enhancing the ITT Partnership, please contact:

David Wooff

Role: Head of ITT Partnership

Email: david.wooff@edgehill.ac.uk



Partnership Development

The Faculty of Education is committed to ensuring that all colleges/training settings are resourced to benefit all of the trainees and partners in the partnership. The Faculty varies the funding it provides to colleges/training settings for Professional Practice according to the particular requirements and demands of the Professional Practice. These variations are shown in the Faculty of Education schedule of payments for Professional Practice in Section 6 of this handbook. In all cases we seek to provide funding that allows colleges/training settings to effectively resource the training requirements and needs of all the trainees they train.

We have built up a dedicated team of tutors who work with colleges/training settings to improve the quality of the trainee experience and also to meet the requirements of individual colleges/training settings. This team includes a Partnership Development Officer who works exclusively on developing the Partnership with Post-Compulsory Education and Training (PCET) settings. This ensures we are responsive to particular colleges/training settings and Subject-Specific Mentors needs.

If you would like to discuss opportunities or enhancements to Professional Practice that you can offer, please contact:

Angela Brzeski

Role: Partnership Development Officer

Email: angela.brzeski@edgehill.ac.uk

Research

Edge Hill University has recently developed an Institute for Research in Professional Practice. This reflects its strong portfolio in working with partners in the Education, Health and Social Care sectors where the existing professional knowledge of experienced practitioners is the most significant starting point for research and scholarship. The Faculty of Education works closely and collaboratively with schools/colleges/training setting in order to generate public, sharable, verifiable and improvable knowledge about school/college/training setting improvement that has demonstrable impact on the outcomes for learners in the education system.

The Faculty has a team of two research professors, one visiting professor and two readers. These and other Faculty staff undertaking work at post-doctoral level belong to the Practice Improving Research Group for Education (PIRGE). Other Faculty staff undertaking their own doctoral research are members of the Faculty Doctoral Society. The PIRGE and Doctoral Society together are at the forefront of developments in supporting school/college/training setting based research by teachers, for example, through the Teacher Research Associates (TRA), and the MA (education). A new education specific MRes is currently under development as a foundation for excellent research in education at a more deeply theoretical level and active researchers within the Faculty are involved in the supervision of doctoral research by school teachers who are members of the University's Graduate School.

The project is now looking specifically at:

- Academic resilience in boys and the relationship to attachment theory
- Inter-generational models of masculinity and the transmission of pro and anti-school attitudes between generations of males
- Y6 – Y7 progression and the restructuring of Y7 to promote more resilient attitudes to learning

Through this approach the research has already identified ways in which Skelmersdale schools are tackling successfully an important over-arching research question of interest to the present government: *What are the barriers to higher aspirations and achievement faced by disadvantaged children and why have previous government policies failed to overcome these for the most disadvantaged?*

This project is looking at the models of masculinity that are held across three generations: boys currently at school, their fathers and their grandfathers. This is justified by the large volume of published research which identifies boys' perceptions of academic schooling as a "feminine" activity. The project will show whether there are any historical trends in the development of such attitudes in Skelmersdale and will assist the schools in their endeavours to raise boys' attainment by more effective engagement of male carers in education and goal setting with regard to secondary and post-compulsory education.

If you are interested in Research, please contact:

Professor Martin Ashley

Role: Head of Research

Email: martin.ashley@edgehill.ac.uk

Case Study:

Boys' resilience in Skelmersdale

The faculty was approached by the SHARES cluster of 19 Skelmersdale primary schools with regard to their *Every Male Matters* project <http://shareslancashire.co.uk/parenting/every-male-matters/> Skelmersdale in Lancashire is an area of high social deprivation and boys' achievement has been identified by SHARES as a key priority for improvement, particularly with regard to the raising of aspirations amongst young males. Lack of appropriate male role models had been identified by the consortium as a possible area for both research and school improvement. A key issue concerns the extent to which young boys learn about masculinity from mature adult males as opposed to gang members only a few years older than themselves. Working with Faculty researchers has allowed SHARES to develop a deeper theoretical underpinning of the project which in turn has led to the formulation of clear research questions that link the project to the extensive literature on boys' underachievement.

Professional Development

Outstanding teachers and outstanding support for learning are underpinned by outstanding training. All our professional development activity focuses on moving to 'outstanding'. Working with us here at Edge Hill University is not qualifications driven, it is about developing you as an individual and it is about college/training setting wide improvement for lasting change and impact. In a direct response to this vision, and driven by the constant need to raise standards and improve the education of all learners we have developed a range of high quality professional opportunities and college/training setting improvement services for you and your college/training setting.

The college/training setting is at the heart of all our development activity which is designed, in negotiation with setting colleagues to ensure the setting is at the centre of its own development supported by the university. We underpin all our improvement activities with ongoing professional dialogue - where good practice is shared and the consultancy and training fits seamlessly with the immediate needs of the college/training setting. Our bespoke packages are driven by a needs analysis, improvement priorities and the vision of the college/training setting.

Choosing the right professional development activities for is key to developing your staff. Below we present to you just some of the range of opportunities working in partnership with Edge Hill University can bring. We work hard to ensure we are impact focussed, responsive to your needs and in the current economic climate and cost effective.

Securing College/Training Setting

Improvement – Move from good to outstanding. Prepare for inspection through our development activities that focus on Ofsted's four key judgement areas: Achievement; The quality of teaching; Behaviour and Safety; and Leadership and Management.

Leadership Development – Excellent leaders move colleges/training settings from good to outstanding. Are you thinking about preparing middle leaders for senior responsibilities and identifying and nurturing new talent in your college/training setting for impact and improvement? If so, we can help with these activities and more. Just ask.

Inclusion, Special Educational Needs and Dyslexia – We have a wide range of development opportunities related to Special Educational Needs, Dyslexia and Inclusion. We deliver major TDA contracts in these areas and we have an outstanding reputation for cutting edge thinking with clear links from development to impact on teachers' practice, skills and knowledge and, importantly, the learning experience for young people and adults.

Developing Subject Knowledge and Pedagogy – There are times when colleges/training settings need support with a particular subject area. Perhaps results are not as good as you would expect them to be, perhaps there are external influences on the curriculum, perhaps you would just like to offer colleagues the opportunity to update their

subject knowledge and, or, reignite the passion for their subject they had when they were new to teaching? Whatever the subject need, Edge Hill's team of experts can help, either by coaching, by establishing networks of excellence, organising a whole setting-based subject day or days, or even hosting a conference.

Turning your improvement activity into

academic credit – The activities above are about college/training setting improvement, they are not 'qualification driven'. However, staff at all levels in your college/training setting who engage with these development opportunities do have the option to work towards academic credit at Masters level or Foundation degree level if they so wish. We have designed a rigorous, innovative and very practicable framework through which we can accredit your everyday practice and these development opportunities.

For more information please contact:

Anita Walton

Role: Head of Professional Development

Email: anita.walton@edgehill.ac.uk

PCET Programme

We very much value the collaboration that we share with our Partners – there are various opportunities for all colleges/training settings to work with us even more closely by engaging in the following activities:

- Contribution to taught modules – trainees rate very highly the contribution of college/training setting-based colleagues to taught modules. Partner colleagues have in the past year contributed very effectively to lectures, the development of materials and taught seminar sessions impacting positively on the quality of the student experience
- Recruitment onto Programmes – by joining the university panel to interview potential candidates
- Board membership – becoming a member of one of the PCET boards and be involved in the decision making process
- Secondments – at varying times we are able to offer secondment opportunities to colleagues from colleges/training settings to join the PCET Team to contribute to teaching and learning across the range of PCET modules, including college/training setting-based training

For more information please contact:

Dr. Ray Dwerryhouse

Role: Assistant Head of Area PCET

Email: ray.dwerryhouse@edgehill.ac.uk

Subject Specific Mentor Training

At Edge Hill University we provide comprehensive training opportunities that fulfil each college/training settings requirements for ITT Partnership.

Phase 1 Mentor Training is the start of the process and introduces the key principles and procedures involved in effective subject specific mentoring. It allows Subject Specific Mentors (SSMs) to make an

informed start to their work with trainee teachers and develop their own as well as their trainees's practice.

Phase 2 Mentor Training builds on the initial training and provides the bridge between that and enhancement. It provides opportunities to:

- Share best practice for SSMs to further develop and deepen their understanding of subject specific mentoring to support the individual needs of trainees
- Address issues that enhance subject specific training and provide regular opportunities for updates and 'networking' with other SSMs
- Engage with appropriately challenging activities and approaches to subject specific mentoring that will enable SSM's to move forward in their own professional practice

Subject Specific Mentor Training phases 1 and 2 work on the premise that SSM relationships work best through a wide variety of activities. Thus it provides a flexible platform for subjects to explore innovative, creative and reflective approaches to high quality mentoring. It is designed to be an additional opportunity for effective and experienced SSMs, allowing them to work with Personal Tutors in developing such things as subject pedagogy, subject specific mentoring practice, training materials, presentations at conferences and collaborative research projects.

A PCET Partnership Development Group has been established to increase consultation and collaboration from all our partners. This working group is for all Subject Specific Mentors provide opportunities to work closely as a partnership and help the partnership review and enhance all working practices. In turn this will impact on trainees and their attainment and achievement across all programmes.

For further information on the above phases of training, or if you are interested in the opportunities identified, please contact:

Lindsey Marsh

Role: Senior Lecturer PCET

Email: lindsey.marsh@edgehill.ac.uk

Meeting the needs of trainees, teachers and other learners in the Lifelong Learning Sector

Our curriculum allows for flexibility to ensure that current initiatives are fully integrated into the delivery of the programme. The curriculum includes:

- Thorough grounding in current national agendas and 'local' training needs
- All trainers working together with the trainee to ensure that a trainee's training programme is identified, monitored and enhanced so that every trainee can become an outstanding teacher
- Promoting and maintaining inclusive practice
- Safeguarding and e-safety legislation and practice
- Consideration of New Challenges, New Chances. Further Education and Skills System Reform Plan: building a world class skills system (2011)
- Consideration of Building Engagement, Building Futures (Department for Education, 2011) which

sets out how radical reforms to schools, vocational education, skills and welfare provision will all make a significant difference to young people's opportunities and support

- Consideration of the Wolf Report (2011) with the focus on the integration of vocational subjects being taught within the school setting by vocational expert teachers
- Consideration of consultations undertaken by the Department for Business, Innovation and Skills (BIS) and the Institute for Learning (IfL) relating to the reform of the Further Education and Skills sector
- Consideration of Professionalism in Education: Independent Review Panel (2012)
- Developing the application and integration of technology enhanced learning
- The integration of functional skills/minimum core into curriculum delivery
- Consideration and critical appreciation of current legislation and developments in English as an additional language (EAL) and Special Educational Needs (SEN)

The Faculty of Education has personalised the design and delivery of an MA in Education to meet the needs of the teaching workforce across all year groups. This MA has been designed to provide an opportunity to present experiential evidence for those working within education including cluster coordinators, connections advisers and staff delivering in schools, 6th Form, and Further Education Colleges.

As the 14-19 curriculum has evolved it has become clear that many Post-Compulsory trainees need additional input on behaviour management in order to deal more effectively with students in the 14-16 age range. There is specific input on managing behaviour for all trainees, along with an annual conference on behaviour management.

Our evolving programme and responses to changing requirements will continue to form a significant part of the taught curriculum across our Partnerships.

During induction, all trainees undertake a personal audit of their skills and knowledge, including the Minimum Core, in order to create their Individual Learning and Development Plan. In addition, trainees do an initial diagnostic assessment in literacy and numeracy, through Basic and Key Skills Builder (BKSB). It is a requirement of the Learning and Skills Improvement Service, LSIS (formerly LLUK) that all trainees achieve the Minimum Core to be eligible for QTLS, so regardless of the evidence provided to meet the entry requirements, all trainees must achieve the Minimum Core skills as indicated by LSIS. These are identified as learning outcomes across modules in the programme.

In addition, within the PCET team, there is an excellent staffing mix which ensures effective and up-to-date delivery in the classroom. The externality of staff includes:

- Fellow membership of the Institute for Learning (IfL)
- Fellow membership of the Higher Education Academy (HEA)

- Subject Learning Coach for MFL through the Quality Improvement Agency
- North West convener for the Learning and Skills Research Network (LRSN)
- External Examiner PCET/Lifelong Learning at Greenwich, Huddersfield, and Leeds Metropolitan Universities
- Membership of the Post 16 University Committee for the Education of Teachers (UCET)

Trainee Tracking Database

Tutors use a tracking and monitoring database to record details of module achievements, trainee observations and tutorials (carried out by both Personal Tutors and Subject Specific Mentors), throughout each year of the programme. This is an innovative tool, which is available to all Personal Tutors across the PCET Partnership. It enables session observation data, achievements against each module and general issues relating to each trainee to be collated on a regular basis. The database provides Personal Tutors with a robust overview of the trainee performance and informs the offer of effective support and enhancement towards individual trainee achievements and targets.

Trainee progression and achieving high standards

Teachers/trainers must have a thorough, broad and balanced knowledge of their curriculum area if they are to provide stimulating and challenging learning. They need knowledge and understanding of planning models, effective assessment strategies and creative methods of implementation, including the development of learner well-being and dispositions to learning. It is our aim that trainees achieve the highest standards in all of these areas.

At the heart of the Partnership lies a commitment to ensure that all trainees can achieve high standards in all that they do. Trainees, Subject Specific Mentors and Personal Tutors all have a responsibility to ensure that trainees' individual training needs are clearly identified and that appropriate and challenging targets for development are identified, along with the necessary support mechanisms.

The following activities take place throughout all placements:

- Trainee self-assessment and reflection
- Focused observation, feedback and target setting, using clear criteria by tutors and Subject Specific Mentors
- Focus on continuous improvement, with the aim of achieving excellence and outstanding teaching



Collaborative working

Collaborative working is essential for the development and future success of the PCET programme.

Examples of collaborative working include:

The delivery of the Cert. HE (Diploma to Teach in the Lifelong Learning Sector, DTLLS)/PGCE (DTLLS) as an integral part of Police training, and which is accepted as the desired qualification for all trainers/tutors within the national force. This provision is expanding in response to an identified need, and there is scope to deliver the programme to other in-service professionals across the Lifelong Learning sector such as armed forces, fire service, paramedics, prison education, library service, adult community learning centres, private training organisations and the NHS, in addition to currently unqualified in-service tutors in mainstream Further Education.

We offer a 30–36 hour preparatory award (20 credits at Level 4 – enhanced Preparing to Teach in the Lifelong Learning Sector, PTLLS) across the sector. This has a flexible pattern of delivery in order to fully meet the needs of participants. It provides an initial theoretical and practical framework for all new teachers/trainers in the sector and, on successful completion, provides the candidate with the opportunity to progress towards the government recognised ‘Licence to Practise’.

Our taster courses are designed to positively engage with potential candidates for whom communication about programmes may be limited, including ethnic minority communities.

The Award of Cert HE/PGCE (with eligibility for QTLS) and transcript issued indicating achievement of standards for Diploma to Teach in the Lifelong Learning Sector (DTLLS)

To be awarded the Diploma to Teach in the Lifelong Learning Sector, all trainees (both pre-service and in-service) must meet the outcome statements relating to the overarching professional standards for teachers, tutors and trainers in the Lifelong Learning sector set by Lifelong Learning UK (LLUK), and now managed by the Learning and Skills Improvement Service (LSIS).

The Professional Standards are organised in six sections:

- Professional values and practice including relationships with young people and adults, frameworks, communicating and working with others and personal professional development
- Learning and teaching including teaching and learning, assessment and monitoring, subjects and curriculum, literacy, numeracy, ICT, achievement and diversity, health and well-being
- Specialist learning and teaching including planning, teaching, assessing, monitoring and giving feedback, reviewing teaching and learning, learning environment, team working and collaboration
- Planning for learning, which includes reflection and evaluation of practice, ensuring equality and diversity in the curriculum and community sustainability

- Assessment for learning includes working within the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progress and designing and using assessment as a tool for learning and progression in a fair and equitable manner
- Access and progression including signposting to meaningful progression routes, taking a multi-agency approach and continuing personal professional development as practitioners

These standards confirm the revised targets for PCET ITT in the sector set out in *Equipping our Teachers for the Future; Reforming Initial Teacher Training for the Learning and Skills sector*, DfES (2004).

Upon completion of the DTLLS award, for new teachers in the sector who have successfully achieved their Cert. HE or PGCE in PCET teacher training, following registration with Institute for Learning (IfL), Professional Formation occurs during the first months of teaching, when evidence is recorded in conjunction with the Institute for Learning (IfL).

Qualified Teacher Learning and Skills (QTLS) status now represents the first tier of full professional qualifications within the continuum of professional training and development for the Post-Compulsory/Lifelong Learning teaching profession being developed by the Institute for Learning (IfL).

Endorsement of Initial Teacher Training

From 2011, the Learning and Skills Improvement Service (LSIS) endorses ITT programmes to confirm that they meet the minimum requirements of the LLUK standards. Amongst other areas of focus, LSIS requires commitments on:

- Trainee entry requirements
- Quality of training practice
- Management and quality assurance of teaching, learning and assessment

These underline the essential contribution that colleges and other settings make to PCET ITT. Edge Hill University has full endorsement on all of its PCET ITT programmes.

We want all our Partnership colleagues to have a full understanding of the responsibilities, processes and documentation involved so that they can fully engage in working as part of the Partnership.

A delayed trainee

There are occasions where a trainee cannot begin their Professional Practice on the scheduled date. When this happens we class a trainee as ‘delayed’. We monitor the situation closely and support the trainee in adapting their training plan so that they can meet the requirements of the placement without it adversely impacting upon their achievement.



Section 2

Employability

Employability

The PCET programme aims to ensure that we meet the individual needs of all trainees and employers, and that all of our trainees are highly successful in applying for teaching posts. In terms of employability there is also a focus on ensuring that trainees are subsequently successful in their chosen employment, and that they are able to develop their career to the full. We have a strong focus on opening doors for our trainees and for enhancing employment career development opportunities for our newly qualified teachers. This includes not just those trainees who qualify as pre-service but also those who are in-service and are looking to enhance their career progression after qualification.

We are confident that employers will readily employ our trainees based upon the secure and robust introduction to the profession which they have experienced as part of their training. We work hard to ensure that all our trainees are successful in securing teaching posts in the Lifelong Learning Sector and offer unrivalled support.

Recognising that inspiration is important, we arrange for former trainees to talk to current cohorts about their experiences. Subject Specific Mentors also provide input on working in the sector and share valuable tips for successful job applications as well as career enhancement.

There are 2 modules on the PCET programme which are focused on Personal Development, Professional Practice and Current Issues in Post Compulsory Education and Training. These modules provide trainees with specific input on job applications, interviews, employment trends in the sector, and how to seek out career development opportunities.

We liaise with partner colleges and training settings to provide opportunities for mock interviews and produce high quality references for each trainee, written by Personal Tutors and which fully support the transition from the programme to employment.

The PCET team ensure that all tutorials with Personal Tutors include a focus on employment and career development resulting in action targets to support each individual. We help all trainees to complete their own Career Development Plan. This is particularly important for in-service trainees who are already in employment but may well be looking to enhance their career and promotion prospects. For those trainees who have not found a teaching post by the time they have completed the programme, then Personal Tutors will maintain contact and provide ongoing support. There is also support for all trainees from the University careers service.

Case Study:

Mike Butler (p11) was certainly fit to teach when he completed his part time PGCE through Edge Hill University. Having been involved in running the gymnasium at King George V College in Southport, he was looking for a new challenge and embarked on a PGCE course, specialising in health and social care.

At the end of the programme he was offered a job teaching the subject to BTEC and A2 students at KGV and has settled into his new role with enthusiasm...

“While I was working in the gym I had been approached several times to help with lessons that involved aspects of health and fitness, and it was suggested that I should look at doing a teaching qualification. I asked our HR department for some advice and then applied to Edge Hill.

I really thought the course was good and it fitted in well with the demands of my job, though inevitably there were times when I had a lot of reading or lesson planning to do at the same time as my day job. It wasn't always easy getting the right balance, but I enjoyed it and it complemented my other qualifications in psychology and personal training.

I was mentored by Pam Dalton, and shadowed her at work, which was extremely useful, especially when looking at elements such as exercise nutrition and psychological perspectives. When I finished the course, I was offered a full time teaching role straight away at the College.

It worked out really well for me and it is a route I would recommend to other people. I just felt I had been in the gym for long enough and wanted a new challenge in my life. Now I'm in my first year of teaching and concentrating on getting to grips with that; but in the future I might look at post-graduate qualifications because I would like to progress further.

My job has always involved lots of contact with people, but I have found that teaching is quite different. What I like is working with the students and watching them produce some really good results that they can be proud of.

“I was offered a full time teaching role straight away at the College.”

It's all about helping other people to reach their goals and I get a really good feeling, knowing that I am contributing to that.”



Section 3

Partnership Agreement and Health and Safety Checklist

Partnership Agreement and Health and Safety Checklist

The Edge Hill University ITT Partnership Agreement and Health and Safety Checklist must be signed and returned before any trainee begins their Professional Practice. **Trainees will not be allocated to any college/training setting, if Edge Hill University has not received a signed Edge Hill University ITT Partnership Agreement and Health and Safety Checklist.**

If you have previously signed and returned a Partnership Agreement and Health and Safety Checklist you do not need to complete another, unless there have been any changes which you need to inform the Faculty of Education about.

The Edge Hill University ITT Partnership Agreement and Checklist that you signed last year, 2011-2012, still applies.

If you have not returned a Partnership Agreement, the Agreement must be signed and returned before any trainee undertakes a Professional Practice, once signed; the Partnership Agreement will stand for the foreseeable future.

Edge Hill University and its Partnership colleges/ training settings work together to provide high quality programmes of Initial Teacher Training compliant with LSIS (formerly LLUK) Professional Standards for QTLS (2007).

The agreed roles and responsibilities of each partner are outlined below:

A college/training setting will provide a high quality placement and:	Edge Hill University will:
Allocate subject specific supervision by members of staff who are qualified teachers and are trained as Subject Specific Mentors by Edge Hill University and ensure that this training is renewed every 2 years*.	Organise high quality mentor training, which enables mentors to acquire the skills and knowledge to support and develop an Edge Hill University trainee and which lead to opportunities for accreditation.
Ensure all Subject Specific Mentors complete the Phase 1 Mentor Training before commencement of Professional Practice.	Provide high quality Phase 1 Mentor Training and ensure that this is available before commencement of Professional Practice.
Where an associate placement has been agreed, identify appropriate members of staff who are well qualified, experienced and who have the necessary level of skill, knowledge and understanding in order to provide the context for a trainee's placement.	Where an associate placement has been agreed, provide a high quality tutor who will support and develop an Edge Hill University trainee.
Ensure all Subject Specific Mentors can make an accurate identification and assessment of any trainee (strengths, areas for improvement and an appropriate grade, including the setting of appropriate, specific individual targets)*.	Provide high quality mentor training which will include how to assess a trainee's teaching placement, how to identify a trainee's targets for further improvement and how to make an accurate judgement on the grade for placement.
Ensure that the trainee is able to train across appropriate key stages and ensure they gain the breadth and depth of experience required to ensure they are outstanding teachers.	Provide specific guidance to explain the requirements for each trainee across the journey of their training programme.
Ensure Subject Specific Mentors will observe, assess and provide both formative and summative feedback to the trainees by completing relevant documentation*.	Provide high quality mentor training which supports Subject Specific Mentors, enabling them to share relevant feedback with trainees. Ensure all relevant documentation required by college/ training setting is easily accessible.

A college/training setting will provide a high quality placement and:	Edge Hill University will:
Ensure that each trainee can meet the expectations for QTLS and will provide support for each trainee to fulfil their teaching potential, ensuring that any risk and remediation procedures are adhered to via the 'At Risk' policy.	Have an expectation that trainees will make progress throughout their training and that supportive mechanisms are in place to enable evidenced progress.
Ensure Subject Specific Mentors have an understanding of the needs of teachers in training and can support and develop a trainee, responding to the individual trainee's training needs by setting appropriate, specific individual targets.	Provide high quality mentor training for Subject Specific Mentors so they can understand the needs of trainees. Guidance will be provided on target setting to ensure that each trainee has relevant targets specific to their individual needs.
Demonstrate a commitment from all staff to the provision of ITT within the college/training setting, allowing opportunities for Subject Specific Mentors to discuss trainee progress with Edge Hill University staff, allowing opportunities for visiting tutors to meet, assess and grade trainees, where appropriate.	Ensure that Edge Hill University staff can discuss trainee progress with Subject Specific Mentors. Ensure that trainees receive the requisite number of visits and record each visit on the Trainee Tracking Database.
Ensure modelling of the provision of outstanding learning experiences by teaching and support staff, through effective planning, resourcing and delivery of lessons/sessions.	Provide and support Professional Development for all Partnership colleges/training settings.
Facilitate the integration of the trainees into the college/training setting environment and teaching team by providing an induction, including Safeguarding and Health and Safety in the college/training setting environment.	Provide guidance on how to support the trainee through induction to the college/training setting.
Provide clear policies, systems and structures which are, in turn, shared and communicated to the trainee.	
Provide equality of opportunity and inclusion for all trainees, consistent with stated Edge Hill University policy and guarantee that ethnic, cultural and religious diversity are valued.	Provide a Partnership Handbook including statements on equality and inclusion and ensure that all trainees are regularly updated in relation to valuing diversity and ethnicity.
Agree to abide by the University's CRB procedures for Visiting Tutors, External Examiners and trainees.	Detail the University's CRB procedures clearly for all Partners.
Operate a Code of Practice which outlines for all college/training setting staff the responsibilities of trainee teachers and the staff working with them, together with procedures for the trainees' induction into the college/training setting and its policies and procedures including: Criminal Records Bureau/Independent Safeguard Authority, Health and Safety, Risk Assessment, Race Relations Act, Special Educational Need and Disability Act and Disability Discrimination Act.	Provide a Partnership Handbook and other relevant documentation, which includes information and guidance about all aspects of partnership between Edge Hill University and partnership colleges/training settings, including a Professional Code of Conduct for trainees and the University's Safeguarding and CRB procedures.
Adhere to the responsibilities of a college/training setting mentor and the roles of other staff involved in working with trainees, as defined in Edge Hill University's Partnership Handbook.	Clearly detail the roles and responsibilities of college/training setting Subject Specific Mentors and the roles of other staff involved in working with trainees, as defined in Edge Hill University's Partnership Handbook.
Produce and return all required reports and evaluations, in a timely manner on the prescribed dates (including, interim report forms, placement report forms and evaluation forms)*.	Provide appropriate recording and reporting formats to colleges/training settings and clear guidance on how to complete and when to be returned.
Contribute and be a proactive member of the wider partnership, including evaluation and subsequent revision of ITT programmes, Professional Development and recruitment and selection, where appropriate*.	Share with colleges/training settings, opportunities to engage in wider partnership issues, such as selection of trainees, representation on committees and development of policy, where appropriate.
Adhere and agree to complete and return the ITT Partnership Agreement and Health and Safety checklist within 2 weeks of receipt.	Provide an ITT Partnership Agreement detailing how the partnership between Edge Hill University and the college/training setting will work together to support all trainees in training enabling them to become outstanding teachers.

*Except when an Associate Placement has been agreed

Faculty of Education Partnership Health and Safety checklist

Edge Hill University trainees are briefed on the following health and safety procedures at the beginning of each placement:

General Safety

(a) Information on this setting:

- Health and safety policies
- Procedures and risk assessments for activities e.g. lone working, pregnancy
- Safeguarding
- Codes of conduct/behaviour

(b) This setting's arrangements including:

- The location of welfare facilities e.g. WCs, rest areas etc.
- The point of contact for health and safety matters
- Dates, times and location of health and safety meetings/briefings

(c) This setting's fire safety procedures on:

- The discovery of a fire
- Fire drills and evacuation
- Fire alarm testing
- Reporting fire hazards e.g. storage of combustible materials, obstructed fire routes/doors etc
- Smoking

Accident reporting in this setting, information on:

- Reporting accidents
- Summoning first aid

Where required, instructions are in place in this setting for the use of:

- Harmful substances e.g. chemicals
- Safety or specialist equipment e.g. electrical appliances
- Hazardous/harmful materials

Where required procedures are in place in relation to:

- Housekeeping and hygiene standards
- Safe working practices
- Lifting, moving and/or transporting of loads
- The use of transporting and/or lifting equipment
- If a trainee is pregnant

Risk Assessments:

Where required, risk assessments are in place for all the above. These are to be found in this school/college/setting and samples can be provided on request.

I confirm that our college/training setting will adhere to the roles and responsibilities outlined in the Edge Hill University ITT Partnership Agreement and all Edge Hill University trainees are briefed on the following health and safety procedures at the beginning of each Professional Practice.

Agreement between Edge Hill University and College/Training Setting

Name (Please print):

.....

College/training setting address:

.....
.....
.....
.....

Signature of Head or Designate on behalf of college/training setting:

.....

Signature of Head of ITT Partnerships, Faculty of Education on behalf of Edge Hill University:



David Wooff

Date: September 2012

Please return the signed agreement, including the Health and Safety checklist, within 2 weeks of receipt to: Partnership Office, Faculty of Education, Edge Hill University, St Helens Road, Ormskirk, L39 4QP or to: Russell Sugden, PCET Administrative Team Leader, PCETpartnership@edgehill.ac.uk



Section
4

PCET Programme
Overview

PCET Programme Overview

The PCET programme is endorsed by the Learning and Skills Improvement Service (LSIS) and enables trainees to demonstrate achievement of the Professional Standards.

These qualifications are suitable for:

- Those hoping to specialise in the teaching of their subject in the Lifelong Learning Sector, Sixth Form Colleges or other training settings (pre-service)
- Staff already working in Post-Compulsory Education but who require a formal qualification (in-service)
- Private and public sector employees who have training responsibilities within their organisation (in-service)
- People seeking to change careers (usually pre-service)

Note: Successful completion of this programme leads to a recommendation for Qualified Teacher, Learning and Skills Status (QTLS), which qualifies an individual to work in Further Education, Sixth Form Colleges and other training settings within the Lifelong Learning Sector.

Where can you study?

The Certificate of Higher Education and PGCE programme can be studied at a range of sites in the North West, including:

- Edge Hill University, St Helens Road, Ormskirk, Lancashire L39 4QP
- Preston College, Fulwood Campus, St Vincent's Road, Preston PR2 8UR
- Shrewsbury College of Arts and Technology, Radbrook Campus, Radbrook Road, Shrewsbury SY3 9BL

Teaching and Learning:

The Post-Compulsory Education and Training teaching team is an impressive blend of experienced staff. Some have commercial experience and others have worked in Secondary Schools as well as Further Education Colleges. All tutors have extensive experience of working in Post-Compulsory Education and Training and of working in other institutions outside the Partnership.

Teaching and learning methods are varied and are enhanced by the use of specialist/visiting lecturers and the integration of technology enhanced learning. As noted by Ofsted (2011) "The standard of training by teacher trainers is very high. Trainers are skilful, well qualified and take good account of current learning theories and research and use ILT innovatively to enliven training sessions".

Trainers routinely model good practice, which inspires trainees to take risks in their own lessons and to use more learner-centred approaches. Tutors offer real-life role models developed from local, contemporary and meaningful research rather than disembodied theories to support the programmes. Staff research is integrated into programmes, for example, in the delivery of the minimum core on PCET programmes. Specialist speakers and visiting lecturers supplement the input from the programme team. All teaching is informed by the professional expertise of the staff and by research and scholarly activity.

Current areas of staff research include:

- The mentor and mentee relationship
- The impact of risk taking and failure on teaching and learning
- Special Educational Needs and Behaviour management
- 14 - 19 transition experiences and FE to HE transition
- Assessment and feedback
- Technology enhanced learning and its innovative and effective application

The Study Programme

The programme consists of six modules with outcomes written at levels 4, 5, 6 and 7 for undergraduate and postgraduate study.

The modules are as follows:

- Preparing, Planning and Developing Effective Teaching, Learning and Assessment
- Personal Development and Professional Practice
- Theories and Practice of Teaching and Learning
- Personal Development, Professional Practice and Current Issues in Post-Compulsory Education and Training
- Designing and Developing the Post-Compulsory Education and Training Curriculum
- Evaluation of the learner experience: access, progression, achievement

Initially, the programme helps secure some essential knowledge and skills to establish trainees' Professional Practice in the classroom. The subsequent modules cover broader topics such as curriculum design and evaluation of the learner experience in Post-Compulsory Education and Training that are most relevant to the setting.

Professional Practice (teaching practice) is a vital element. Trainees need to undertake a minimum of 100 hours Professional Practice during the programme. The Faculty considers this as a minimum and in order to ensure outstanding training and as

broad a range of experiences as possible for all of its trainees, the Partnership team will look to secure placements where trainees can exceed the 100 hour minimum. Consequently, all providers of Professional Practice placements will be encouraged, whenever possible to arrange 130 hours teaching for trainees.

In order to facilitate Professional Practice, the PCET Partnership has developed effective links with a whole range of Further Education Colleges, Sixth Form Colleges and other training settings across the Lifelong Learning Sector. While on Professional Practice, trainees are supported by a Subject Specific Mentor who is pivotal in providing the subject expertise advice and knowledge necessary to meet the LSIS (formerly LLUK) Standards. Trainees have regular meetings with their Subject Specific Mentor and mentors carry out at least four subject-specific observations of teaching over the duration of the Professional Practice.

At each centre, and while on Professional Practice, all trainees are allocated a Personal Tutor who acts as the first point of contact. Tutorials are held regularly and feedback is provided in an ongoing and systematic way to help trainees improve and make progress.

Progression

Undergraduate trainees can progress to the Foundation Degree in Teaching in the Lifelong Learning Sector which operates both as a top-up route for those trainees successfully completing their Certificate of Higher Education (DTLLS) or as a series of standalone CPD certificated modules. A further progression route is then available on to a BA Honours in Teaching in the Lifelong Learning Sector.

Postgraduate trainees can gain up to 60 credits at Masters Level (Level 7) as part of their PCET PGCE programme. Trainees completing these credits will obtain a Post Graduate Certificate and this will facilitate their subsequent achievement of a Post Graduate Diploma or Masters Degree.

Example routes to Undergraduate and PGCE study:

Jessica studied and taught dance for many years before deciding to undertake the PCET ITT qualification. She commented that she was really pleased with the feedback she was given during her final meeting with both SSM and her personal tutor, and felt that the feedback would allow her to further her teaching experience when she begins her first place of employment. She added that her confidence has soared whilst completing her professional placement and it was commented that she had fitted into the community of the college with no difficulty. Jessica believes that this summative grade gave her the confidence to further improve on her skills as she builds her future career.

Mike taught photography on his Professional Placement. He commented that he totally agreed with the comments made by both his Personal Tutor and his SSM, in particular with the targets set for his improvement. He felt happy that if he continued working towards a Grade 1, that it would be an achievable target with the help of his Personal Tutor and his SSM. Mike indeed achieved a Grade 1 in his Summative report and was offered a full-time post before he had completed the course. An excellent outcome for him!

“The overall academic standing of the programme is strong and effective. The evidence reviewed clearly demonstrates that student teachers on this Edge Hill University PCET programme are both knowledgeable in their areas/ specialisms, and are being prepared in an appropriately reflective professional manner to be extremely skilful in a wide range of teaching approaches.”

(External Consultant Report
Feb 2012)



“Very effective partnership working which engenders high levels of consistency, cohesion and collaboration.”
(Ofsted, April 2011)



Section
5

PCET Partnership
Contact List

PCET Partnership Contact List

	Contact	Telephone	Email
Head of Partnerships	Louise May	01695 650824	louise.may@edgehill.ac.uk
Head of ITT Partnership	David Wooff	01695 657183	david.wooff@edgehill.ac.uk
Head of PCET (Teaching, Learning and Assessment)	Margaret Postance	01696 650902	margaret.postance@edgehill.ac.uk
Assistant Head of PCET	Ray Dwerryhouse	01695 584470	ray.dwerryhouse@edgehill.ac.uk
Senior Lecturer PCET: Course Leader Part Time Programmes	Jane Wood	01695 650949	jane.wood@edgehill.ac.uk
Senior Lecturer PCET	John Dickinson	01695 650830	john.dickinson@edgehill.ac.uk
Senior Lecturer PCET	Vicky Duckworth	01695 650861	vicky.duckworth@edgehill.ac.uk
Senior Lecturer PCET	Lindsey Marsh	01695 650289	lindsey.marsh@edgehill.ac.uk
PCET Administrative Team Leader	Russell Sugden	01695 650896	PCETpartnership@edgehill.ac.uk
PCET Professional Practice Development Officer	Angela Brzeski	01695 650896	angela.brzeski@edgehill.ac.uk
Centre Programme Coordinator: Shrewsbury College of Arts and Technology	Jane Martin	01743 342613	janema@shrewsbury.ac.uk
Centre Programme Coordinator: Hopwood Hall College	Angie Simms	01706 345346	angie.simms@hopwood.ac.uk
Centre Programme Coordinator: Preston College	Vivien Caparros	01772 225000	vcaparros@preston.ac.uk
For information relating to placements or Subject Specific Mentor training			PCETpartnership@edgehill.ac.uk



Section
6

Programme Placement Calendar
and Payments

Programme Professional Practice Calendar and Payments

For 2012/13, our overall delivery pattern has been adjusted, and we now have two part time delivery models, one of 4 terms (approx. 18 months) and one of 6 terms (two years).

There are no extended block placements and the typical number of Professional Practice hours required by any one trainee will be 4 to 6 hours per week on the 4 term programme and 3 to 4 hours per week on the 6 term programme.

Specific start dates will be negotiated on a local basis and will be fully informed by your timetables at that time. Note too that provision is scheduled to start throughout the year.

4 Term Programme Professional Practice

Course Start	Induction, Shadowing and Team Teaching	Solo Teaching starts	Solo Teaching ends
September 2012	November 2012	January 2013	October 2013
January 2013	March 2013	April 2013	February 2014
April 2013	June 2013	September 2013	May 2014

6 Term Programme Professional Practice

Course Start	Induction, Shadowing and Team Teaching	Solo Teaching starts	Solo Teaching ends
September 2012	November 2012	February 2013	May 2014
January 2013	April 2013	May 2013	December 2014
April 2013	June 2013	September 2013	March 2015

The payment made to the training setting for taking a part time trainee on Professional Practice is £1000 and is offered to provide a Subject Specific Mentor to support a trainee.

Total hours required

Following a revision by the LSIS Quality and Awards Team, all trainees are now required to undertake a minimum of **100 hours** teaching while on Professional Practice. Teaching is defined as working with groups of learners. However, it may also include:

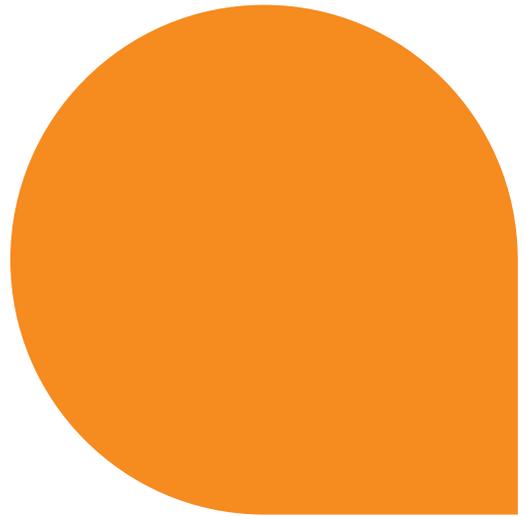
- Shadowing – observing their Subject Specific Mentor (or other appropriate colleague) deliver within the curriculum in which their Professional Practice is based
- Team teaching – assisting another teacher, evidenced with a session plan which clearly identifies their role in the session
- One-to-one teaching for which the trainee has produced a session plan
- Enrichment – for example educational visits or trips for which the trainee has produced a session plan

Up to 10% of shadowing, team teaching, enrichment and one-to-one teaching can be included in the total Professional Practice hours (100). However, there is a proviso that only a maximum of 6 hours for any one of these categories listed above is allowable and that no more than 10 hours can contribute to the overall total.

Minimum hours teaching

The LSIS Quality and Awards Team have specified a minimum of **100 hours** teaching. Edge Hill University wants to ensure outstanding training and as broad a range of experiences as possible for all of its trainees. Consequently, all providers of Professional Practice placements will be encouraged, whenever possible, to arrange a minimum of 130 hours teaching (including shadowing, team teaching, one-to-one teaching and enrichment) for trainees.







Section 7

Roles and Responsibilities

Roles and Responsibilities

The delivery of effective training depends on a well coordinated partnership, with all participants having clear and mutually understood roles and responsibilities.

The main participants are the:

- Trainee
- Subject Specific Mentor
- Edge Hill University Tutor or Personal Tutor in one of the partner institutions
- Liaison Tutor
- Centre Programme Coordinator

Their respective roles and responsibilities are:

The Trainee

Trainees in the PCET Partnership are, from the start of their programme, introduced to issues of professionalism in teaching. They are a partner in the training process and are expected to be proactive in identifying their training needs and to use their time on placement to develop both their understanding of these issues and their own practice.

*See Section 13 for the 'Professional Code of Conduct for ITT trainees' that all trainees sign as they begin their programme at Edge Hill University.

Partner colleges/training settings can expect that trainees will:

- Adopt a professional approach to all aspects of their college/training setting experience
- Attend regularly and punctually
- Familiarise themselves with institutional policies and procedures, and adhere to them
- Conform to appropriate professional standards (including dress and demeanour)
- Be available to discuss progress with Subject Specific Mentors at agreed times and engage constructively with feedback offered
- Share achievements and targets detailed in reports contained within the trainee's reflective portfolio
- Take a full and active part in the wider aspects of a teacher/lecturer's role
- Contact their placement provider and the University/partner institution if absent for placement
- Engage in driving their progress and achievement forward, seeking every opportunity to observe, implement and lead

Trainees recognise their professional responsibilities by signing a Professional Code of Conduct at the start of the programme. A copy of this Professional Code of Conduct is contained within this handbook and

is available on the Partnership website. Edge Hill University treats breaches of this Code of Conduct very seriously and will implement the Academic and Professional Review mechanism as soon as a breach is reported.

The Subject Specific Mentor (SSM)

The SSM has personal responsibility for trainees during their placement in conjunction with the appropriate section/department manager. The key roles are liaison with the Personal Tutor and with other section/department staff in co-ordinating and monitoring the professional development of trainees.

SSM responsibilities include:

- Arranging access, ensuring that a trainee receives an appropriate departmental induction, including aspects of health and safety as detailed in the Section 3 of this handbook
- Highlighting opportunities that will enable a trainee to pursue an agreed curriculum programme on key issues
- Ensuring a trainee has opportunities to work with learners across the age and ability range as required for the type of placement and the training needs of each trainee
- Supporting the trainee on aspects of planning and delivering effective teaching and learning within the subject
- Contribute to the trainees' e-portfolio by verifying evidence provided by the trainee whilst on Professional Practice
- Working with a trainee to help them develop their subject knowledge
- Ensuring a trainee has access to appropriate departmental resources
- Providing opportunities that will enable a trainee to pursue an agreed professional programme on whole-college/training setting aspects of teachers' professional duties, including activities outside of the classroom such as pastoral/tutorial work, staff meetings, staff development events, parents' evenings and extracurricular activities
- Liaising with the Personal Tutor and ensuring that support mechanisms are in place for trainees
- Observing a trainee on Professional Practice as appropriate, including:
 - a) Monitoring and assessing a trainee's performance against the LSIS (formerly LLUK) standards in addition to the Ofsted grading standards for Initial Teacher Training
 - b) Responding to any causes of concern in respect of trainee performance
 - c) Ensuring quality assurance and moderation procedures within the institution

In order to provide appropriate guidance and subject specific support to trainees, Subject Specific Mentors will need to spend 25 hours with a trainee over the period of their Professional Practice. For part time trainees on the 6 term/2 year programme this equates to approximately 4.5 hours per term. For trainees on the 4 term/18 month programme this equates to approximately 6.5 hours per term.

A Subject Specific Mentor should have no more than three trainees to support at any one time.

These hours for Subject Specific Mentoring are in addition to any lesson observations undertaken (four over the duration of the programme).

In addition, it is expected that SSMs will:

- Attend appropriate SSM training activities
- Provide feedback to trainees
- Monitor and assist a trainee in reviewing and recording their progress and achievement through target setting activities
- Ensure that feedback is provided to Edge Hill University and any cause for concern identified and communicated to tutors
- Refer to previous trainee targets in order to develop effective practice
- Set new developmental targets as appropriate
- Liaise with other subject staff in the college/training setting
- Participate in the 'At risk'/remediation procedure on behalf of the college/training setting, in liaison with Edge Hill University, for a trainee who is identified as being at risk of failure
- Complete an interim grade report, in conjunction with the Personal Tutor, and ensure it is communicated to the relevant course leader
- Ensure consistency of judgement of trainee performance across departmental staff who are involved in providing additional observation and providing feedback
- Ensure that all departmental staff understands a trainee's needs and work to support their professional development
- Complete a summative grade report, in conjunction with the Personal Tutor, and ensure it is communicated to the relevant course leader
- Complete a final evaluation report

Full details on guidance and procedure, including appropriate documentation, is provided for SSMs in the Effective Subject Specific Mentoring Handbook.

The Personal Tutor

Personal Tutors work with SSMs to supervise and support the professional development of trainees while on Professional Practice.

Specific responsibilities include:

- Being a point of contact between Edge Hill University/partner institution and mentors, ensuring effective two-way communications for information and feedback

- Monitoring the progress of trainees through regular contact with SSMs
- Making the agreed number of college/training setting visits, and additional visits if required
- Following the protocol for the arrangement of visits
- Observing trainees in the classroom, and providing written and verbal feedback
- Using the PCET Trainee Tracking Database to record observation details of trainees
- Moderating SSM assessments and supporting as appropriate, e.g. joint observation
- Providing guidance and support to trainees
- Monitoring and assisting trainees in reviewing and recording their progress and achievement through target setting activities
- Representing the Head of PCET in the 'At risk'/remediation procedure for a trainee during professional placement
- Monitoring the delivery of the trainees' entitlement under the Partnership Agreement

The Liaison Tutor

The liaison tutor is appointed by Edge Hill University and works with members of the team at Partner colleges – both outreach and franchise. The liaison tutor is normally the first point of contact for Partner colleges, and their specific responsibilities include:

- Ensuring that Partner colleges fully understand Partnership documentation and procedures
- Maintaining regular contact with Partner colleges and submitting a written report three times a year to the appropriate Faculty Boards at Edge Hill University
- Assisting Partner colleges with admission and induction of trainees and with curriculum development, teaching and learning, assessment procedures and practices and the provision and development of learning resources
- Advising the Partner college on the production of reports and any other quality assurance requirements of Edge Hill University
- Advising on the provision of trainee support and the production of trainee support materials
- Informing the Partner college of staff development opportunities at the university

The Centre Programme Coordinator

The centre programme coordinator oversees PCET provision at Partner colleges – both outreach and franchise. They work closely with the liaison tutor and ensure that the franchise or outreach centre provides high quality PCET training which is in line with Partnership documentation and procedures as they relate to PCET.

Specific responsibilities include:

- Meeting with the liaison tutor on a regular basis and ensuring that the liaison tutor is aware of any issues which will impact on the quality of provision at the centre

- Development and implementation of local quality assurance mechanisms (franchise provision only) including the involvement of trainees in quality assurance procedures and programme development activities
- Overseeing the admission and induction of trainees and ensuring the provision of trainee support and the production of trainee support materials
- Overseeing curriculum development, teaching and learning, assessment procedures and practices and the provision and development of learning resources
- Overseeing the securing of suitable Professional Practice placements for trainees and liaison with the PCET Administrative Team Leader at Edge Hill University in relation to Professional Practice
- Producing the Annual Monitoring and Review report, in conjunction with the programme leader and/or liaison tutor (franchise provision only). In the case of outreach provision, provide information for the Programme Annual Monitoring and Review report
- Taking part in review events called by Edge Hill University as part of quality assurance arrangements

Working together

Trainee	Subject Specific Mentor	Personal Tutor
Plan and prepare efficiently and effectively, preparing and checking resources in ample time.	Advise the trainee on the resources available, their storage and the procedure for their use. In relation to their subject specialism.	Make sure that the trainee is properly prepared and resourced for any work planned.
Observe teaching in order to see how teachers manage different lessons in different curriculum areas.	Liaise with other staff to provide a variety of teaching experiences. Model teaching strategies for the trainee, in particular those identified as aspects requiring development. In their subject area.	Discuss with the trainee and Subject Specific Mentor any additional help that might be required from Edge Hill University/Partner college. Help the trainee to adapt their approach to the needs of the placement.
Have plans for each day readily available for discussion and comment.	Discuss and comment upon a trainee's plans. Focusing on subject content.	Check that the trainee is sustaining an appropriate level of planning.
Working from their own plans: a) explain what it is they are trying to achieve; b) ask for advice about their plans and the level of outcome to be expected and achieved.	Listen to the trainee explain what it is they are trying to achieve. Make suggestions about how planning and preparation can match with outcomes for learning (class specific knowledge).	Assist trainees in relating choices of teaching strategy to achievement of selected learning outcomes. Respond with appropriate advice to trainees written evaluations.
Use their assessments and records, where appropriate, to recognise how individual pupils are progressing and consult with the class teacher about acceptable levels of achievement.	Discuss learners' work, levels of achievement and ways of managing activities to achieve differentiated work for individual learners.	Help the trainee to use the records they keep to inform their teaching, and to differentiate the tasks set to match learner/group need.
Identify aspects of their teaching to discuss with the teacher and gain feedback.	Assess the trainee teaching and discuss the session afterwards. Collect information from other teachers and use it to inform their feedback to the trainee in written and oral form with emphasis on subject content.	Watch the trainee teach and give written and oral feedback as soon as possible following the observation. Wherever possible, include the Subject Specific Mentor in the discussions. Input information on lesson observation into the Trainee Tracking Database.
Set targets for development at the start of the placement and review these in discussion with the class teachers and tutors. Continue to review targets regularly.	Discuss how initial targets might best be met in the specific class situation. Work with the trainee to identify further targets as necessary linked to developing subject specialism.	Help the trainee to set targets and develop relevant action plans. Try to talk with the trainee and Subject Specific Mentor together.
Work to fit in with the life of the college/training setting, by helping in as many ways as possible.	Help the trainee and the tutor to understand the requirements of the school/college/setting.	Liaise with the Subject Specific Mentor and trainee to identify the norms and values for the college/training setting.

Trainee	Subject Specific Mentor	Personal Tutor
Develop an understanding of the needs of learners, including how they can provide experiences appropriate to the social, cultural, linguistic, religious and ethnic background of the learners.	Help the trainee to understand the nature of the intake of the college/training setting and the values, attitudes and abilities of the pupils.	Discuss with the trainee and Subject Specific Mentor any additional help that might be required by Edge Hill University/ the partner college. Help the trainee to adapt her/his approach to the needs of the placement. Liaise with the Subject Specific Mentor and the trainee to identify factors that impact on the approaches to teaching and learning that need to be adopted by the trainee.
Develop good relationships with colleagues, including the teaching assistants, administrative and technical staff of the college/training setting.	Support good relationships between the trainee and other teaching colleagues.	Work to develop good relationships with trainees and teachers.
Explore ways in which they can work in a collaborative manner within the classroom and the wider college/training setting, using the skills of support staff and other professionals.	Help the trainee to understand the role of support staff and other professionals within college/training setting. Work with the trainee to identify how to plan for effective use of support staff in the classroom.	Work with the trainee to identify how to plan for effective use of support staff in the classroom. Liaise with the Subject Specific Mentor and trainee to identify practice and policy within the college/ training setting.
Involve themselves in extra-curricular activities and aim to take over an aspect of that work.	Facilitate trainee work in the extra-curricular areas. Provide relevant information and give advice as needed.	Oversee the breadth of the trainee experience. Encourage trainees to take every opportunity offered whilst ensuring they do not take too much on.
Be aware and alert to Health and Safety procedures and practices.	Ensure that the trainee is provided with the relevant information.	Monitor progress and development in Health and Safety issues.

Setting Experience Review and Improvement Meetings (SERIMs)

SERIMs are scheduled to occur after every scheduled Professional Practice to:

- Review every Professional Practice in order to evaluate the quality of the training experience for the trainee
- Improve future Professional Practice experiences
- Evaluate the effectiveness of our partners as trainers
- Identify every delayed trainee and to analyse the impact on the individual trainee and their training
- Analyse individual and cohort trainee achievement and to identify actions to improve future training

Utilising a range of information including mentor evaluations, trainee evaluations, Personal Tutor evaluations, External Examiner feedback, External Consultant feedback and trainee attainment and achievement data to analyse, evaluate and produce an action plan in relation to the impact on the following:

- Curriculum Developments
- Retention
- Teaching, Learning and Assessment
- Staffing and module resources
- Trainee achievement and attainment
- Organisation and communication
- Quality Assurance
- Quality Enhancement

Attendees for PCET SERIM

Head of Area, Head of ITT Partnership, Course Leaders, Assistant Head of Area including representatives identified by Placement Leader: one representative from Partnership (External) and one trainee representative.

To ensure these are a success and reflect the whole partnership we do request timely completion of all evaluation forms.

Professional Practice

Securing Professional Practice opportunities

In order to secure Professional Practice opportunities for all our ITT trainees across all our programmes we ensure that:

- A 'Search' document is sent, by post and email, to all colleges/training settings that we have named on our database who are able to offer high quality Professional Practice opportunities that are fit for purpose, with a clear deadline for return
- All offers received from the 'Search' are entered onto the database for the course leader or placement leader to view, in order for them to make suggestions of other providers, that may not have offered in their subject or area, and who are known to provide a quality Professional Practice. These providers are then retargeted for offers and additional offers
- Professional Practice meetings are then held to ensure sufficient offers are sourced that meet the training needs of the trainees we currently have on course

Professional Practice Meetings

In order to ensure we provide appropriate training experiences for our trainees, a Professional Practice Meeting is held, before every scheduled Professional Practice.

In attendance is the Course Leader, Partnership Development Officer, Partnership Administration Officer, Assistant Head of Area (Partnership) and the Head of ITT Partnership. The Course Leader collates all the information on each trainee with regard to their training needs. Any other personal information which could impact on allocation of a Professional Practice is also identified.

The PCET Administration Team Leader collates all offers from all colleges/training settings for the identified Professional Practice. Allocation then begins, matching trainees to each offer, ensuring that previous experiences are recognised to ensure breadth and depth of experience and to ensure that each trainee's training profile will ensure that they are outstanding.

However, experience has shown that we need to continue to search and secure offers, as colleges/training settings withdraw offers due to a variety of reasons, which can include:

- The college/training setting being notified of an OFSTED inspection
- The presence on the staff of a large number of NQTs
- College/training setting reorganisation
- College/training setting staffing changes, maternity leave, sickness absence, supply teacher cover and vacant teaching posts
- College/training settings with a high staff turnover and which consider themselves to be too beset with difficulties to provide appropriate learning experiences for trainees
- The unwillingness of college/training settings to accept relatively inexperienced students, for example those just beginning a PGCE

Any of these factors, taken in combination, may serve to create a context in which an offer for a Professional Practice is simply given lower priority than the many other pressing demands on college/training settings.

We also need to consider that, on occasion, a trainee's training need changes and some offers sourced and identified for particular trainees become unsuitable as they do not match their training needs at the specific time we are allocating them.

To ensure that we secure other offers, as effectively as possible, a range of further strategies have been developed:

- Partnership Development Officers (PDO) actively seeking new Partnerships and building capacity within existing Partnerships and also providing an individualised focused approach for specific trainees and their training needs
- Outreach managers' local knowledge and contacts, actively seeking new partnerships and building capacity within existing partnerships
- Associate Tutors working closely with the PDOs to source Professional Practice opportunities on a targeted individualised basis for particular trainees with specific training needs
- Course Leaders and Placement Leaders working closely with the Partnership team to utilise their knowledge of departments/classes where there would be a quality Professional Practice
- Engaging in other aspects of our work with the Partnership regarding Professional Development for the whole workforce and research leads to offers from high quality colleges/training settings

“During my placement, my Subject Specific Mentor was a brilliant support. I had an independent role with lots of responsibility which enabled me to work with learners across the age and ability range.”



Section 8

Statutory Requirements and Guidance

Statutory Requirements and Guidance

Whilst a trainee is on Professional Practice and in a college/training setting, the trainee will follow the policy and procedures of the college/training setting in relation to Health and Safety and Safeguarding and therefore the statutory duty of care and consequent liabilities rest with the college/training setting.

As a trainee of Edge Hill University, each trainee adheres to the academic and student regulations. This means that the progress, behaviour and well-being of each trainee are continually reviewed. The Faculty has developed an Academic and Professional Review Meeting (APRM) which is designed to support, guide and capture any trainee that we wish to meet with, to agree, and set targets whilst training. Every mentor has access to the process and can trigger the need for an APRM with the Placement/Course Leader.

Criminal Records Bureau

The Faculty of Education at Edge Hill University ensures that all entrants have been subject to a Criminal Records Bureau (CRB) enhanced disclosure check and/or any other appropriate background check. Edge Hill University is responsible for checking that we do not admit candidates to ITT who are unsuited to work with young people and vulnerable adults. Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) Children's Barred list checks are an essential safeguard. Therefore schools/colleges/settings can be assured that Edge Hill University have confirmed that the trainee is suitable to work with children.

Edge Hill University has asked applicants to declare convictions or anything else that might relate to their suitability at the outset of their programme. During their training, trainees must also declare anything that might deem them unsuitable to teach, including any conviction. Should a trainee withhold such information, Edge Hill University may consider termination of the training.

In relation to a CRB clearance, the University and Faculty are subject to regular audit of our procedures from the Teaching Agency (TA), Ofsted and the CRB itself. Edge Hill University will only allow a trainee to undertake a Professional Practice if they have received an enhanced CRB clearance.

To summarise our position:

- All new entrants must submit a completed CRB enhanced disclosure application form and are given clear deadlines by which to complete these
- If they do not submit the forms, they cannot fully enrol
- All returning trainees will have been cleared previously and their disclosures last the length

of their programme, even if the programme lasts longer than three years

- Trainees who return to University study after a period of 3 months or more are required to undergo an additional CRB Enhanced Disclosure check in order to become fully-enrolled and to be able to go out into a school/college/setting
- Trainee teachers would not normally be subject to more than one CRB check during the course of their programmes, even when these extend beyond three years, and Edge Hill University will refuse requests for such repeat disclosures unless a trainee gives cause for concern. Edge Hill University will not make additional checks in respect of separate schools/colleges/settings
- Edge Hill University ensures that all entrants have been subject to a CRB enhanced check, and keep records showing that a certificate has been obtained for every trainee
- Systems are in place to ensure that a trainee does not start their Professional Practice in a college or training setting without an enhanced CRB disclosure clearance
- If a trainee has been allocated a college/training setting and their CRB is pending, the college/training setting is informed of this in writing and advised that the university will be in further contact once the CRB has been received. Exceptionally, a trainee may be allowed to participate in the Professional Practice induction, without a current enhanced CRB clearance. In such cases, Edge Hill University will contact the college/training setting and agree a short-term strategy
- If a caution or conviction is itemised on an enhanced disclosure certificate, Edge Hill University's policy is to interview all such prospective trainees, irrespective of the nature of the offence. A Faculty of Education panel of senior managers will establish if a particular offence could prevent someone from working with children and discuss the professional implications and standards with the prospective trainee. If the panel feels that a particular offence could stop an individual from entering teaching, the case is referred to the Safeguarding Children's Unit at the DFE. They will investigate further and make a ruling on behalf of the Secretary of State for Education
- Edge Hill University will not allow colleges/training settings to have access to completed CRB returns or to any information, including any Additional Information, contained in a trainee's disclosure. It is an offence under the 1997 Police Act, and a breach of the CRB Code of Practice, for Edge Hill University to share any disclosure information with any person who is not a member, officer or

- employee of the Registered Body; this includes even revealing the existence of any information
- Colleges/training settings should not demand from providers or trainees access to information to which they have no legal right or entitlement, and Edge Hill will not breach the CRB Code of Practice in order to comply with such a demand: either directly, by providing the information, or indirectly, by implicating those trainees about whom the information is not provided
 - Edge Hill University will confirm to colleges/training settings that all trainees' CRB check has been completed and they are deemed suitable to work with children. Colleges/training settings will wish to retain this evidence in their single central record

ITT Tutors and External Consultants

ITT Tutors and External Consultants who have only occasional contact with learners and are not left unsupervised with children/young people/vulnerable, do not require CRB clearance, provided they are at all times in the company of individuals that have been cleared. However, to make our policy even more robust, when visiting a Partner college/training setting, Edge Hill University staff carry written confirmation from our Human Resources department that they have a current CRB, as well as photographic identification.

Safeguarding

Edge Hill University itself is regarded predominantly as an adult environment. Notwithstanding this, it recognises its responsibility to promote and safeguard the welfare of children, young people and vulnerable adults within its community. The University believes that it is unacceptable for a child, a young person or a vulnerable adult to experience any form of harm or abuse. Their welfare is paramount and they have the right to protection.

The University wishes therefore to adopt the highest standards and take all reasonable steps in relation to the safety and welfare of children, young people and vulnerable adults. Whilst recognising that it cannot act "in loco parentis" and that ultimate responsibility will continue to rest with parents and guardians, the University will work in partnership with the individuals themselves, their parents and carers and other agencies as appropriate to promote and safeguard their welfare.

The University Safeguarding Policy and the accompanying procedures outline, in overall terms, the principles and approach accepted by the University as essential to safeguard children and vulnerable adults who are part of the Edge Hill community or who come into contact with the University or its activities. The policy can be accessed www.edgehill.ac.uk/education/educationpartnership.

The purpose of the policy is:

1. to provide protection for the children, young people and vulnerable adults who come into contact with Edge Hill University

2. to provide staff, students and volunteers with guidance on procedures they should adopt in the event they suspect a child, young person or vulnerable adult may be experiencing, or be at risk of, harm
3. set out a series of guidelines for all staff, students and volunteers at the University who may work with children, young people or vulnerable adults

Specifically, the policy:

- Describes how we aim to safeguard children and vulnerable adults
- Applies to all academic and service areas
- Demonstrates cognisance of statutory requirements and good practice guidelines in the pursuance of providing a safe environment for children and vulnerable adults
- Will be reviewed and revised as necessary and, as a minimum, on an annual basis
- Identifies the organisational and management structures for implementing this policy

If you have a concern regarding a trainee in relation to safeguarding, whilst they are in the college/training setting, then please contact the Placement/Course Leader.

Online Safety

All our trainee teachers understand and address the e-safety issues which affect young people. They are provided with information on online grooming, cyber bullying, viewing inappropriate content, plagiarism and copyright, inaccurate information, user-generated content, e-commerce, privacy, junk email or spam and premium rate services. During their Professional Practice we would expect trainees to build on this, using the opportunities presented in each college/training setting.

Health and Safety

The University and college/training setting have a duty of care towards the trainee while they are in the college/training setting. In order to fulfil this duty of care the University will:

- Prepare the trainee for the Professional Practice and ensure they are aware of general health and safety aspects (this does not include the specific information needed for any particular job or workplace)
- Give the trainee an opportunity to notify the University on any health and safety problems encountered whilst in the college/training setting
- Respond to any negative feedback received from trainees regarding health and safety practices during Professional Practice, by informing the college/training setting

During any Professional Practice, we expect our trainees to be effective, safe and reliable people. However, during Professional Practice, trainees are under the control of the setting, therefore the statutory duty of care and consequent liabilities rest with the college/training setting.

We expect you to treat trainees in the same way as you would treat your employees with regards to health, safety and welfare.

You will be expected to:

- Provide the trainee with information on the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions
- Include the trainee in the risk assessment programme as necessary, if it affects activities undertaken by them; also the completion of any relevant pregnancy risk assessments and any personal Emergency Evacuation Plans for disabled trainees
- Provide appropriate instruction and training in working practices and in the particular control measures identified in the risk assessments
- Provide ongoing supervision and training for the trainee in the performance of their duties
- Have a system of recording and investigating accidents and incidents – you must notify the University of accidents and incidents involving the trainee

Insurance

Edge Hill University assumes that you will have Employer Liability and Public Liability insurance in place for the period of the Professional Practice and that these will apply to a trainee as they would to any other member of your staff. If this is not the case, or if this creates any problems or questions, please let us know at the earliest possible date.

Promoting Equality and Inclusion

Equality and diversity is core to our mission to provide accessible higher education and services. Our aim is to establish equality and inclusion firmly in all that we do. To this end, we have devised a generic equality and diversity policy and disability equality, race equality and gender equality policies. These schemes outline in detail the steps the University will take to proactively promote disability equality, race equality and gender equality and to combat discrimination and harassment.

Disability Equality

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply, and place a positive duty on all public authorities to promote disability equality. Many indicators show that disabled people still cannot participate fully and equally in our communities. The new duties recognise that disability equality cannot be achieved simply by teaching disabled and non-disabled people alike. More favourable treatment will be necessary to ensure equality.

As the trainee's college/training setting we would expect you to positively promote disability equality, ensuring that any barriers to participation by disabled people are identified and reasonable adjustments are made to ensure participation and inclusion in all areas of Professional Practice. We will prepare the

trainee for the Professional Practice and ensure they are aware of the requirements to promote disability equality. Trainees in college/training setting must follow disability equality practices in accordance with Edge Hill University and college/training setting disability equality policy and scheme.

Further details of Edge Hill University Disability Equality Scheme can be accessed at:

www.edgehill.ac.uk/about/vision/universitystrategies/equalityanddiversity

Racial Equality

As a provider of ITT we are aware of our duty to promote race equality. We are proactive in eliminating unlawful discrimination, promoting equality of opportunity and promoting good race relations. Further details of Edge Hill University's Race Equality Policy can be accessed at:

www.edgehill.ac.uk/about/vision/universitystrategies/equalityanddiversity

Trainees in colleges/training settings must follow race equality practices in accordance with Edge Hill University and college/training setting race equality policies. As training providers, colleges/training settings must provide equality of opportunity and inclusion, guaranteeing that ethnic, cultural and religious diversity is valued.

Gender Equality

Gender equality is about ensuring that all people are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. We acknowledge that women, men and transgender, in different ways, can experience inequality and disadvantage in education employment. To address inequality on the grounds of gender, we have devised a Gender Equality Scheme, outlining the steps the University intends to take to ensure equality. We aim to work internally and in partnership with colleges/training settings to combat sexism, harassment and discrimination on the grounds of gender.

As the trainee's college/training setting, we would expect you to work in partnership to confront any negativity or discrimination on the grounds of gender. Trainees in a college/training setting are expected to follow the University's and the college/training setting's Gender Equality Scheme.

Health Clearances

All trainees on entrance to a programme must complete a health assessment form, which is forwarded to our Occupational Health Service provider for assessment and, where necessary, further discussion or examination by a qualified Occupational Health Nurse Practitioner or Consultant.

Teachers and those training to become teachers need a sufficient standard of health and physical fitness (Fitness to Teach, 2007). Teaching is a demanding career and teachers have a duty of care for the learners in their charge. The health, education,

safety and welfare of learners are an important factor in deciding on an individual's health and physical capacity to train and subsequently to teach.

Sometimes health problems only emerge after a trainee has started their programme. If these could affect 'fitness to teach' then it is important that you raise any concerns that you have with the Placement/ Course Leader. This will enable the programme team to decide on the appropriate course of action.

These procedures may additionally include the completion of a Risk Assessment.

Pregnancy

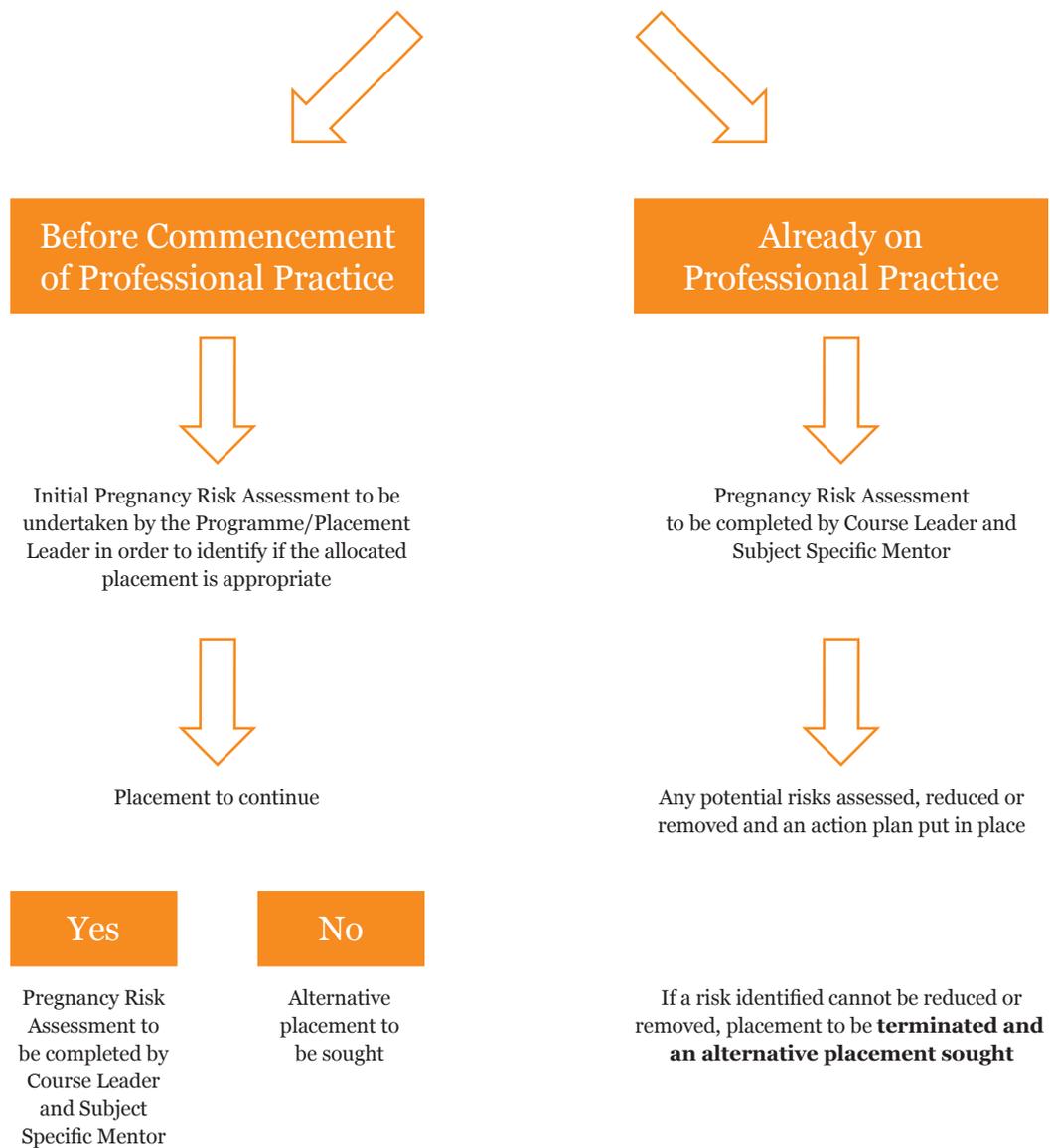
Disclosure of pregnancy is at the trainee's discretion, but in the interests of health and safety and to ensure

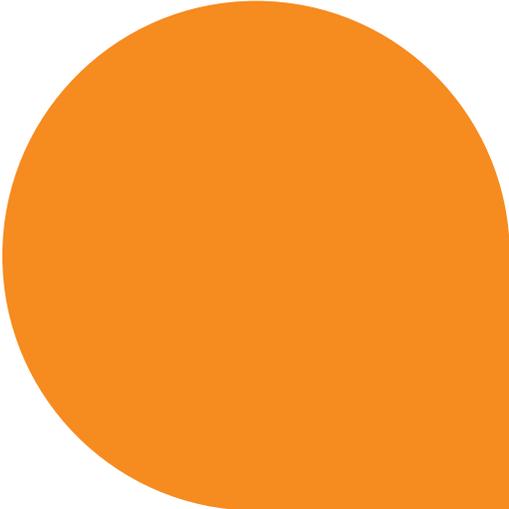
that appropriate support is provided, we strongly advise trainees to make this known to their tutor or other appropriate member of University staff at an early stage.

On the occasion that a trainee discovers that she is pregnant mid-placement; she should inform her mentor or teacher. If this happens, please ask the trainee to contact her University tutor. Alternatively, ask her permission to contact the University.

We will then organise risk assessment procedures to be carried out within two working days of notification and identify appropriate steps to support the trainee and partner institution. For more information see Pregnancy Risk Assessment booklet. If the pregnancy goes beyond 34 weeks, the trainee must provide a note from her doctor stating that she is fit to work.

Trainee provides written notification of pregnancy to the Programme/Placement Leader







Section 9

Professional Standards for QTLS

Professional Standards for QTLS

Domain A: Professional values and practice

Professional Values Teachers in the lifelong learning sector value:

- AS 1 All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
- AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
- AS 3 Equality, diversity and inclusion in relation to learners, the workforce and the community.
- AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.
- AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

They are committed to

- AS 6 The application of agreed codes of practice and the maintenance of a safe environment.
- AS 7 Improving the quality of their practice.

Professional Knowledge and Understanding Teachers in the lifelong learning sector know and understand:

- AK 1.1 What motivates learners to learn and the importance of learners' experience and aspirations.
- AK 2.1 Ways in which learning has the potential to change lives.
- AK 2.2 Ways in which learning promotes the emotional, intellectual, social and economic well-being of individuals and the population as a whole.
- AK 3.1 Issues of equality, diversity and inclusion.
- AK 4.1 Principles, frameworks and theories which underpin good practice in learning and teaching.
- AK 4.2 The impact of own practice on individuals and their learning.

Professional Practice Teachers in the lifelong learning sector:

- AP 1.1 Encourage the development and progression of all learners through recognising, valuing and responding to individual motivation, experience and aspirations.
- AP 2.1 Use opportunities to highlight the potential for learning to positively transform lives and contribute to effective citizenship.
- AP 2.2 Encourage learners to recognise and reflect on ways in which learning can empower them as individuals and make a difference in their communities.
- AP 3.1 Apply principles to evaluate and develop own practice in promoting equality and inclusive learning and engaging with diversity.
- AP 4.1 Use relevant theories of learning to support the development of practice in learning and teaching.
- AP 4.2 Reflect on and demonstrate commitment to improvement of own personal and teaching skills through regular evaluation and use of feedback.

Professional Knowledge and Understanding Teachers in the lifelong learning sector know and understand	Professional Practice Teachers in the lifelong learning sector
AK 4.3 Ways to reflect, evaluate and use research to develop own practice, and to share good practice with others.	AP 4.3 Share good practice with others and engage in continuing professional development through reflection, evaluation and the appropriate use of research.
AK 5.1 Ways to communicate and collaborate with colleagues and/or others to enhance learners' experience.	AP 5.1 Communicate and collaborate with colleagues and/or others, within and outside the organisation, to enhance learners' experience.
AK 5.2 The need for confidentiality, respect and trust in communicating with others about learners.	AP 5.2 Communicate information and feedback about learners to others with a legitimate interest, appropriately and in a manner which encourages trust between those communicating and respects confidentiality where necessary.
AK 6.1 Relevant statutory requirements and codes of practice.	AP 6.1 Conform to statutory requirements and apply codes of practice.
AK 6.2 Ways to apply relevant statutory requirements and the underpinning principles.	AP 6.2 Demonstrate good practice through maintaining a learning environment which conforms to statutory requirements and promotes equality, including appropriate consideration of the needs of children, young people and vulnerable adults.
AK 7.1 Organisational systems and processes for recording learner information.	AP 7.1 Keep accurate records which contribute to organisational procedures.
AK 7.2 Own role in the quality cycle.	AP 7.2 Evaluate own contribution to the organisation's quality cycle.
AK 7.3 Ways to implement improvements based on feedback received.	AP 7.3 Use feedback to develop own practice within the organisation's systems.

Domain B: Learning and teaching

Teachers in LL sector value:
AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
AS 3 Equality, diversity, and inclusion in relation to learners, the workforce and the community.
AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.
AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.
They are committed to:
BS 1 Maintaining an inclusive, equitable and motivating learning environment.
BS 2 Applying and developing their own professional skills to enable learners to achieve their goals.
BS 3 Communicating effectively and appropriately with learners to enhance learning.
BS 4 Collaboration with colleagues to support the needs of learners.
BS 5 Using a range of learning resources to support learners.

PKU Teachers in LL sector know and understand:	PP Teachers in LL sector:
BK 1.1 Ways to maintain a learning environment in which learners feel safe and supported.	BP 1.1 Establish a purposeful learning environment where learners feel safe, secure, confident and valued.
BK 1.2 Ways to develop and manage behaviours which promote respect for and between others, and create an equitable and inclusive learning environment.	BP 1.2 Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes.
BK 1.3 Ways of creating a motivating learning environment.	BP 1.3 Create a motivating environment which encourages learners to reflect on, evaluate and make decisions about their learning.
BK 2.1 Principles of learning and ways to provide learning activities to meet curriculum requirements and the needs of all learners.	BP 2.1 Provide learning activities which meet curriculum requirements and the needs of all learners.
BK 2.2 Ways to engage, motivate and encourage active participation of learners and learner independence.	BP 2.2 Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence.
BK 2.3 The relevance of learning approaches, preferences and skills to learner progress.	BP 2.3 Implement learning activities which develop the skills and approaches of all learners and promote learner autonomy.
BK 2.4 Flexible delivery of learning, including open and distance learning and online learning.	BP 2.4 Apply flexible and varied delivery methods as appropriate to teaching and learning practice.
BK 2.5 Ways of using learners' own experiences as a foundation for learning.	BP 2.5 Encourage learners to use their own life experiences as a foundation for their development.
BK 2.6 Ways to evaluate own practice in terms of efficiency and effectiveness.	BP 2.6 Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback and learning theories.
BK 2.7 Ways in which mentoring and/or coaching can support the development of professional skills and knowledge.	BP 2.7 Use mentoring and/or coaching to support own and others' professional development, as appropriate.
BK 3.1 Effective and appropriate use of different forms of communication informed by relevant theories and principles.	BP 3.1 Communicate effectively and appropriately using different forms of language and media, including written, oral and non-verbal communication, and new and emerging technologies to enhance learning.
BK 3.2 A range of listening and questioning techniques to support learning.	BP 3.2 Use listening and questioning techniques appropriately and effectively in a range of learning contexts.
BK 3.3 Ways to structure and present information and ideas clearly and effectively to learners.	BP 3.3 Structure and present information clearly and effectively.
BK 3.4 Barriers and aids to effective communication.	BP 3.4 Evaluate and improve own communication skills to maximise effective communication and overcome identifiable barriers to communication.
BK 3.5 Systems for communication within own organisation.	BP 3.5 Identify and use appropriate organisational systems for communicating with learners and colleagues.
BK 4.1 Good practice in meeting the needs of learners in collaboration with colleagues.	BP 4.1 Collaborate with colleagues to encourage learner progress.
BK 5.1 The impact of resources on effective learning.	BP 5.1 Select and develop a range of effective resources, including appropriate use of new and emerging technologies.
BK 5.2 Ways to ensure that resources used are inclusive, promote equality and support diversity.	BP 5.2 Select, develop and evaluate resources to ensure they are inclusive, promote equality and engage with diversity.

Domain C: Specialist learning and teaching

PV Teachers in lifelong learning sector value:	
AS 1	Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
AS 2	Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
AS 3	Equality, diversity and inclusion in relation to learners, the workforce, and the community.
AS 4	Reflection and evaluation of their own practice and their continuing professional development as teachers.
AS 5	Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.
They are committed to:	
CS 1	Understanding and keeping up to date with current knowledge in respect of their own specialist area.
CS 2	Enthusiasing and motivating learners in own specialist area.
CS 3	Fulfilling the statutory responsibilities associated with their own specialist area of teaching.
CS 4	Developing good practice in teaching own specialist area.

PKU Teachers in LL sector know and understand:	PP Teachers in LL sector:
CK 1.1 Own specialist area including current developments.	CP 1.1 Ensure that knowledge of own specialist area is current and appropriate to the teaching context.
CK 1.2 Ways in which their own specialism relates to the wider social, economic and environmental context.	CP 1.2 Provide opportunities for learners to understand how the specialist area relates to the wider social, economic and environmental context.
CK 2.1 Ways to convey enthusiasm for own Specialist area to learners.	CP 2.1 Implement appropriate and innovative ways to enthuse and motivate learners about own specialist area.
CK 3.1 Teaching and learning theories and strategies relevant to own specialist area.	CP 3.1 Apply appropriate strategies and theories of teaching and learning to own specialist area.
CK 3.2 Ways to identify individual learning needs and potential barriers to learning in own specialist area.	CP 3.2 Work with learners to address particular individual learning needs and overcome identified barriers to learning.
CK 3.3 The different ways in which language, literacy and numeracy skills are integral to learners' achievement in own specialist area.	CP 3.3 Work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area.
CK 3.4 The language, literacy and numeracy skills required to support own specialist teaching.	CP 3.4 Ensure own personal skills in literacy, language and numeracy are appropriate for the effective support of learners.
CK 3.5 Ways to support learners in the use of new and emerging technologies in own specialist area.	CP 3.5 Make appropriate use of, and promote the benefits of new and emerging technologies.
CK 4.1 Ways to keep up to date with developments in teaching in own specialist area.	CP 4.1 Access sources for professional development in own specialist area.
CK 4.2 Potential transferable skills and employment opportunities relating to own specialist area.	CP 4.2 Work with learners to identify the transferable skills they are developing, and how these might relate to employment opportunities.

Domain D: Planning for learning

PV Teachers in the lifelong learning sector value:	
AS 1	Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
AS 2	Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
AS 3	Equality, diversity, and inclusion in relation to learners, the workforce, and the community.
AS 4	Reflection and evaluation of their own practice and their continuing professional development as teachers.
AS 5	Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.
They are committed to:	
DS 1	Planning to promote equality, support diversity and to meet the aims and learning needs of learners.
DS 2	Learner participation in the planning of learning.
DS 3	Evaluation of their own effectiveness in planning learning.

PKU Teachers in LL sector know and understand:	PP Teachers in LL sector:
DK 1.1 How to plan appropriate, effective, coherent and inclusive learning programmes that promote equality and engage with diversity.	DP 1.1 Plan coherent and inclusive learning programmes that meet learners’ needs and curriculum requirements, promote equality and engage with diversity effectively.
DK 1.2 How to plan a teaching session.	DP 1.2 Plan teaching sessions which meet the aims and needs of individual learners and groups, using a variety of resources, including new and emerging technologies.
DK 1.3 Strategies for flexibility in planning and delivery.	DP 1.3 Prepare flexible session plans to adjust to the individual needs of learners.
DK 2.1 The importance of including learners in the planning process.	DP 2.1 Plan for opportunities for learner feedback to inform planning and practice.
DK 2.2 Ways to negotiate appropriate individual goals with learners.	DP 2.2 Negotiate and record appropriate learning goals and strategies with learners.
DK 3.1 Ways to evaluate their own role and performance in planning learning.	DP 3.1 Evaluate the success of planned learning activities.
DK 3.2 Ways to evaluate own role and performance as a member of a team in planning learning.	DP 3.2 Evaluate the effectiveness of own contributions to planning as a member of a team.

Domain E: Assessment for learning

PV Teachers in the lifelong learning sector value:

AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.

AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.

AS 3 Equality, diversity, and inclusion in relation to learners, the workforce, and the community.

AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.

AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

They are committed to:

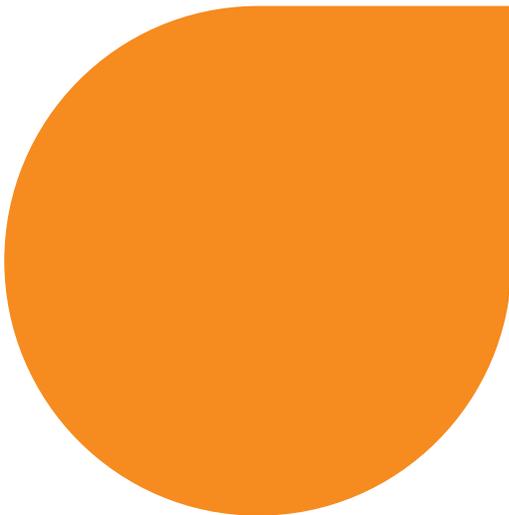
ES 1 Designing and using assessment as a tool for learning and progression.

ES 2 Assessing the work of learners in a fair and equitable manner.

ES 3 Learner involvement and shared responsibility in the assessment process.

ES 4 Using feedback as a tool for learning and progression.

ES 5 Working within the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progress.



PKU Teachers in LL sector know and understand:	PP Teachers in LL sector:
EK 1.1 Theories and principles of assessment and the application of different forms of assessment, including initial, formative and summative assessment in teaching and learning.	EP 1.1 Use appropriate forms of assessment and evaluate their effectiveness in producing information useful to the teacher and the learner.
EK 1.2 Ways to devise, select, use and appraise assessment tools, including, where appropriate, those which exploit new and emerging technologies.	EP 1.2 Devise, select, use and appraise assessment tools, including where appropriate, those which exploit new and emerging technologies.
EK 1.3 Ways to develop, establish and promote both peer and self-assessment.	EP 1.3 Develop, establish and promote peer and self-assessment as a tool for learning and progression.
EK 2.1 Issues of equality and diversity in assessment.	EP 2.1 Apply appropriate methods of assessment fairly and effectively.
EK 2.2 Concepts of validity, reliability and sufficiency in assessment.	EP 2.2 Apply appropriate assessment methods to produce valid, reliable and sufficient evidence.
EK 2.3 The principles of assessment design in relation to their own specialist area.	EP 2.3 Design appropriate assessment activities for their own specialist area.
EK 2.4 How to work as part of a team to establish equitable assessment processes.	EP 2.4 Collaborate with others, as appropriate, to promote equity and consistency in assessment processes.
EK 3.1 Ways to establish learner involvement in and personal responsibility for assessment of their learning.	EP 3.1 Ensure that learners understand, are involved and share in responsibility for assessment of their learning.
EK 3.2 Ways to ensure access to assessment within a learning programme.	EP 3.2 Ensure that access to assessment is appropriate to learner need.
EK 4.1 The role of feedback and questioning in assessment for learning.	EP 4.1 Use assessment information to promote learning through questioning and constructive feedback, and involve learners in feedback activities.
EK 4.2 The role of feedback in effective evaluation and improvement of own assessment skills.	EP 4.2 Use feedback to evaluate and improve own skills in assessment.
EK 5.1 The role of assessment and associated organisational procedures in relation to the quality cycle.	EP 5.1 Contribute to the organisation's quality cycle by producing accurate and standardised assessment information and keeping appropriate records of assessment decisions and learners' progress.
EK 5.2 The assessment requirements of individual learning programmes and procedures for conducting and recording internal and/or external assessments.	EP 5.2 Conduct and record assessments which adhere to the particular requirements of individual learning programmes and, where appropriate, external bodies.
EK 5.3 The necessary/appropriate assessment information to communicate to others who have a legitimate interest in learner achievement.	EP 5.3 Communicate relevant assessment information to those with a legitimate interest in learner achievement, as appropriate.

Domain F: Access and progression

PV Teachers in the lifelong learning sector value:	
AS 1	Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
AS 2	Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
AS 3	Equality, diversity and inclusion in relation to learners, the workforce, and the community.
AS 4	Reflection and evaluation of their own practice and their continuing professional development as teachers.
AS 5	Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.
They are committed to:	
FS 1	Encouraging learners to seek initial and further learning opportunities and to use services within the organisation.
FS 2	Providing support for learners within the boundaries of the teacher role.
FS 3	Maintaining their own professional knowledge in order to provide information on opportunities for progression in their specialist area.

PKU Teachers in LL sector know and understand:	PP Teachers in LL sector:
FK 1.1 Sources of information, advice, guidance and support to which learners might be referred.	FP 1.1 Refer learners to information on potential current and future learning opportunities and appropriate specialist support services.
FK 1.2 Internal services which learners might access.	FP 1.2 Provide learners with appropriate information about the organisation and its facilities, and encourage learners to use the organisation's services, as appropriate.
FK 2.1 Boundaries of own role in supporting learners.	FP 2.1 Provide effective learning support, within the boundaries of the teaching role.
FK 3.1 Progression and career opportunities within own specialist area.	FP 3.1 Provide general and current information about potential education, training and/or career opportunities in relation to own specialist area.
FK 4.1 Professional specialist services available to learners and how to access them.	FP 4.1 Provide general and current information about a range of relevant external services.
FK 4.2 Processes for liaison with colleagues and other professionals to provide effective guidance and support for learners.	FP 4.2 Work with colleagues to provide guidance and support for learners.



“Although I had not engaged in academic study for some time, I got lots of support from the programme tutors. At the end of my programme, I now feel very proud of what I have achieved including having obtained a full time teaching post.”



Section 10

Assessment of Trainees

Assessment of Trainees

Subject Specific Mentors, Personal Tutors, teachers and trainees all have a vital role to play in the process of assessment which takes place during Professional Practice.

Subject Specific Mentors support trainees in the development of their professional skills to enable them to achieve the requirements of the LSIS (formerly LLUK) Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector, and strive to ensure all our trainees are outstanding. They monitor, assess and report on trainee progress and determine whether they have achieved these standards and completed the award that provides eligibility for Qualified Teacher Learning and Skills Status (QTLS).

Everyone needs to be an active participant in the process of assessment and grading.

Trainees are supported throughout all aspects of their studies in becoming reflective practitioners who engage in critical reflection and development

in relation to their own progress, leading to the development of personalised targets. Subject Specific Mentors and Personal Tutors should discuss individual trainee starting points and accompanying targets in order to identify ways in which targets can be met and exceeded during each placement.

It is crucial that as a developing professional the trainee regularly engages with targets and can clearly explain how to make progress. Personal Tutors, SSMS and trainees must work collaboratively to ensure that expectations are high and that support and opportunity is given at each stage.

Assessment of trainees is made through the four assessment activities outlined below. In order to provide trainees with appropriate feedback and targets in relation to these, written feedback forms are completed. In addition, trainees are given a grade based upon each lesson/teaching session observed, which acts as a 'snap shot' to give them an understanding of their strengths in teaching at a given time.

Assessment activity	Characteristics
Observation of teaching	Trainees' teaching: focus on the features of a teaching session/ lesson
Consideration of trainees' files, including discussions with individuals, pairs or groups	Trainees' files: focus on the trainees' planning and assessment files and evaluations
Meetings with individuals, pairs or groups	Trainees' explanations: focus on their ability to discuss their performance during the placement
Reflection upon all of the above	Trainees' characteristics: focus on trainees' overall characteristics as evidenced throughout the placement

A four-point grading scale is used to make judgements about a trainee's progress:

- Grade 1 Outstanding
- Grade 2 Good
- Grade 3 Satisfactory
- Grade 4 Inadequate

This four point scale indicates the quality of teachers in training, not those of qualified practitioners. In order to make accurate judgements, grading criteria are used to inform all judgements and comments for the placement, particularly for interim and summative meetings. This allows trainees to track their individual progress and achievement.

It is expected that all trainees will make significant progress throughout their training and this will be recorded in the Portfolio of Professional Development and Personal Development and Professional Practice Portfolio. The grading criteria take account of both the requirements of the Professional Standards and the Ofsted requirements, ensuring that trainees are being assessed against national expectations.

It is important to note that we should not expect outstanding trainees to always teach outstanding lessons, although the very large majority of their lessons should be at least good. Look for the potential for trainees to be outstanding, which includes learning from situations where lessons do not go as planned, including learning from mistakes.

To give an example: SSMs and Personal Tutors may observe an outstanding trainee delivering good lessons which incorporate elements of outstanding practice. The elements of outstanding practice may be demonstrated through an innovative use of resources, through confident questioning skills, through the skilful management of differentiation, or perhaps by having the courage to take 'risks' with their teaching style.

Using the grading criteria

The key aspects of trainees' performance on which judgements in attainment are made are:

- Session performance
- Teaching files, assessment records, records of evidence
- Trainees' explanations
- Trainees' characteristics

Trainees, SSMs and Personal Tutors should focus on the grading criteria after each lesson observation, to show those criteria which are being achieved. It is vital that trainees know their current strengths and clearly understand what they need to target in order to improve. Trainees, SSMs and Personal Tutors will have a regular process of review and target setting after each lesson observation.

Assessment of trainees

Assessment of Professional Practice is linked to specific modules throughout the programme. In each module that includes Professional Practice, a minimum grade of 'pass' is the achievement of a

'satisfactory' grade in the relevant observation in line with the Ofsted Common Inspection Framework (HMI 2434) and informed by the LSIS (formerly LLUK) Standards. A copy of the Ofsted grade criteria is given to all SSMs and discussed at SSM training.

SSMs have a key role in assessing trainee teachers against the LSIS (formerly LLUK) Standards, particularly with regard to subject specific teaching. To ensure standardisation of judgements in observations, all SSMs and Personal Tutors will benchmark decisions against the Common Inspection Framework in mentor training events led by experienced observers familiar with Ofsted standards.

Trainees must reflect upon their progress, and in order to do this, they require evidence from feedback. It is also important that the Partnership has evidence for the award of grades, especially if a trainee is deemed to be 'at risk' of failing to meet the professional standards. Grades should not be used to motivate or encourage, but to record absolute achievements against the standards, in combination with developmental targets.

To summarise overall performance, a final report will be provided with a composite grade for inclusion in the trainee's Portfolio of Professional Development/ Personal Development and Professional Practice Portfolio. This will not simply be an averaging of grades achieved in observations, but will allow the SSM and Personal Tutor to reflect on performance across the whole programme. This will be provided for both pre-service and in-service trainees.

In overall terms, gradings are summarised as:

Grade 1 – Outstanding trainees

- Teach lessons that are mostly good, and often show characteristics of outstanding lessons
- Ensure that all learners make progress so that they fully achieve the challenging intended learning outcomes
- Teach learners to explain how the teaching helped to make progress
- Teach lessons that invariably capture the interest of learners, are inclusive of all learners, and feature debate between learners and between learners and the teacher
- Have a rapport with learners – high quality dialogue and questioning, guiding learning, with attention to individuals and groups
- Monitor learners' progress to evaluate quickly how well they are learning, so that they can change the approach during the lesson if necessary and provide detailed feedback and targets to individual learners that are focused well to ensure further progress
- Demonstrate the ability to apply their own depth of subject knowledge to support learners in acquiring understanding and skills, often showing understanding, through application of a range of different approaches to ensure that all learners make the expected progress
- Demonstrate flexibility and adaptability by changing pace, approach and teaching method in a lesson in response to what learners say and do

- Make links with other aspects of learners' development and understanding (for example, linking to work in other subjects)
- Fully exploit possibilities to promote learners' understanding and appreciation of social and cultural diversity

Grade 2 – Good trainees

- Teach lessons that are never less than satisfactory, but often good or better
- Ensure that all learners are sufficiently challenged and achieve the intended learning objectives
- Teach in a way that engages learners' interest so that they become fully involved in the lesson
- Make creative use of resources
- Use a range of different assessment methods matched well to the expected learning outcomes and show an understanding of why a particular method was chosen
- Monitor and assess learners' achievement and provide feedback to them that is based on the specific needs of learners' or groups of learners that leads to further progress
- Show flexibility/adaptability that takes account of the progress made by learners and match their teaching to it, including by matching pace to learning and the use of a variety of teaching methods
- Understand how to overcome barriers to learning such as low levels of literacy/numeracy
- Use their subject knowledge to find different ways of explaining or teaching approaches
- Work effectively with learning support and other professionals in planning, teaching and monitoring and reviewing learners' progress
- Make links with and explore possibilities to develop learners' understanding and appreciation of social and cultural diversity

Grade 3 – Satisfactory trainees

- Teach consistently at least satisfactory lessons (by the end of their training) in which learners make progress or consolidate their learning
- Teach at a satisfactory level across a range of different contexts (for example, different ages, group sizes, levels)
- Respond to individual and group learners' questions and needs to enable learners to progress and meet the learning expectations
- Demonstrate secure subject knowledge that develops learners' understanding and skills
- Set clear expectations for learning and behaviour
- Manage the learning environment and resources to enable all learners to make progress
- Match teaching and learning activities to the intended learning outcomes
- Plan and use resources efficiently, including the deployment of other adults, learning support and other professionals
- Monitor learners' progress and assess their achievement, and provide feedback to learners which aids their progress

- Begin to develop learners' wider understanding and appreciation of social and cultural diversity

Grade 4 – Inadequate

Trainees will be judged inadequate if they do not meet all of the criteria for satisfactory and have not demonstrated effective achievement of the QTLS.

Assessing Professional Practice

In their Professional Practice placement we require trainees to be assessed using the following procedures:

(note that for part time trainees the number of observations will take place over 18 months or two years depending on the pathway).

Initially, the Professional Practice has an emphasis on shadowing. When ready, in negotiation with the SSM, the trainee should undertake their first taught lessons. These will not be formally observed or assessed, though the SSM should take the opportunity to support the trainee by providing formative feedback.

The trainee should complete a reflective account of this initial experience, to be lodged in their Portfolio of Professional Development and Personal Development and Professional Practice Portfolio (Teaching file). The SSM should contribute and apparent strengths and weaknesses should be recognised for future scrutiny.

As the Professional Practice progresses, this allows an increase in the number of hours per week that the trainee teaches, with a focus on establishing secure and sound practice. These hours and the number of lessons taught should be monitored by the SSM to provide a realistic workload and should comply with the recommended minimum and maximum in the placement request. Observation and assessment of trainees should proceed as follows:

- Trainees should receive from the SSM four observations (over the duration of the Professional Practice) with a subject specific focus and written feedback. The first of these will be conducted between the SSM and Personal Tutor to ensure standardisation
- Personal Tutors will also undertake 4 observations. An additional observation will be conducted with the SSM to enable shared assessment to take place. This will count as one of the SSM's observations
- Approximately half way through the placement, an interim meeting will be arranged between the SSM, the Personal Tutor and the trainee. At this stage the trainee will have had 4 observations of practice (2 from the SSM and 2 from the Personal Tutor)
- The trainee will self-assess and the SSM and Personal Tutor will confirm achievement. The most effective way to do this is to get the trainee to take the lead and agree a draft document with the SSM, before the Personal Tutor's visit. The evidence will then be checked by the Personal Tutor, who, on talking to the trainee, will confirm (or amend) any judgments made. The report will then be agreed and signed

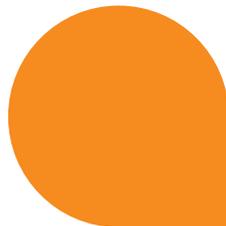
The final stages of the Professional Practice allow for a further increase in the number of hours per week that the trainee teaches. The increased knowledge base established through study and experience should inform the teaching and learning strategies developed by the trainee.

Opportunities to examine and participate in the breadth of the teaching role within the sector should be identified. Again, these should be monitored by the SSM to provide a realistic workload. In the final/second stage of Professional Practice:

- Following the interim meeting, trainees should receive, from the SSM, a further two observations with a subject specific focus and written feedback
- Personal Tutors will visit the trainee twice more. Both visits will involve a lesson observation and in some cases this observation will be conducted with the SSM if appropriate
- Towards the end of the Professional Practice, a meeting will be arranged between the SSM, the Personal Tutor and the trainee, to complete and agree a final report
- The trainee will self-assess and at the summative meeting the SSM and Personal Tutor will confirm achievement. Again, it is recommended that the most effective way to do this is to get the trainee to take the lead and agree a draft document

with the SSM, before the Personal Tutor's visit. The evidence will then be checked by the Personal Tutor, who again will confirm (or amend) any judgements made

- The Portfolio of Professional Development and Personal Development and Professional Practice Portfolio Teaching file will provide ongoing evidence of a trainee's progress towards achieving the Standards for QTLS. Through this process trainees are required to engage in action planning and evidence gathering. As such, the PDP/Teaching file reflects the philosophy of the provision, specifically to develop 'critical reflective practitioners'. The development of the PDP/Teaching file is the trainees' responsibility, although the SSM and Personal Tutor will support the trainee through the SSM weekly meetings and the Personal Tutor's individual tutorials. It is the assessment of this file, together with their overall attainment within the domains listed below, which will offer a complete picture of the trainees' progress
- The final report provides a summative judgement on the trainees' achievements, and indicates further areas for development in the first year of teaching. These can be addressed as part of the continuous professional development, and contribute to the 30 hour CPD pro-rata, an integral requirement in maintaining their 'Licence to Practise'



Joint Observation

As part of ongoing SSM training and development, the Personal Tutor will arrange with the SSM a joint lesson observation of the trainee. This ensures effective benchmarking and standardisation.

It is important to note that joint lesson observations (although undertaken by two people) only count as one observation in the overall total of observations which are required for each trainee. The joint observation will be recorded as one of the SSM observations and will be recorded accordingly on the lesson observation form.

Concerns

If an SSM becomes concerned about the performance of a trainee:

1. Any areas of concern should be fully discussed with the trainee and possible reasons for their occurrence explored. The trainee may need support in particular areas; they will also need clear targets, a date by which progress will be reviewed and success criteria to judge whether sufficient progress has been made. Targets should be kept achievable and the timeline fairly short so that rapid action can be taken if the situation does not improve. Written records of such discussions should be kept and signed by all parties.
2. If the trainee does not show evidence of progress, then the SSM should contact the Personal Tutor to discuss the implementation of the formal 'At risk'/Remediation procedure.
3. This procedure can also be instigated by the Personal Tutor, having made a visit and having discussed the area(s) of concern with mentors.
4. An 'At risk'/Remediation meeting will be held between the SSM, the Personal Tutor and the trainee. Causes of concern will be discussed, targets and strategies will be agreed and all parties will sign the Remediation document. A date for review or progress will be agreed at this first meeting (normally not less than two weeks after the first meeting).
5. At the subsequent meeting, the trainee's progress will be reviewed. Where the targets have been met and there is satisfaction that the trainee is 'back on track', the 'At risk'/Remediation process will be ended.
6. If there has been some progress but not sufficient to meet all of the targets, the period of 'At risk'/Remediation may be extended. This will be made clear to the trainee concerned.

7. Where there has been little or no progress, the Professional Practice may be judged as being unsatisfactory (fail) and the placement may be terminated. The trainee's progress then becomes a Programme management issue. The trainee will also be required to attend an Academic and Professional Review Meeting with the Head of PCET/Assistant Head of Area/Course Leader.
8. Trainees will be informed that failure to meet targets means that a module where the assessment strategy is based on this Professional Practice will be failed. A recommendation in respect of the trainee will be made at the Assessment Board.

Overall assessment of Professional Practice

An Assessment Board is convened at the end of the programme. If any trainees have not successfully completed modules because they have not achieved the minimum standards required in their practice, then their progress will be fully discussed. This includes all trainees who have been unsuccessful in remediation.

A decision can be made that a trainee has not achieved the Standards for the Award of the Diploma to Teach in the Lifelong Learning Sector.



“Although I was not based on the main campus, I always felt that I had the full support of the University tutors.”



Section 11

Opportunities for Subject Specific Mentors

Opportunities for Subject Specific Mentors

To ensure all our partners can access the appropriate support and training in order to support and develop Edge Hill University trainees to be outstanding we offer a range of support, guidance and opportunities for dialogue.

There is flexibility for systems and procedures to be utilised, as fit for purpose, to achieve the best possible outcomes for trainees, taking account of the context in which the training takes place. The Partnership systems and procedures are differentiated to meet the bespoke needs of the Partners in supporting and developing our trainees. These include:

- Mentor training – flexible modes, variety of venues, outreach centres, partner colleges/training settings
- Mentor development – continuing professional development in mentoring and opportunities for accreditation, subject enhancement
- Partnership communication – wiki, newsletter, Link Tutors, Course Leaders/Visiting Tutors, Placement Handbooks, Partnership Handbook, training materials, evaluations
- Opportunities offered by the university for partners e.g. setting-based professional development, enhancement opportunities for learners, members of boards, working groups, involvement in recruitment and selection, involvement in design and delivery, PCET Partnership Development Group, secondments, Steps to Success, sponsorship, Teacher Research Associate Programme
- Consultancy
- To be part of the training provision for a range of ITT
- Opportunities to participate in the development and enhancement of innovative models of ITT training

At Edge Hill University we provide comprehensive training opportunities that fulfil each college/training settings requirements for ITT Partnership.

In order to achieve this goal we will:

- Provide a comprehensive online training package for all Subject Specific Mentors
- Ensure Subject Specific Mentors take part in joint observations to further enhance their training
- Develop and enhance Subject Specific Mentors through focused training
- Provide Subject Specific Mentors with feedback relating to the training they provide
- Provide (where required) face to face and one to one training in situ
- Review and report on all placements
- Consult regularly with partnership colleagues

- Use college/training setting based 'leading mentors' and 'subject specialists' to enhance the quality of setting-based training
- Provide opportunity of accreditation for mentoring work undertaken (Masters Level)
- Involve Subject Specific Mentors in all aspects of the provision
- Promote the sharing of good practice across the partnership
- Maintain an ongoing updated audit of each partner college/training setting's Subject Specific Mentors to ensure that all have engaged in training and updated this training every 2 years
- Ensure that we regularly communicate the Subject Specific Mentor training programme via mailings, wiki, newsletter
- Provide daytime and twilight provision
- Provide training at Edge Hill University campus, Edge Hill University outreach centres and partner venues
- Provide high quality documentation

Edge Hill University offers a range of training and it is important that Subject Specific Mentors do attend sessions that meet their training needs. We define training as:

Phase 1 training gives Subject Specific Mentors the knowledge, skills and understanding to be an effective Subject Specific Mentor, and to support and develop an Edge Hill University trainee. This is underpinned by updates on training, every two years, which will ensure mentors for Edge Hill University trainees are able to provide support that is second to none. For new mentors this will be undertaken at one of the Phase 1 Mentor training sessions, identified in the Mentor Training Schedule for PCET. For experienced mentors this can be undertaken via the new online package which a mentor can undertake by accessing the online package, available via our VLE in September, 2012.

Phase 2 training is for those who want to develop and enhance their Subject Specific Mentor skills and also work towards accreditation, with opportunities for reflection and action research, through the work that is already being done in colleges/training settings. This can contribute to a Masters level programme. This will be discussed at the Subject Specific Mentor Conferences which will take place throughout 2012-2013, identified in the Mentor Training Schedule for PCET.

Priorities for Subject Specific Mentor Training in PCET 2012-2013

- Effective grading of a session using Ofsted Criteria
- Giving constructive feedback and effective target setting
- The future employability of trainees
- PCET priorities for improvement (see below) and how SSMs can support these
- Improve partnership communication practices (newsletter, wiki, email)

PCET Priorities for improvement 2012/13 for Subject Specific Mentors

During this academic year we will maintain our focus upon high achievement and ensuring all trainees are able to achieve their full potential and become outstanding teachers. In order to achieve this, the areas of focus below will form the targets that trainees, Personal Tutors and Subject Specific Mentors will need to actively pursue:

- Rigorous tracking of SMART targets from the outset of the Professional Practice, from each session observation to the next to support progression
- Consistent use of the grading criteria to support the development of outstanding professional practice
- Development of high quality, individualised learning opportunities and subject specific knowledge support to fully prepare for employment in the sector
- Opportunities to experience excellent and consistent modelling of best practice in teaching, learning and assessment
- Improving knowledge, understanding and skills in relation to key issues:
 - SEN/Basic Skill Support
 - Safeguarding
 - Diversity
 - EAL – English as an Additional Language

How do we support Subject Specific Mentors beyond the Phase 1 training?

Newsletters, wiki, joint observations with Personal Tutors, interim and summative meetings, Phase Two Conference with bespoke workshops and a PCET SSM area on the Partnership Website.

How do we know the impact of the Subject Specific Mentor training and how do we evaluate this?

We have a range of procedures to ensure we review, evaluate and enhance mentor training. This is undertaken through; trainee evaluation, Subject Specific Mentor evaluation, Personal Tutor visits, Placement Leader feedback, Setting Experience Review and Improvement Meetings and End of Placement Report forms.

Subject Specific Mentor Training booking policy

- Subject Specific Mentor training events are communicated via hard copy mailings to colleges/training settings and via the Edge Hill University Partnership wiki and in the termly mentor newsletter
- Subject Specific Mentors must book onto an event by completing the booking form and sending it to Edge Hill University at least two weeks prior to the event
- Subject Specific Mentors will receive an email confirmation and should bring this written confirmation to the event
- In the unlikely event that the event is cancelled; only those teachers booked onto the course can be notified. If, in error, a Subject Specific Mentor is not notified and has a confirmation letter, then Edge Hill University will reimburse the college/training setting Subject Specific Mentor at the given rate

Professional Development Opportunities

All colleges/training settings in partnership with Edge Hill University can benefit from professional development. Every member of staff who has been supporting an Edge Hill University trainee will be able to utilise what they have been doing on a day to day basis towards accreditation.

A postgraduate module has been developed for mentors in colleges/training settings and as part of the programme can be used for 30 credits towards an MA. This is not a taught module. It requires mentors to collect evidence of their mentoring activity and to engage in some scaffolded reflection on their role. It is designed with busy practitioners in mind and is not an onerous module. The Phase 2 mentor training supports this module.

For further enquires email: pd@edgehill.ac.uk

Reimbursement Policy

- Twilight (Phase 1 and Phase 2) if at any EHU venue or Partner Venue £30 payment towards costs, to all attendees
- If a college/training setting requests that they would like Edge Hill University to provide bespoke sessions for staff, at their college/training setting, then reimbursement/payment will not be made for this session
- Half day mentor training at EHU venues or Partner Venues, £90 to the college/training setting for cover; this will be paid directly to the college/training setting
- The mentor must complete the payment form that they will receive at the event and ensure that this is handed to the tutor providing training

Learning Services

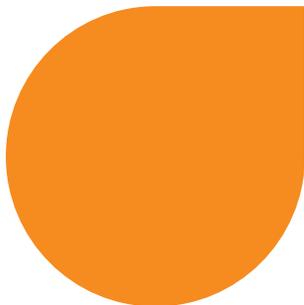
Partnership college/training setting staff can also benefit from our Learning Services free of charge. For further information please contact the Helpdesk in Ormskirk Library on 01695 584298. Evidence of being employed in partnership school/college/setting is required.

Partnership Wiki

Our Partnership with colleges/training settings has a designated area on the Edge Hill University website. It provides useful information on all aspects of partnership including:

- Handbooks relating to programmes, placements and mentoring
- Professional Development opportunities for teachers and the wider school workforce
- Foundation Degrees
- Contact names and numbers
- Downloadable forms and exemplars
- Examples of excellent practice
- Subject Specific Mentor training materials

See: www.edgehill.ac.uk/education/educationpartnership where mentors can register online for an individual user name and password.





Section 12

Partnership in Initial Teacher Training: Quality Management and Enhancement

Partnership in Initial Teacher Training: Quality Management and Enhancement

Partnership lies at the heart of all of our Initial Teacher Training. Our vision is to maintain and continually enhance the quality of the ITT provision at Edge Hill University and this can only be achieved through a clear and consistent commitment to quality management and enhancement. A review of this is completed annually and revisions are presented to the ITT Partnership Board.

The approach to Quality Management and Enhancement has been developed by the ITT Partnership Board in the Faculty of Education. The ITT Partnership Board includes college/training setting partners along with academic and administrative ITT personnel responsible for the training at Edge Hill University. It is based on the Faculty of Education's 'Working in Partnership – The Vision'. This is reviewed and updated annually with our Partnership colleagues.

Working in Partnership – The Vision

Our vision is for the Faculty of Education Partnership to be underpinned by a shared passion and drive to train and develop outstanding and inspirational teachers/educators who are highly employable and highly successful teaching professionals. Members of the Partnership should feel valued and recognised by the University for their role in the whole training aspect of initial teacher training.

The Faculty of Education Partnership is committed to working collaboratively, proactively, consistently and flexibly with all our partners in order to achieve the vision and build upon our reputation as an outstanding provider.

The Principles of the Faculty of Education Partnership:

- Impact on learners
- Impact on professional development
- Quality assurance and enhancement
- Communication
- Collaboration
- Models of partnership and training
- Reputation

ITT Partnership

Colleges/training settings provide designated Subject Specific Mentors who share the training, supervision and assessment of trainees with Edge Hill University. However, there are times when a Partner may need to consider an Associate Placement.

An Associate placement allows settings to continue to provide a placement in the event of absence of a fully Edge Hill University trained mentor. An Associate placement permits colleges/training settings to engage in teacher training as a Partner of Edge Hill University. Colleges/training settings provide training opportunities and offer some support to trainees. Edge Hill University undertakes all supervision and assessment. To reflect the increased support from the university there is a reduced payment for an Associate placement.

Selection and Review of Partners

Any setting in ITT Partnership with Edge Hill University should demonstrate a:

- Recent Ofsted/Estyn inspection report or equivalent that identifies the strengths necessary to be involved in ITT
- Summary of specific strengths/statuses – by completing the Training Opportunities Profile (TOP)
- Commitment to ITT within their college/training setting policies and procedures; to ITT in relation to the Professional Practice and training opportunities and a commitment to update information and to communicate with the Partnership administration team and academic colleagues
- Willingness to identify and designate appropriately trained staff with specific responsibilities in relation to ITT
- Willingness to identify Expert Practitioners with specific responsibilities in relation to ITT and deploy them effectively to ensure all trainees receive outstanding training
- Commitment to engage in ongoing mentor training and updating and to working within the roles and responsibilities described in the 'ITT Partnership Agreement'
- Understanding of the roles and responsibilities defined in the annual Partnership Handbook
- Commitment to Quality Management and Enhancement and the annual process of feedback, evaluation, monitoring and the critical review of Professional Practices and partnership activities

Review, Evaluation and Feedback

The review and evaluation of Professional Practice and Partnership will take place at the end of each identified phase and at the end of each academic year. This happens through:

- Trainee, Subject Specific Mentor, teacher and tutor evaluations, at Setting Experience Review and Improvement meetings and reported to the ITT Partnership Board
- Minuted staff, student consultative forums (SSCFs) reported to Programmes Boards with relevant issues reported to ITT Partnership Board
- Focus Groups
- Informal meetings with college/training setting colleagues
- Personal Tutor visits and reports
- External consultant/examiner and Ofsted visits to colleges/training settings
- Annual partnership evaluation process
- Annual evaluation meeting of the ITT Partnership Board
- Continued monitoring of quality indicators associated with particular colleges/training settings
- Discussion at the ITT Partnership Board reserved agenda

ITT Partnership Board

This works collaboratively to report on existing Quality Management and Enhancement systems and provides feedback to allow us to review, develop and enhance our practice. The remit and composition of the ITT Partnership Board is provided in Appendix C and it reports to the ITT Board and the Partnership Management Committee. The ITT Partnership Board meets termly, culminating in an Evaluation Board which leads to Key Priorities and an Improvement Plan being devised for the forthcoming academic year.

Partnership Agreement

An Edge Hill University ITT Partnership Agreement has been developed. This document outlines clear roles and responsibilities and is the document around which the Quality Management and Enhancement framework has been developed. The Edge Hill University ITT Partnership agreement can be found in Section 3.



Procedures for Partnership Accreditation

If a college/training setting wishes to join Edge Hill University's ITT Partnership, then the procedures are outlined in Appendix B.

Procedures for Partnership Withdrawal

If, in the case of a college/training setting where all support mechanisms fail and where serious issues remain unresolved, then formal withdrawal of Partnership is an option under the reserved agenda item of meetings of the ITT Partnership Board. This may mean a specific Department/Area may not be utilised in the current training cycle, until further training for the Department/Area has been provided and undertaken. Colleges/training settings may appeal to the Dean of Faculty if this decision is taken. This procedure is outlined in Appendix B.

Consistency and Quality Assurance across the Partnership

Procedures and processes used to ensure we support and challenge our colleges/training settings to improve effectiveness of college/training setting-based training.

Academic and Professional Review Meeting

PCET Partnership Development Group

Partnership Handbooks

Partnership Agreement

External Examiners and Consultants

Joint Observations

Assessment Boards

Quality Assurance Boards

Subject Specific Mentor Training

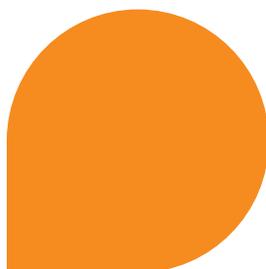
University Roles

Consultation

Placement Handbooks

Setting Experience Review and Improvement Meetings

'At Risk' Procedure





Section 13

Initial Teacher Training (ITT) Professional Code of Conduct

Initial Teacher Training (ITT) Professional Code of Conduct

Introduction

1. All Initial Teacher Training (ITT) programmes leading to a recommendation for the award of Qualified Teacher Status (QTS), or Qualified Teacher Learning and Skills (QTLS), are programmes of professional training and education. All trainees are expected to conduct themselves at all times in an appropriate professional manner.
2. Trainees are entitled to expect that their school¹-led and Professional Practice setting mirrors the professional experience of a teacher and settings are entitled to expect that trainees will present and conduct themselves in a way that is consistent with the professional expectations of a teacher².
3. The Professional Code of Conduct is additional and complementary to the Edge Hill University Student Regulations, which incorporate the Student Code of Behaviour and Disciplinary procedure for all students. Each trainee on an Edge Hill ITT programme is a student of Edge Hill University and is therefore both bound by and protected by the entitlements included in the Academic Student Regulations in force at the time of enrolment and study. These are issued to each student at the point of enrolment and subsequent updates are accessible via the web.
4. The Professional Code of Conduct is additional and complementary to the Edge Hill University Student Charter.
5. This code has been drawn up in collaboration with the partnership. The code takes into account the relevant and current policy and legislative frameworks including the new Teachers' Standards in England from September 2012, current Professional Standards for Qualified Teacher Status (2008),³ the current Professional Standards managed by the Learning and Skills Improvement Service (LSIS) leading to Qualified Teacher Learning and Skills (QTLS), the current Requirements for Initial Teacher Training, the Criminal Records Bureau (CRB) legislation and Safeguarding legislation.

6. This code sets out the Faculty's expectations of you as you engage with a professional programme. You are signing the document in order to evidence and agree to abide by the behaviour, attitudes, responsibilities and agreements outlined to you, from admissions through to completion of your programme.

Behaviour and attitude:

As a trainee following an ITT programme at Edge Hill University, Faculty of Education, you are expected to demonstrate consistently high standards of personal and professional conduct. You will maintain the highest standards of ethics and behaviour.

For all aspects of the programme you are following, whether at Edge Hill University or whilst on Professional Practice, you will:

1. Demonstrate high standards of honesty and integrity.
2. Treat pupils⁴ and others including all staff at Edge Hill University, other trainees, children, pupils and students with humility and dignity.
3. Show respect for the rights of others including individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
4. Show due regard for the ethos and values of the setting. You will follow the policies, procedures and codes of practice and conduct including safeguarding pupils' well-being, in accordance with statutory provision.
5. Demonstrate professional behaviour and relationships towards all tutors, staff, children, pupils and students in both formal and informal contexts. You will observe proper boundaries appropriate to a teacher's professional position.
6. Take responsibility for your own learning, ensuring a professional and accountable approach to all aspects of the programme.
7. Show an active willingness to engage, listen to and act on feedback and advice from mentors, class teachers, other staff in settings and Edge Hill University staff.

¹ In this code, the term school refers to all schools/colleges/settings which trainees attend in their role as Edge Hill University trainees

² Teachers' Standards in England, September 2012

³ Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training (Revised 2008)

⁴ In this code, the term pupil refers to all learners

8. Actively reflect on your learning and teaching experiences in order to target set, action plan, improve, achieve and attain highly.
9. Participate and actively engage in the learning and teaching experience.
10. Ensure that the requirements of all elements of the programme are carried out in line with the guidance in module, course and programme documentation and at briefings. This includes subject specific codes of practice.⁵

Professional responsibilities:

In addition, in practice, this will mean that you are required to:

1. Commit to attend all training sessions. You will reflect an exemplary attendance record at Edge Hill University and whilst on Professional Practice, that can be reported within your completed reference from Edge Hill University. You will follow the procedures for notifying absence which are clearly set out in the programme documentation.
2. Complete, adhere to and retain all compliance-related documentation in an appropriate manner. This will include CRB Enhanced Disclosure and good health and good character declarations.
3. Fully engage with the programme that you have enrolled upon as required by schools and by the teaching and learning strategy for your programme at Edge Hill University.
4. Take responsibility to access, read, fully understand and engage with the policies, procedures and practices across your training programme.
5. Maintain a professional approach to all communications including e communications and social networking.
6. Use the Edge Hill University email system to communicate with tutors and staff in order to maintain an appropriate approach to e-safety and to comply with the University's policy⁶.
7. Be punctual at all times, including all University-based sessions. Ensure that you arrive at your Professional Practice by the time required each day⁷.
8. Immediately notify the Faculty of any issues/ concerns that you have with your Professional Practice and/or the supervision of that practice.
9. Maintain an appropriate standard of dress and appearance, particularly whilst on Professional Practice and in relation to special activities.

10. Ensure that all previous assessed work is available if requested.

Breaches of the Professional Code of Conduct When at Edge Hill University:

1. Code of Behaviour/Misconduct

The Edge Hill University *Student Code of Behaviour and Disciplinary Procedures* sets out the code of acceptable behaviour and disciplinary procedures to deal with misconduct.⁸

- B.6.1 Students must comply with all other Rules and Regulations of the University, as amended from time to time. Such Rules and Regulations are supported by sanctions including fines or exclusion from facilities and services.
- B.6.2 In addition to the Academic Regulations and the Academic and Professional Review Procedures, these Rules and Regulations include:
 - (i) The Faculty of Education's Code of Professional Conduct for Initial Teacher Training Trainees
 - (ii) The Faculty of Health's Code of Professional Conduct
 - (iii) The Faculty of Education's Fitness for Practice Regulations
 - (iv) The Faculty of Health's Fitness for Practice Regulations
 - (v) The Faculty of Arts & Science's Fitness for Practice Regulations
 - (vi) Research Ethics Policy
 - (vii) Data Protection Policy and Procedures
 - (viii) Provisions and Policies Relating to Confidential Information
 - (ix) Complaints Procedures
 - (x) Rules on Car Parking on University Premises
 - (xi) Halls of Residence Licence Agreement
 - (xii) Regulations Governing the Use of the Learning Resources Centres
 - (xiii) Student ICT Acceptable Use Policy encompassing JANET Acceptable Use Policy governing internet and email systems
 - (xiv) Staff and Student Equipment Loan Procedure and Conditions

⁵ The ADT Code of Practice document for Secondary ADT courses (UG and PGCE)

⁶ IT Acceptable Use Policy www.edgehill.ac.uk/itservices/policies.htm

⁷ Based upon your Individual Training Plan, a Professional Practice will be allocated accordingly. This means that the Professional Practice is not decided on geographical location but on your specific training needs. There is an expectation that you will be required to travel from home to the Professional Practice. There is no set criterion for what is/could be deemed as a reasonable journey (this could mean several hours travel). Travel will be via car or public transport (please refer to the trainee travel and accommodation policy).

⁸ Student Support & Regulations Student Code of Behaviour and Disciplinary Procedures

- (xv) TV Studio Safety
 - (xvi) Control of Substances Hazardous to Health (COSHH) Regulations
 - (xvii) Code of Practice for Working in Microbiology
 - (xviii) Code of Practice for Safe Working in Science
 - (xix) Codes of Practice for Use of Small Boats and Inflatables; Tree Climbing and the Use of Ladders and Scaffolding; Procedures for the Event of Accidents in the Field; Working with Animals; Mountains and Uplands; The Sea Shore; Agricultural Land; Terrestrial Habitats; Freshwater; Pathogenic Organisms
 - (xx) Use of the Gymnasium
 - (xxi) The Conditions of Hire for Sporting Edge
 - (xxii) The Guidance Notes for Swimming Pool Hire
 - (xxiii) The Terms and Conditions For Membership of Sporting Edge
 - (xxiv) The Regulations for Membership of Edge Hill University Club
 - (xxv) The Regulations for Health & Safety and for the Conduct of Students & Disciplinary Procedures for Partner Institutions (For students studying on another institution's campus only). (See Section A4 of these Regulations)
 - (xxvi) The Regulations for International Students
- B.6.3 Serious or repeat breaches of local rules and conditions may involve recourse to the Student Code of Behaviour and Disciplinary Procedures. (See Section D of these Regulations.)

2. Academic and Professional Requirements

The academic and professional requirements of each ITT programme are specified in The Edge Hill University *Programme Handbook*, produced on an annual basis.

The handbook sets out what is expected and required of trainees in relation to academic performance and professionalism and specifies the procedures to be followed in the event of:

- Academic failure
- Malpractice
- Failure to meet the academic and professional requirements of the programme.

Within the Edge Hill University Academic Regulations, please refer to Appendix 19: Academic and Professional Review procedures and the Fitness for Practice Regulations⁹.

3. Academic and Professional Review procedure

The ITT Academic and Professional Review Procedure acts as a necessary first stage in the tracking and monitoring of trainees' academic and professional progress on their ITT programme. The process is designed to be supportive of the trainee in clarifying the focus and outlining clear actions to support trainee success, progression and achievement. The process involves four stages and is detailed in the appropriate Programme Handbook.

Whilst on Professional Practice:

1. Minor breaches of the Code of Conduct, for example, standard of dress, will be dealt with initially by discussion with mentors and/or visiting tutors, informal warning and/or improvement targets set through the normal mentoring process. Provided that a trainee acts on such warnings and/or targets and is seen to comply with the Code of Conduct, there will be no further consequences. Failure to act on such warnings and/or targets is likely to constitute a serious breach of the Code of Conduct and the procedure outlined below will apply.
2. If a trainee commits a serious breach of the Code of Conduct and his/her behaviour gives rise to concern about professional standards, the head, manager or principal of the setting will follow normal procedures in relation to staff discipline as appropriate. Relevant Edge Hill University tutors will also be notified and appropriate action will be taken. This may include the triggering of the academic and professional review procedure involving the Programme Leader and Assistant Head of Area.
3. Behaviour that is regarded as a grave breach of the Code of Conduct will normally result in a trainee's immediate removal from the school/college/setting and serious disciplinary consequences. These consequences will usually include an academic and professional review with the Assistant Head of Area/Head of Area.

⁹ <http://go.edgehill.ac.uk/wiki/download/attachments/14812936/Appendix+19.pdf>



Section
14

Appendices

Appendix A

Stages of support for everyone involved in Partnership

Our aim is to promote transparent collaboration in a supportive manner for everyone involved in a Partnership with Edge Hill University.

Issue raised by college/training setting the following protocol will be followed:

College/training setting	Stage	HEI
Issue raised, stakeholders informed. Communication occurs between relevant parties. Shared documentation used to record issues and agreed actions/outcomes as appropriate.	Stage 1 Personal Tutor, Course Leader,	Successful resolution
If unresolved		
Shared written summary of issues from previous stage reviewed. Clear summary action plan produced and agreed by stakeholders. Additional support provided from HEI. Review of success of actions.	Stage 2 Course Leader, Head of Area, Partnership Development Officer	Successful resolution
If unresolved/monitored targets not met		
Meeting held between stakeholders and Head of ITT Partnership and relevant Head of Area. Shared written summary of issues from previous stage reviewed. Clear summary action plan produced and agreed by stakeholders. Additional support provided from HEI. Review of success of actions. Immediate, short-term resolution devised. Issue identified at SERIM if related to the training. SERIM to monitor Professional Practice provider.	Stage 3 Head of ITT Partnership Head of Area	Successful resolution
If unresolved		
ITT Partnership Board to discuss as part of Reserved Agenda. If serious issues remain unresolved by the above process then possible deselection from the Partnership* may be recommended. An appeals process is in place for deselection.	Stage 4 Associate Dean	*May be fixed term subject to review as agreed with all parties or limited to one department/area in a college/training setting

Issue raised by trainee the following protocol will be followed:

Trainee	Stage	HEI
<p>Issue raised at earliest opportunity.</p> <p>Communication occurs between Personal Tutor and trainee.</p> <p>Personal Tutor to visit Professional Practice asap (within 1 week) to discuss with trainee and mentor.</p> <p>Shared documentation used to record issues and agreed actions/outcomes/support as appropriate.</p> <p>Issue identified at SERIM. SERIM to monitor Professional Practice provider and/or trainee.</p>	<p>Step 1</p> <p>Personal Tutor, Course Leader</p>	<p>Successful resolution</p>
If unresolved		
<p>Personal Tutor/Course Leader to highlight issue with Assistant Head of Area.</p> <p>Assistant Head of Area to raise concerns with Subject Specific Mentor in PCET (within 1 week of Personal Tutor/Course Leader highlighting issues).</p> <p>Issue identified at SERIM. SERIM to monitor Professional Practice provider and/or trainee.</p>	<p>Step 2</p> <p>Assistant Head of Area, Personal Tutor, Course Leader</p>	<p>Successful resolution</p>
<p>Shared written summary of issue from previous stages reviewed by Professional Practice Leader. Clear summary action plan produced by Professional Practice Leader and agreed by Head of Area.</p> <p>Review of success of actions.</p> <p>Issue identified at SERIM. SERIM to monitor Professional Practice provider and/or trainee.</p>	<p>Step 3</p> <p>Head of Area, Assistant Head of Area, Head of ITT Partnership</p>	<p>Successful resolution</p>
If unresolved/monitored targets not met		
<p>ITT Partnership Board to discuss as part of Reserved Agenda. If serious issues remain unresolved by the above process then possible deselection from the Partnership* may be recommended or for the trainee an APRM (Academic and Professional Review Meeting). An appeals process is in place for deselection.</p>	<p>Stage 4</p> <p>Associate Dean</p>	<p>*May be fixed term subject to review as agreed with all parties or limited to one department/area in a college/training setting</p>

Appendices

Appendix B

Initial Teacher Training (ITT) Partnership accreditation procedures

As part of the 'Initial Teacher Training Quality Management and Enhancement, 2011/2012' and in order to extend the ITT partnership between colleges/training settings, a set process is followed. The procedure for a college/training setting gaining accreditation for ITT within the Faculty of Education at Edge Hill University is illustrated in the diagram below.

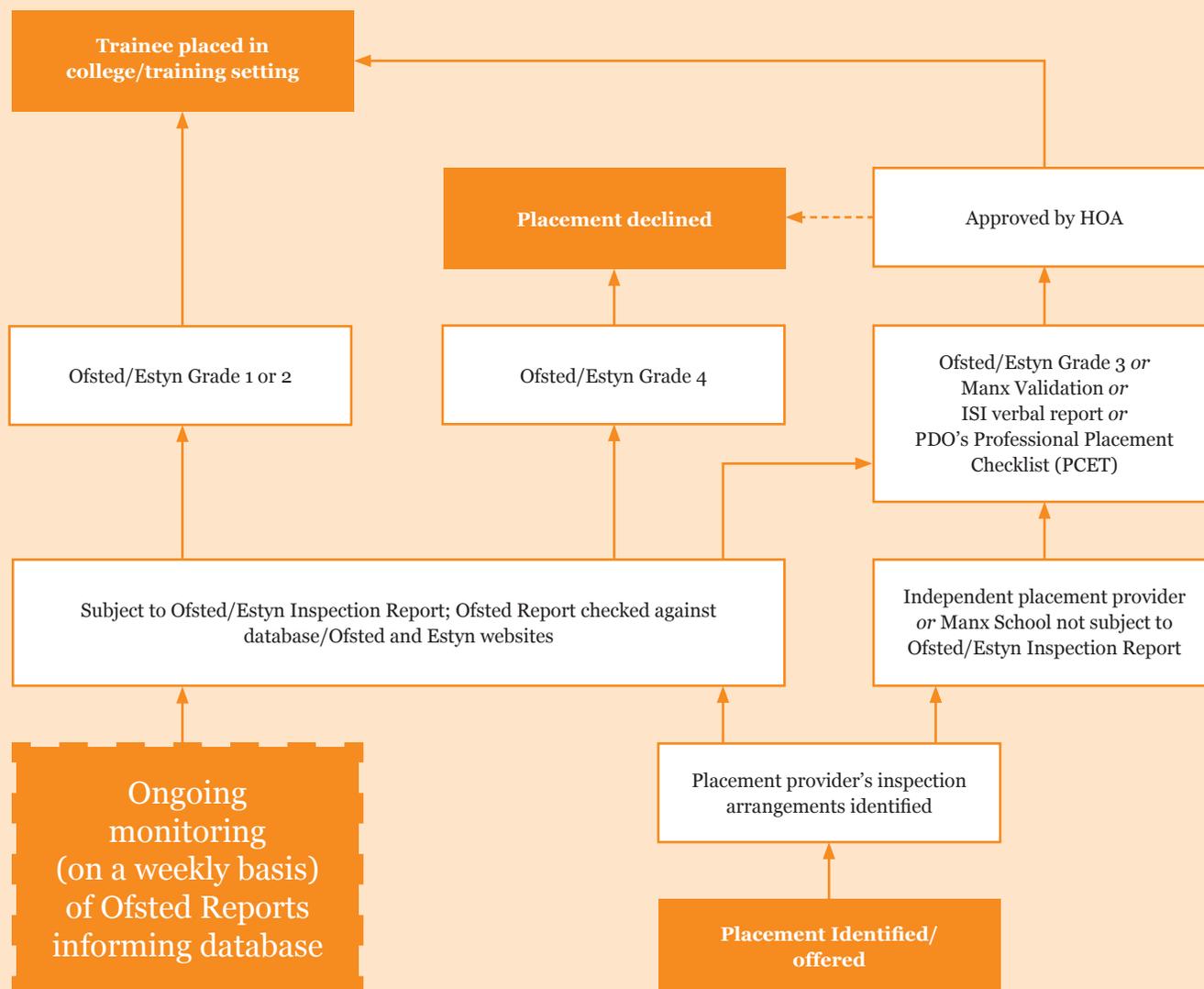
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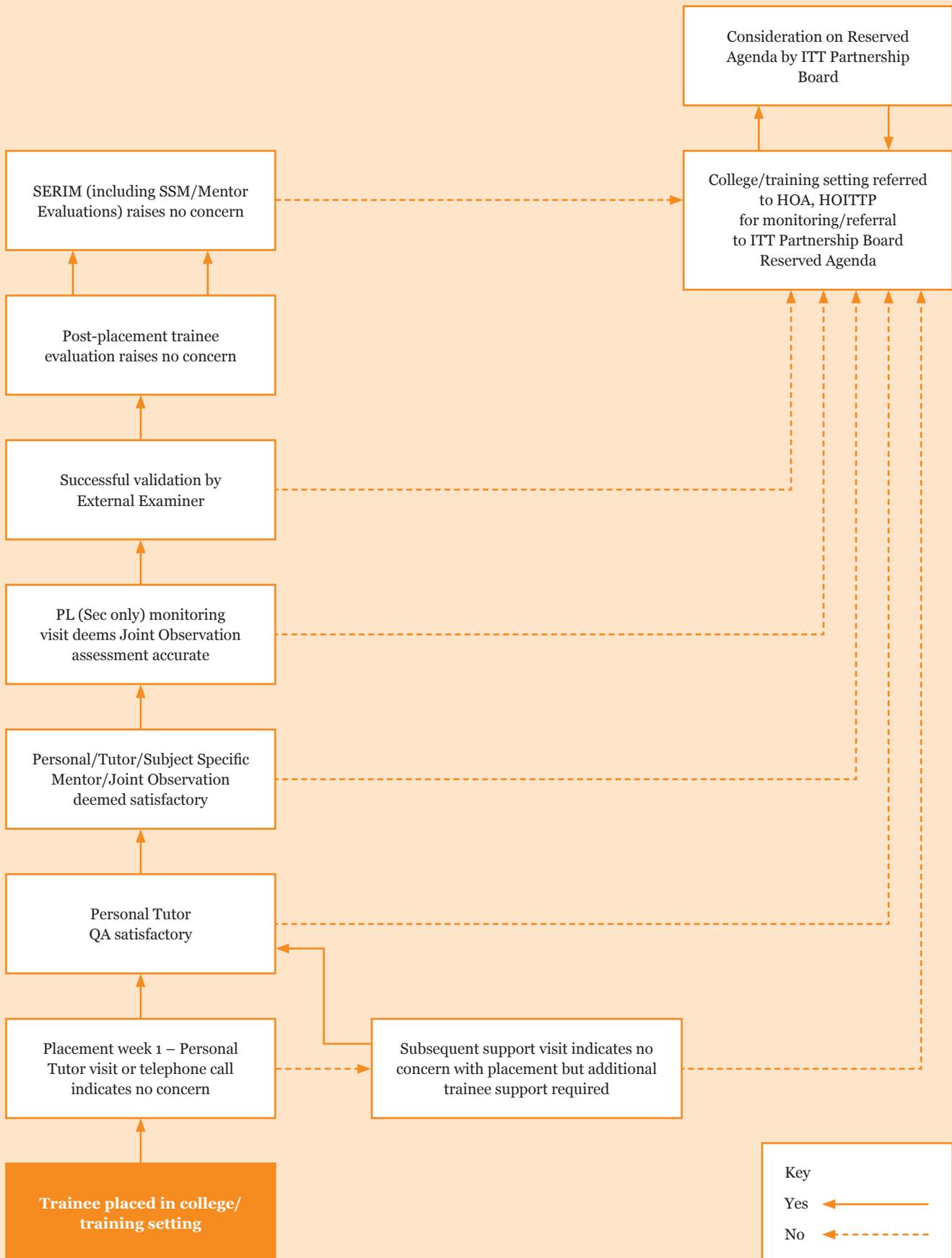
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N.B. The Phrase 'Placement Provider' includes any school/college/setting.

College/training setting-based ITT placements: Quality assurance procedures (pre-allocation)



**College/training setting-based ITT placements:
Quality assurance procedures (post-allocation)**



NOTE: it is the setting's responsibility to inform Edge Hill University's Partnership Admin Team before the Ofsted/Estyn report is published.

Procedure for Partnership Withdrawal

As part of the 'Initial Teacher Training Quality Management and Enhancement 2011/2012', Edge Hill University takes a positive and developmental approach based on a range of appropriate support for partnership colleges/training settings. The procedures involved in the stages of support provided are identified in Appendix B.

If, in the case of a college/training setting where all support mechanisms fail and where serious issues remain unresolved, then formal withdrawal of Partnership remains an option under the reserved agenda item of meetings of the ITT Partnership Board.

Colleges/training/settings may appeal to the Dean of Faculty of Education if this decision is taken.

Appendices

Appendix C

Initial Teacher Training (ITT) Partnership Board remit and composition

Remit

The ITT Partnership Board reports directly to the ITT Board and has a reporting line to the Faculty's Partnership Management Committee and ITT Board for relevant matters. The board consists of tutors with key ITT Professional Practice training and partnership responsibilities, ITT associate partnership tutors, partnership development officers, key administrative partnership staff and school/college/training setting representatives from the ITT Partnership at Edge Hill University, as well as colleagues with regional and national perspectives. It meets normally on three occasions during each academic year, to discuss all aspects of ITT partnership provision and its development. Evaluation Boards are held at the end of each academic year to draft the partnership improvement plan and key priorities for the forthcoming academic year.

The ITT Partnership Board has first line responsibility for the quality assurance of school/college/training setting-based training and ITT partnership provision for ITT programmes within the Faculty of Education at Edge Hill University. It is responsible for ensuring effective quality assurance procedures are in place across the ITT Partnership including the monitoring of mentor training, Professional Practice and training, the briefing and training of link tutors, trainee, tutor and partnership feedback, feedback from programme(s) and departmental boards and internal and external evaluations from consultants, external examiners and Ofsted.

It has a key role in monitoring the partnership requirements of professional requirements for ITT including:

- The monitoring, evaluation and review of all ITT school/college/training setting experience-based training and partnership provision within the remit of the board as identified above
- The monitoring of professional requirements for ITT requirements in relation to partnership
- Monitoring trainee school/college/training setting experienced-based training performance, progression and achievement
- Monitoring partnership recruitment and retention across the provision within the remit of the board
- The approval of the annual ITT Partnership evaluation reports and templates and the ITT Partnership improvement plan and priorities for the forthcoming academic year
- The consideration of regular summary reports from all ITT programme trainee focus groups within the remit of the board
- The consideration of regular summary reports and action grids, related to school/college/setting experience-based training and partnership from the programme(s) and departmental boards within the remit of the board
- The recommendation of outline proposals for future school/college/training setting experienced-based training and partnership development, prior to submission to the ITT board
- The consideration of the responses to annual reports of external examiners relating to school/college/training setting experienced-based training and/or partnership issues
- The consideration of the responses to termly and annual reports from external partnership consultants
- Responding to consultation from other committees and groups in the Faculty and/or Edge Hill University on matters relevant to the ITT area within the remit of the board
- To examine developments, policies and procedures initiated by the ITT area, Faculty and University in relation to school/college/training setting experienced-based training and partnership
- To support and promote the delivery of high quality school/college/training setting based training and mentor training
- To inform and make recommendations to the Partnership Management Committee in relation to partnership policies and procedures
- Through its reserved agenda, to consider specific issues in relation to partnership provision and quality

Composition

Chair: Head of ITT Partnership (HoITTP)
Secretary: ITT Partnership Administrator

Ex Officio Members:

Head of Partnerships
Chair – Primary and Early Years Programmes Board
Chair – Secondary Programmes Board
Chair – PCET Programme Board
Faculty Partnership Officer (FPO)
Assistant Head of Primary and Early Years (Partnership and School Improvement)
Assistant Head of Secondary (Partnership and School Improvement)
Assistant Head of PCET
ITT Programmes Leaders
Primary and Early Years Partnership Development Officer
Secondary Partnership Development Officer
PCET Partnership Development Officer
Primary and Early Years Mentor Training Coordinator

Representatives

1 Outreach Centre Manager representative

1 Partnership Officer

3 Associate Tutor representatives (One Primary and Early Years representative and one Secondary representative and one PCET representative)

2 Link Tutor representatives (One Primary and Early Years representative and one Secondary representative)

8 Representatives from a range of schools/colleges/ settings and regional partnership forums

Appendices

Appendix D

Glossary

Associate Placement	An Associate Placement allows settings to continue to provide a placement in the event of absence of a fully Edge Hill University trained mentor. Edge Hill University undertakes all supervision and assessment.
Professional Practice	A setting-based experience. Over the course of their training trainee teachers will spend the majority of their time in colleges/training settings. During this time they will be teaching their specialist subject(s) to a range of learners.
Delayed trainee	If not allocated a Professional Practice by a briefing session (to be held the week prior to commencement of the Professional Practice) a trainee will be classed as delayed.
SERIM	The purpose of the SERIM is to evaluate and review each placement, analysing trainee evaluations, mentor evaluations, tutor evaluations and the trainee outcomes for the cohort, including outcomes in relation to the Professional Standards for QTLS (Qualified Teacher Learning and Skills).



At your service

Edge Hill University is happy to offer consultancy to schools/colleges/settings through partnership and bespoke delivery to support professional development needs and your school improvement agenda.

Please contact us for further information:

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