

Faculty of Education

Initial Teacher Education Professional Practice Policy

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# Rationale

At Edge Hill University Initial Teacher Education (ITE) Partnership, we believe professional practice mentors at schools and settings play a crucial role in developing the trainees’ knowledge, understanding and skills in teaching, as well as preparing them for their future careers in a variety of educational settings. Similarly, our link tutors (LTs) and lead link tutors (LLTs) and carry out an important role by quality assuring the trainees’ ongoing formative and summative assessments. During the professional practice (PP), at schools and/or settings, it is fundamental that trainees learn how educational theory relates to practice. Working collaboratively, school-based mentors and centre-based tutors make deliberate connections and ensure the trainees receive an integrated curriculum and are well prepared for the realities of teaching.

We provide our trainees with a 3-phase professional practice experience namely; introductory phase, developmental phase and consolidation phase. In accordance with the [compliance](https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice) [criteria set out by the Department for Education](https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice) (DfE), the PP experience is offered as 120 days in design. Expectations at these phases increase progressively and the trainees are informed about them within PP lectures, PP Curriculum Handbooks as well as through LTs and personal academic tutors (PATs) prior to the placements. LTs, mentors and trainees meet at three points for different purposes; 1) Initial meeting 2) Interim progress meeting and 3) End of placement meeting which are explained in detail in section 5.

This professional practice policy (PPP) has been written in consultation and collaboration with our partnership, the Faculty leaders and tutors, professional practice leaders, mentors and trainees. Additionally, key documents regarding trainees’ support and guidance through the initial teacher training (ITT) and early career teacher (ECT) period has been referred to, for example; [Initial teacher training (ITT): core content framework](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework) (CCF), [Early career framework](https://www.gov.uk/government/publications/early-career-framework) (ECF) and [National Standards for school-based initial teacher training (ITT) mentors.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf) The aim of this policy is to clearly set out the roles and responsibilities of all stakeholders in providing:

* High-quality trainee support and guidance
* High-quality mentoring
* Rigorous and robust quality assurance (QA) of assessment and the mentoring process
* Rigorous and robust QA of the placement processes
* Equitability between the programmes and across the departments
* Consistency in process, procedures and documentation across the partnership

This policy supports trainees, mentors and link tutors to achieve the high standards and expectations held for Edge Hill University ITE provision.

# 1) TRAINEE ENTITLEMENT AND RESPONSIBILITIES

Edge Hill University ITE trainees are provided with high-quality mentoring and supervision from their mentors and link tutors. Within the minimum entitlement of the [ITT core content](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) [framework (CCF)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf), trainees are entitled to receiving clear, consistent and effective mentoring and structured feedback from their mentor, expert colleagues and their link tutor.

Throughout the professional practice, trainees will be supported by their allocated mentor at school and/or setting and by their link tutor at the university centre. Additionally, trainees are encouraged to communicate with their personal academic tutors (PATs) to draw upon further support when needed. PATs will provide guidance as appropriate and signpost trainees to wider university support services, resources and facilities when needed.

Trainees will be expected to attend PP information lectures and make suitable preparations before a placement starts. They will be provided with a PP curriculum handbook which explains the expectations and roles and provides in depth information about the curriculum and professional practice processes. Professional practice information, guidelines, handbooks, [documents and forms](https://www.edgehill.ac.uk/education/ite-partnership/professional-practice-information-and-documents/) are published on the ITE Partnership website, and it is the trainees’ responsibility to make themselves familiar with them as soon as possible. Additionally, trainees are required to upload the weekly development summary (WDS) forms, the progress [reports](https://www.edgehill.ac.uk/education/files/2021/11/Progress-Report-Form.pdf) and the professional practice attendance form to our Faculty placement management system ‘InPlace’ within the given timescale. Trainees can seek further guidance from their link tutor, mentor and PAT as they progress through the curriculum and to understand the process for obtaining [Qualified teacher status (QTS): qualify to teach in England](https://www.gov.uk/guidance/qualified-teacher-status-qts).

Throughout PP, trainees should refer to the ITE curriculum to improve their subject/specialism knowledge and understanding, as well as reading academic and up-to-date and pertinent research papers suggested by their tutors/mentors/LTs from their reading lists. It is the trainees’ responsibility to make themselves familiar with the basic curriculum which includes [National Curriculum](https://www.gov.uk/government/collections/national-curriculum), religious education, age-appropriate relationships and sex education and as appropriate, the [Statutory Curriculum for the Early Years Foundation Stage](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf). They should also be familiar with the EHU ITE curriculum, and key official documents such as the [ITT Core](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework) [Content F](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework)ramework and the [National standards for school-based initial teacher training (ITT)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf) [mentors](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf).

Post-14 Education trainees should make themselves familiar with the [Education and Training](https://www.et-foundation.co.uk/) [Foundation](https://www.et-foundation.co.uk/) (ETF), [Professional Standards](https://www.et-foundation.co.uk/wp-content/uploads/2014/05/ETF_Professional_Standards_Digital_FINAL.pdf) as well as the [Teacher Standards](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers__Standards_2021_update.pdf) and understand the process of being recommended for [Qualified Teacher Learning and Skills (QTLS) status](https://set.et-foundation.co.uk/professional-status/qtls). They should refer to [ETF Guide for Mentees](https://www.et-foundation.co.uk/wp-content/uploads/2021/06/ETF-Mentoring-Framework-Guide-for-Mentees-in-Further-Education.pdf?_gl=1%2A14l8go6%2A_ga%2AMTUxOTQ1NjkwLjE2MDY3NzQxOTk.%2A_ga_6F0PEMWK3W%2AMTYzMDU4NTI2Ny4xLjEuMTYzMDU4ODM3Ny4w) to understand what to expect from the mentoring process and their mentor.

We expect our trainees to demonstrate consistently high standards of personal and professional conduct while studying at our programmes. Trainees are required to adhere to the EHU ITE Code of Conduct (See Appendix A) at all times **at all partnership settings**.

There are three main responsibilities of the trainees in relation to professional practice tasks;

1. safeguarding, 2) contacting the school and 3) recording information and progression evidence.

## Safeguarding

Trainees must complete compulsory safeguarding provided by the Children’s Safeguarding Assurance Partnership (CASP) at: <https://blackburn.melearning.university/course_centre> for EHU provision as well as the training required by the school/placement setting. They must have Prevent training and familiarise themselves with the DfE publication [Keeping children safe in education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf) [(2021)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf) and the [United Nations Convention on the Rights of the Child](https://www.unicef.org.uk/what-we-do/un-convention-child-rights/) and **adhere to the schools’/settings’ safeguarding policy**. They must obtain their Enhanced Disclosure and Barring Service (DBS) check letter from Edge Hill University and take this to their school/ setting along with a photo ID. The DBS check letter is provided by the university and trainees can access this via InPlace. Trainees are not required to present their DBS certificate.

We ask all our partnership schools to ensure that all trainees, at the start of their training, are provided with:

* + - the child protection/safeguarding policy
    - the staff behaviour policy (sometimes called a code of conduct)
    - information about the role of the designated safeguarding lead/officer and their contact details

The University has ensured that every trainee enrolled on an Initial Teacher Education programme will have:

* completed an application form
* had references checked
* been interviewed
* the necessary qualifications
* had an enhanced DBS check, including a check of the children’s barred list and a prohibition order check, and where the applicant has lived outside of the UK, provided a DBS check from the country, or provided a good conduct reference

## Contacting the Placement School/Setting

Trainees contact their placement school and introduce themselves as soon as they are informed of the allocation. They send their trainee profile with a photo to their mentor prior to the initial meeting. In providing the best opportunities for success, it is expected that trainees visit the schools’/settings’ website and find out about their vision and values, key information and current events. They should familiarise themselves with local and regional educational priorities such as; learners with SEND, learners eligible for free school meals (FSM) and safeguarding matters. Trainees must inform the school/setting, LT and PAT when they are absent.

## Recording the Evidence of Progression

Trainees collate the evidence of their professional progression throughout all three phases. Every week, after the WDS meeting, trainees upload their WDS forms and any accompanying lesson observation forms on InPlace within the week for the LT to review. Similarly, progress reports are uploaded on InPlace by trainees after the interim progress and end of placement meetings. Trainees will be expected to record their professional practice progression evidence within an e-portfolio. This will include, for example, evidence of achieving their targets, improving their subject knowledge, general practice progression, reflective comments and information relating to enhancement activities. The evidence within the progression portfolio can be referred to during the WDS meetings. They will also be one of the key documents to review during Professional Reflective (exit) Viva (PRV) at the end of the programme. Please see [section 5.3](#_bookmark28) for further information on the PRV process.

All trainees will be provided with a Blue Book to record their self-reflections to help build a log of professional growth. The Blue Book can be used to make notes when observing lessons from expert teachers, having discussions with expert colleagues and making notes about important aspects of the teaching day and processes. It could also be used informally, if / when a teacher who is not the designated mentor wishes to record comments on their observations.

# MENTOR ROLE AND RESPONSIBILITIES

ITE Partnership Mentors provide high-quality mentoring to our trainees during the professional practice. Working closely with the LTs, our mentors support and guide our trainees effectively

throughout their training process. Our partnership trainers and mentors are consistently skilful at drawing on the taught curriculum during their interactions with trainees, particularly during mentoring sessions and feedback following observations.

There are three main aspects of the role of the mentor; 1- Inducting the trainees, 2- Monitoring the trainees’ progress and achievement, 3- Supporting the trainee.

## Inducting the Trainee

The mentors carry out meetings/sessions with the trainees to introduce them into their school’s/setting’s life/day. The expectations should be made clear at the start and the timetable should be shared with the trainees in a timely manner. Mentors should provide the trainees with access to all key documents such as the safeguarding policy, behaviour policy and teachers’ code of conduct. Additionally, mentors provide access to teaching resources such as the curriculum plans and online materials.

## Monitoring the Trainees’ Progress and Achievement

Mentors play a crucial role in developing trainees’ knowledge, understanding and skills to become teachers. They monitor the progress continuously through the weekly lesson observations and WDS meetings, where they provide the necessary support and guidance as to how to consolidate what has been learnt and move onto further progress. Mentors carry out their monitoring progress role in three key areas which are set out below:

* + 1. **Formative Assessment:** Mentors assess the progress of the trainees **formatively** throughout the introductory, developmental, and consolidation phases. They refer to the key official documents when judging if the trainee is making appropriate progress, such as; the EHU ITE Curriculum (which covers the [ITT Core](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) [Content Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) and more), [The trainee teacher behavioural toolkit: a summary](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary#proactive-behaviour-management), our ITE curriculum communication documents, subject curriculum plans, and **phase expectations** as outlined in the PP curriculum handbooks. As set out below, they use a variety of sources to assess.
       - Observation of group or class teaching
       - Observation of learners’ progress and the work they produced
       - Discussions with the trainer/class teacher, LT and PAT
       - Discussions with other adults and professionals
       - Discussion with the trainee and the learners
       - Trainee’s planning and assessment records
       - Observations of interaction with parents
       - Observations of engagement with wider professional responsibilities
       - Observation of professional conduct

When a trainee is not making appropriate progress and is at risk of not completing the phase successfully, mentors provide additional support and inform the link tutor. The mentor utilises the Additional Support for Trainee at Risk (Cause for Concern) form See Appendix B and highlights the additional support provided and the actions the trainee is required to complete. This should have an initial 7-day deadline to review the progress with future 7-day extension if /when needed. If sufficient progress is not made with regards to the area of concern after 2 weeks’ additional support, mentors refer the case to the link tutor who will follow it up with the ITE Associate Head of Department (AHoD).

* + 1. **Written and Verbal Feedback:** Mentors’ feedback is extremely important for trainees’ progression and therefore, it should be focused and clear. Feedback should be given soon after the lesson observation and before the WDS meeting. The focus of the feedback should be trainees’ previous targets and learners’ progress. Referring to their previous targets, first trainees reflect on how successful the session was discussing what worked well, what was challenging and what could be done differently for better impact. Then, mentors discuss the strengths that they have identified, what has improved and what targets have been achieved since the previous observation. After that, in collaboration with the trainee, mentors set the targets.

Similarly, if conducted separately, what is communicated verbally to the trainee at WDS meetings, should also be consistent with the written feedback on the form.

* + 1. **Target Setting:** Programme teams will share the summary of the relevant subject and professional study curriculums with their mentors so that the mentor can build on from the centre-based curriculum when setting the targets and supporting the trainees. Target setting, broadens and enriches trainees’ subject curriculum knowledge and that it improves their delivery of the curriculum to learners. Targets should focus sharply on subject-specific dimensions.

At the end of the lesson observation feedback, mentors provide the trainees with opportunities for further development. For example, observing expert teachers’ lessons and engaging with inclusion and diversity matters.

During the WDS meetings, mentors clearly explain to the trainee their next steps in progression and set a **maximum of 3 high-quality targets**. Mentors refer to our ITE curriculum and expectations in the PP Curriculum Handbook when setting the targets. They may refer to the [ITT Core Content Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) and supporting materials when deciding on the **actions** to achieve the targets and discuss this with the trainee.

For Post-14 Education, mentors refer to [Education and Training Foundation](https://www.et-foundation.co.uk/supporting/professional-standards/) [Professional Standards](https://www.et-foundation.co.uk/supporting/professional-standards/).

Mentors assess and monitor trainees’ progress continuously and help them improve their achievement by providing them with focused/clear feedback, as well as setting effective targets. They ensure verbal and written feedback are consistent and can evidence cohesive and consistent progression (or lack of it) between the lesson observation forms, weekly [development summary forms](https://www.edgehill.ac.uk/education/files/2021/11/Weekly-Development-Summary-WDS-Form.pdf) and progress reports.

## Supporting the Trainee

This is a vital part of the mentoring role. It provides effective support for achieving the targets to address the identified development areas. It is important that the trainees receive focused feedback and guidance at their weekly development summary meetings. During the meetings mentors refer to the targets set. They make the plan for the week ahead and how targets can be met. Below are **some examples of key official documents** supporting trainees to achieve their targets.

Referring to the [CCF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf), our ITE curriculum communication documents and subject curriculum plans mentors;

* Provide opportunities to discuss and analyse with expert colleagues how to sequence lessons and identify possible misconceptions.
* Arrange lessons trainees can observe delivered by expert colleagues and discuss and analyse with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.
* Provide opportunities to discuss / experience the teaching of learners with EAL and SEND. Provide opportunities to discuss / experience in action about how to incorporate diversity, inclusion, race, equality and discrimination matters into their teaching.

Referring to [‘The trainee teacher behavioural toolkit: a summary’](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary#proactive-behaviour-management), mentors support trainees in developing effective behaviour management strategies.

Another important part of supporting trainees is ensuring that their workload is appropriate. Referring to [Addressing teacher workload in Initial Teacher Education (ITE) Advice for ITE](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915985/Addressing_Workload_in_ITE.pdf) [providers](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915985/Addressing_Workload_in_ITE.pdf) document, mentors ensure the tasks required from the trainees are related to supporting learner progress or their own development. Trainees should be provided with the schools’/settings’ planning proforma, schemes of work, textbooks and curriculum resources to plan their lessons.

In Post-14 Education, our mentors utilise [ETF Mentoring Framework for Practitioners in](https://www.et-foundation.co.uk/wp-content/uploads/2021/06/ETF-Mentoring-Framework-for-Practitioners-in-Further-Education.pdf) [Further Education](https://www.et-foundation.co.uk/wp-content/uploads/2021/06/ETF-Mentoring-Framework-for-Practitioners-in-Further-Education.pdf) document when carrying out their role. Additionally, they refer to [QTLS](https://set.et-foundation.co.uk/professional-status/qtls/qtls-eligibility-guidance) [Eligibility Guidance](https://set.et-foundation.co.uk/professional-status/qtls/qtls-eligibility-guidance) , [Professional Standards for Teachers and Trainers](https://www.et-foundation.co.uk/supporting/professional-standards/), our curriculum, ITE vision and values and the PP Curriculum Handbook when assessing the progress and setting the targets.

# LEAD LINK TUTOR/LINK TUTOR ROLES AND RESPONSIBILITIES

ITE Partnership lead link tutors (LLT) and link tutors (LT) have a distinct role of connecting the centre-based training with the schools and settings to ensure the correct procedures are followed as set out in the respective Partnership Agreements. We have rigorous and robust quality assurance systems in our provision and both LLTs and LTs have regard for quality assurance elements when assessing the judgments made at schools and/or settings.

Lead link tutors have responsibility for overseeing a group of schools in a determined cluster. They have a key role in training link tutors in the cluster, who subsequently train mentors as needed. LLTs monitor the work of the link tutors and act as a key point of contact and support for any issues emerging for link tutors in the cluster. Lead link tutors ensure that communication streams are strong and should be made aware of any issues arising in clusters with regard to communication, link tutor and mentor issues. Quality assurance processes are led and monitored by our LLTs in clusters of schools.

All full-time and part-time tutors and associate tutors are expected to engage with the regular LT training sessions. New members of staff receive a high-quality induction to the role of the LT. Arrangements are made for them to shadow an experienced LT conducting- where possible- all three meetings (including the joint lesson observation) with the mentor and the trainee. We aim that all LTs complete this process of induction, attend the training sessions and wherever possible, shadow an experienced LT prior to being assigned supervision.

There is an expectation that LTs communicate with the relevant colleagues regularly when carrying out their role. This includes liaising with the personal academic tutors (PATs), partnership development officers (PDOs), year/subject and programme/course leaders. They monitor the trainees’ progress weekly, ensure the trainees are set effective targets and appropriate support is planned to achieve them. And if/when problems arise, they communicate their concern to the relevant Faculty leaders immediately.

LTs are required to enter all the necessary information regarding the trainee and the placement specifics and all guidance is available through the [Mentor Training and Development section of the partnership website.](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/mentor-training-and-development/)

There are three main aspects of the role of the link tutor: 1) Developing the mentors, 2) Quality assuring the mentoring process and assessment of the trainees, 3) Supervising the trainees.

## Developing the Mentor

The LTs carry out regular development meetings with the mentor to communicate the [Faculty’s](https://www.edgehill.ac.uk/education/ite-partnership/welcome/) [vision](https://www.edgehill.ac.uk/education/ite-partnership/welcome/) and [Initial Teacher Education Pillars](https://www.edgehill.ac.uk/education/ite-partnership/about-us/). Additionally, where deemed appropriate, the LTs provide explanations to the mentor about how to support the trainees regarding the most recent DfE expectations such as the CCF and our curriculum intent, implementation and impact elements. An essential element of this process is to ensure that the schools/settings have adhered to the partnership agreement and use the correct procedures and the documents alike. LTs ensure mentors have access to the training opportunities the Faculty offers as well as the policies, required documents on the website including the processes during the professional practice. Additionally, LTs refer to [Addressing teacher workload in](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915985/Addressing_Workload_in_ITE.pdf) [Initial Teacher Education (ITE) Advice for ITE providers](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915985/Addressing_Workload_in_ITE.pdf) document about the workload of trainees on professional practice to ensure mentors consider the workload concerns and only necessary tasks are required to be completed by the trainee and that they are appropriately staggered.

As well as the above, in our Post-14 Education course, our LTs adopt the developmental mentoring approach as outlined in [Mentoring Framework for Practitioners in Further](https://www.et-foundation.co.uk/wp-content/uploads/2021/06/ETF-Mentoring-Framework-for-Practitioners-in-Further-Education.pdf?_gl=1%2A3u2hzr%2A_ga%2AMTUxOTQ1NjkwLjE2MDY3NzQxOTk.%2A_ga_6F0PEMWK3W%2AMTYzMDU4NTI2Ny4xLjEuMTYzMDU4OTE4Mi4w) [Education](https://www.et-foundation.co.uk/wp-content/uploads/2021/06/ETF-Mentoring-Framework-for-Practitioners-in-Further-Education.pdf?_gl=1%2A3u2hzr%2A_ga%2AMTUxOTQ1NjkwLjE2MDY3NzQxOTk.%2A_ga_6F0PEMWK3W%2AMTYzMDU4NTI2Ny4xLjEuMTYzMDU4OTE4Mi4w).

## Quality Assurance of Assessment

Our link tutors quality assure the professional practice assessment at placement schools and/ or settings. To quality assure the judgment, link tutors generally carry out and/or moderate the pre-planned interim and final observations with the mentor. They scrutinise the evidence provided and moderate the mentors’ assessment outcome ensuring that trainees’ needs are met in a timely and supportive manner for them to make the appropriate progress through the phases. LTs quality assure the three key areas below;

**3.2.1) Formative Assessment:** Link tutors assure the quality in trainees’ assessment. They regularly scrutinise the weekly development summary (WDS) forms and ensure the trainees are **formatively** assessed against our curriculum objectives which are outlined in the curriculum sequence communication documents and subject curriculum plans which are communicated to the partnership. LTs quality assure mentors’ use of our phase expectations as set out in the PP Curriculum Handbooks when carrying out the weekly lesson observations and filling in the [WDS form](https://www.edgehill.ac.uk/education/files/2021/11/Weekly-Development-Summary-WDS-Form.pdf). Link tutors

moderate the evidence gathered/observed to make the judgment that trainees have met the objectives in the curriculum and achieved the progression targets set for them.

When a trainee is not making appropriate progress and has been identified by the mentor as at risk of not completing the phase successfully, link tutors ensure that the trainee has been provided with appropriate additional support and required to complete effective actions in the Additional Support for Trainee at Risk (Cause for Concern form) (Appendix B). The link tutor supports the mentor and monitors the progress the trainee makes within the 1-2 week period. If the mentor refers the case as not making sufficient progress with regard to the area of concern, the link tutor consults the ITE AHoD who determines the need for a departmental progress meeting (DPM).

**3.2.1) Written and Verbal Feedback:** Link tutors quality assure the feedback provided to the trainee. The verbal feedback must be consistent with the written feedback that was recorded on the lesson observation forms, WDS forms and progress [reports](https://www.edgehill.ac.uk/education/files/2021/11/Progress-Report-Form.pdf). During the lesson observation feedback, first the trainee should be given a chance to reflect on their lesson. After that, the mentor should communicate the strengths of the lesson and discuss the progress made since the previous meeting and the impact on the pupils’/students’ learning. Similarly, during the WDS and progress meetings, trainees should be provided with **focused and clear feedback** when discussing how to improve their practice and progress through the curriculum successfully. These discussions must be consistent with the written comments on the WDS and progress report forms.

**3.2.3) Target Setting:** LTs quality assure the targets set for the trainee. The targets should match the feedback provided and should be at an appropriate level of challenge for the trainee, considering the placement phase; introductory, developmental and consolidation. It is vital to set targets that focus on the direct impact on pupils’/ students’ learning. In all PP phases, there is a recommended maximum of 3 targets, some of which may need longer periods to achieve such as meeting the needs of all pupils/students. Targets should be set using our key documents such as the ITE curriculum, subject curriculum plan overviews, phase expectations as set out in the PP Curriculum Handbook and the Faculty’s formative assessment guidelines. Additionally, LTs ensure targets are clearly explained to the trainee as well as the guidance as to how to achieve them. The actions to achieve the targets should consider the ITT CCF as well as our values and pillars. These should be clearly outlined in the WDS forms.

Along with school-based trainers and mentors, LTs support the trainee to achieve their set targets in a timely manner.

As well as the above, in Post-14 Education, LTs utilise [ETF Professional Standards](https://www.et-foundation.co.uk/supporting/professional-standards/) to quality assure assessment and set targets.

## Supervising the Trainee

Link tutors monitor and track the progression of the trainee throughout the duration of the professional practice and provide appropriate and timely support. Generally, trainees will be allocated a LT before their PP commences. This allows LTs and trainees to make initial meeting arrangements within the first week of PP. In the first instance, LTs contact the trainee to make arrangements for their meetings and from then on, trainees can contact their LT for any questions and concerns related to PP. LTs supervise the progression of the trainee until PP finishes.

# PARTNERSHIP DEVELOPMENT TEAM ROLE AND RESPONSIBILITIES

Our partnership development officers (PDOs) have an important role to play in supporting the schools and educational settings within the partnership. They work very closely with mentoring leads at schools and act swiftly to resolve any issues as they arise. There are three aspects to this role: 1) Liaison between schools/settings and the university and providing on-going training and support, 2) Quality assuring the placement processes and 3) Arranging the placements.

## Liaison, Training and Support

PDOs respond to any concerns that have been raised by the schools, LTs and/or the trainees during PP. They ensure that all stakeholders are aware of any problems and how they have been dealt with in a timely manner.

PDOs and centre-based staff provide mentor training both in terms of processes, and the use of the documents and forms. Working together with the Associate Dean for Teacher Education and Head of Partnership Development, EHU colleagues arrange and deliver virtual mentor training prior to each placement. They also offer drop-in sessions to answer specific questions at key points during PP. Additionally, PDOs deliver bespoke in person mentor training to individual or to clusters of schools upon request or if a training need has been identified by a LT. If a school is graded Inadequate by Ofsted, before or during placement, an additional monitoring meeting will take place in order to ensure the school can meet the needs of the

trainee. The progress of the students at those schools will be closely monitored by both the LTs and PDOs with timely support provided.

## Quality Assurance of Placement Settings and Processes

Our PDOs establish effective working relationships with our ITE partners and introduce them to the EHU Partnership Agreements, the placement offering/accepting process and the trainees’ placement due diligence process and documents. They also monitor the use of the required documents and forms regarding placement.

## Arranging the Placements

PDOs manage the placement allocation process for all programmes, aiming to allocate trainees to their school **two weeks in advance.** This gives time for all stakeholders to prepare themselves before the trainees’ placements commence and ensures the initial meeting can take place in the first week. Once the PDOs inform the departments about the trainee-school allocation, the ITE A/HoDs oversee the allocation of the LTs.

For trainees placed in Northern Ireland, Isle of Man and Luton we have Partnership Quality Officers based locally whose responsibility is to quality assure schools and provide support for mentors and trainees during professional practice.

# PROFESSIONAL PRACTICE PROVISION

## Professional Practice Phases

Our partnership provides the trainees with three phases of professional practice experience, namely; 1) Introductory phase, 2) Developmental phase, 3) Consolidation phase. These are carefully designed considering the trainees’ level of knowledge, understanding and skills gained through our curriculum. Progression expectations progressively increase through the phases and are clearly outlined in the PP Curriculum Handbooks.

At each PP phase, wherever possible schools are expected to provide the trainees with the opportunity to work with learners with special educational needs and disability (SEND) and English as additional language (EAL). Additionally, all primary/early years trainees should be given the opportunity to observe/experience high-quality systematic synthetic phonics (SSP) and secondary trainees should be provided with the opportunity to observe/experience the teaching of phonics and reading fluently to older students. Across the Professional Practice 3 phases, trainees will have the professional practice experience of teaching at *two different schools/settings* and *two consecutive key stages*. These will be recorded on our placement management system InPlace and monitored by the AHoD.

At all three phases, where possible, LTs make the arrangement to meet with the mentor and the trainee as soon as possible to the commencement of the PP and ensure that both the trainee and mentor are aware of the expectations and completed the required tasks.

* + 1. **Introductory Phase:** This is the first experience at schools for many of the trainees and we take extra care to ensure that trainees are supported and guided effectively so that they have a positive professional practice experience. Trainees are introduced to school/setting life and expected to teach to groups of pupils/students in their timetable as set out in the PP Curriculum Handbooks. Mentors and LTs carry out one or two joint observations of the trainee teaching a group of pupils/students and the mentor provides constructive feedback.
    2. **Developmental Phase:** After completing the introductory placement, trainees carry on working on their targets from the previous phase. A joint lesson observation led by the mentor will take place at the interim progress point. There may be an additional lesson observation the end of the practice if required. LTs ensure all the information is recorded/up-dated and WDS and progress reports are uploaded on InPlace by the end of the placement.
    3. **Consolidation Phase:** This is the final placement we offer to our trainees at the end of the programme. Trainees consolidate what they learnt at the previous PP and centre training. As above, this stage consists of joint lesson observations both or either at interim and/or end of practice meetings. LTs ensure all required information is recorded/up-dated and compliance documents uploaded on InPlace by the end of the stage.
    4. **Post-14 Education:** In Post-14 Education there is a single placement model. The trainees are allocated to their setting starting in November and remain in that placement until end of May/beginning of June. Throughout the placement, trainees are expected to progress from observing expert teachers to sharing team teaching with expert teachers and then onto taking sole responsibility for learning.

## Process During Professional Practice

A minimum of three meetings are carried out between the LT, trainee and mentor including the interim progress meeting and final joint observations and/or meetings. The first purpose of the initial meeting is to check that the mentor has undergone core mentor training and follow up on any identified mentor development and training needs, providing training where necessary. LTs also ensure that the trainee has carried out their responsibilities as set out in [section 1](#_bookmark1). The second purpose is to ensure that the trainee is appropriately inducted for the placement and has access to 1) correct school documents e.g. safeguarding policy, code of conduct, 2) correct Faculty documents e.g. PP Curriculum Handbook and 3) has been provided with an effective timetable.

* + 1. **Initial Meeting:** At the earliest opportunity, before the start of a placement,link tutors should verify that a mentor has been fully trained through having engaged with the EHU Core Mentor Training Package. They should ensure that any identified training needs are met. On the allocation of a trainee to the setting, a Week 2 visit of around 30 mins takes place (generally on Teams) to discuss settling in, confirm induction has taken place and that the trainee has been provided with the necessary documentation such as the safeguarding policy, curriculum and planning resources. and timetables etc. This contact is an opportunity to discuss/QA the first WDS and provide support for any identified needs.
    2. **Interim Progress Meeting:** This will be approximately mid-point for undergraduate programme year 1,2 and 3 for all three phases. The mentor, LT and trainee meet for the purposes of discussing the joint or mentor conducted lesson observation, quality assuring assessment, feedback and target setting. Mentor and LT decide whether the ‘trainee needs additional support to make progress’ in specific areas of focus. There is a checkpoint of progress with the completion of the ITE Progress Report form. ([Available via links on the ITE Partnership Pages](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/))

For postgraduate (PG) trainees, introductory and developmental phases are combined and therefore, the *interim progress meeting takes place at the end of the introductory phase.* When filling the ITE Progress Report Form, mentor and LT also decide if the trainee has completed the introductory phase successfully or need further support.

* + 1. **End of Placement Meeting:** At the end of all 3 phases in UG programmes there is a final meeting. The outcome of the meeting determines if the trainees have made appropriate progression through our ITE curriculum and successfully achieved the PP expectations for that phase.

For primary and secondary PG trainees, there will be two final meetings; one after the developmental phase and one after the consolidation phase. Primary Early Years have separate phases so there will be 3 end of placement meetings.

If there are any concerns about the progression of the trainee during PP, first mentors provide additional support and monitor the progress in a 1-2 week period and communicate this to the link tutor. If at the end of the determined period, the trainee has not made sufficient progress, the AHoD reviews the situation with a view to scheduling a DPM. Here, relevant colleagues and the trainee discuss the situation and put effective systems in place to further support the trainee and, if necessary, address suitability to continue on a programme of ITE.

* + 1. **Post-14 Education:** In Post-14 Education course**,** [to qualify, trainees must](https://set.et-foundation.co.uk/professional-status/qtls/qtls-eligibility-guidance) [deliver a minimum of 100 hours of teaching and have 8 observation of teaching](https://set.et-foundation.co.uk/professional-status/qtls/qtls-eligibility-guidance) [practice](https://set.et-foundation.co.uk/professional-status/qtls/qtls-eligibility-guidance)**.** Based on this, we provide the following;

**Initial meeting:** LTs meet with the mentor and the trainees. LTs emphasise to mentors the need to provide the subject specific pedagogy.

**Interim progress meeting:** LTs meet with the mentor and the trainee to scrutinise the WDS forms, check the targets are of a high quality and trainees are making appropriate progression to achieve the [Professional Standards](https://www.et-foundation.co.uk/wp-content/uploads/2014/05/ETF_Professional_Standards_Digital_FINAL.pdf).

**End of Placement Meeting:** This takes place when the trainee has completed the 100 teaching hours and 8 observations. This is the summative assessment where the focus is deciding if there is sufficient evidence against each of the [Professional Standards](https://www.et-foundation.co.uk/wp-content/uploads/2014/05/ETF_Professional_Standards_Digital_FINAL.pdf).

Our Post-14 Education LTs conduct a minimum of 2 observations. Mentors conduct the remaining 6 observations, one of which will be a joint observation with the LT.

* 1. **Process After the Professional Practice (VIVA at university centre)** When the trainees complete PP consolidation phase, they are invited to a Professional Reflective (exit) Viva (PRV) by their PAT.

During the PRV, trainees are asked several questions that are related to the Teachers’ Standards. Trainees provide their evidence of achieving their targets throughout PP using an e-portfolio. WDS forms and progress reports on our placement management system are reviewed during the process. PATs ensure trainees are aware of their professional strengths and areas for improvement and have provided sufficient written and verbal evidence to **pass the Viva** and be **recommended for qualified teacher (QTS) status, having met the Teachers’ Standards.**

In Post-14 Education**,** [QTLS Eligibility Guidance](https://set.et-foundation.co.uk/professional-status/qtls/qtls-eligibility-guidance) and [ETF Professional Standards](https://www.et-foundation.co.uk/supporting/professional-standards/) are utilised.

# MENTOR DEVELOPMENT AND SUPPORT

The Faculty offers a comprehensive and flexible package of [mentor training and development opportunities](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/mentor-training-and-development/). There are three levels of input which have been designed to support school colleagues within their role as mentors at the different stages of their professional development:

* Core mentor development
* Departmental mentor development
* Advanced mentor development

Core mentor development involves a series of key sessions which introduce colleagues to the principles behind the EHU ITE values, our ‘pillars’ and wider curriculum context. Mentors receive input about key expectations regarding the use of the ITT [Core Content Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf), its evidence base and our own more ambitious curriculum aims. Aspects covered include observation of students whilst on professional practice, supporting students through dialogue and questioning at the weekly mentor meeting, formative assessment processes, setting targets and tracking progress. The key principles and processes of mentoring and coaching are considered together with the use of key documentation such as lesson observation forms, weekly development summary forms and progress reports.

Departmental mentor development sessions provide an opportunity for mentors to receive detailed input about any forthcoming placements. Tailored to the specific placement phases, (Introductory, Developmental and Consolidation) mentors will receive guidance about the curriculum appropriate to the phase, the content of centre-based training to date and expectations whilst on professional practice. This will ensure that there is join-up between centre-based input and follow-up task for trainees whilst on placement. In addition, departments will host a series of subject specific development opportunities and sessions which address current key priorities for specific age phases.

Advanced mentor development includes opportunities for colleagues to acquire a more complex and in-depth mentoring skills set. Keeping abreast of the most contemporary research and working with key evidence bases, sessions will unpick mentoring and coaching practice, including instructional coaching. Areas covered will include for example, mentoring and coaching conversations, coaching dilemmas, formative feedback, leading mentoring, recruiting and keeping mentors etc. Additional sessions are specifically targeted for those supporting [early career teachers](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final__002_____1___1_.pdf) through the [Early Career Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf). Many of the areas covered within the advanced mentor development provide a bridge to a more formal series of accredited qualifications such as the [EHU PGCert Mentoring and Coaching](https://www.edgehill.ac.uk/courses/mentoring-and-coaching/).

# MODERATION PROCESS

At Edge Hill University ITE provision we have 3 different quality assurance processes related to professional practice;

1. Quality assurance of assessment and mentoring process conducted by LLTs and LTs
2. Quality assurance of placement settings and processes conducted by PDOs
3. Quality assurance of professional reflective (exit) viva conducted by PATs, including both centre-based and school-based colleagues from our partnership

To ensure our **quality assurance processes are rigorous and robust** we conduct either or both internal and external reviews and/or moderation.

1. Quality assurance of PP assessment, mentoring and outcomes are moderated periodically. Senior leaders conduct internal reviews of introductory, developmental and consolidation phases of all programmes in all departments. Additionally, to gain an objective view, we conduct moderation with external examiners (EE) and utilise the specialism and strengths of our EEs during the process.
2. As above, QA of placement processes is moderated internally by senior leaders periodically.
3. PRVs are moderated by experienced colleagues within the partnership, for example our headteachers from the partnership and senior leaders at the centre.

## SUMMARY LIST OF KEY DOCUMENTS AND FORMS

### [EHU ITE PROFESSIONAL PRACTICE INFORMATION AND DOCUMENTS (INCLUDING](https://www.edgehill.ac.uk/education/ite-partnership/professional-practice-information-and-documents/) [PP FORMS)](https://www.edgehill.ac.uk/education/ite-partnership/professional-practice-information-and-documents/)

[Addressing teacher workload in Initial Teacher Education (ITE) Advice for ITE providers](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915985/Addressing_Workload_in_ITE.pdf) [Early Career Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf)

[Early career framework reforms: overview](https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview) [Keeping children safe in education (2021)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf)

[Initial teacher training (ITT): criteria and supporting advice](https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice) [ITT Core Content Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf)

[Information for ITE Partnership](https://www.edgehill.ac.uk/education/ite-partnership/information-for-ite-partnership/)

[National Standards for school-based initial teacher training (ITT) mentors](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf) [National Curriculum](https://www.gov.uk/government/collections/national-curriculum)

[Teachers’ standards: overview](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)

[The trainee teacher behavioural toolkit: a summary](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary#proactive-behaviour-management) [Qualified teacher status (QTS): qualify to teach in England](https://www.gov.uk/guidance/qualified-teacher-status-qts).

### FURTHER EDUCATION AND SKILLS

[Education and Training Foundation](https://www.et-foundation.co.uk/) [Professional Standards](https://www.et-foundation.co.uk/wp-content/uploads/2014/05/ETF_Professional_Standards_Digital_FINAL.pdf)

[Qualified Teacher Learning and Skills (QTLS) status](https://set.et-foundation.co.uk/professional-status/qtls) [ETF Mentoring: Framework and Guides](https://et-foundation.co.uk/supporting/professional-development/mentoring/framework-and-guides/)

ETF Guide for Leaders and Managers ETF Guide for Mentees

ETF Guide for Mentors

**Appendix A - Faculty of Education**

**Initial Teacher Education (ITE) Professional Code of Conduct**

All Initial Teacher Education (ITE) programmes leading to a recommendation for the award of Qualified Teacher Status (QTS), or relevant Post 14 qualification, are programmes of professional training and education. As a trainee studying on an ITE programme you are expected to demonstrate consistently high standards of personal and professional conduct. You will maintain and model the highest standards of ethics and behaviour.

You should expect that your placement settings mirror the professional experience of a teacher, and settings are entitled to expect that you will present and conduct yourself in a way that is consistent with the professional expectations of a teacher and to adhere to their own policies and regulations, for example, the National Conditions of Service for School Teachers in England and Wales. (The Burgundy Book) <https://www.local.gov.uk/our-support/workforce-and-hr-support/education-and-young-people/school-teachers/conditions-service>

or respective arrangements for Wales, Northern Ireland and the Isle of Man.

This ITE Professional Code of Conduct is additional and complementary to the Edge Hill University Student Disciplinary Regulations: <https://www.edgehill.ac.uk/wp-content/uploads/documents/student-disciplinary-regulations-2021-22.pdf> and the Student Charter 2022-3 [Student Charter 2022/23 - Edge Hill University](https://www.edgehill.ac.uk/document/student-charter/)

Each trainee on an Edge Hill University ITE programme is a student of Edge Hill University and you are 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. [Academic Regulations 2022/23 - Edge Hill University](https://www.edgehill.ac.uk/document/academic-regulations-2022-23/)

**Expectations**

As a trainee following an ITE programme at Edge Hill University, Faculty of Education, for all aspects of the programme you are following, you will:

* Demonstrate high standards of honesty and integrity.
* Treat pupils/learners in all settings, and others, including fellow trainees and all staff in the Edge Hill University Partnership, with humility and dignity and communicate professionally in all contexts.
* Have a commitment to take responsibility in embracing the principles of equality, diversity and inclusion and bring them to life in all you do each day. [Equality, Diversity and Inclusion (EDI) Strategy - Edge Hill University](https://www.edgehill.ac.uk/document/equality-diversity-and-inclusion-edi-strategy/) and be mindful of the [Framework for Anti-racism in ITE/T](https://www.ncl.ac.uk/social-science/research/anti-racism-framework/)
* Show due regard for the ethos and values of the university both in the setting where the programme is delivered and at any other setting in which you are placed. You will follow the policies, procedures and codes of practice and conduct, including safeguarding pupils’/learners’ well-being, in accordance with statutory provision. Any concerns should be reported to: [foesafeguarding@edgehill.ac.uk](mailto:foesafeguarding@edgehill.ac.uk)
* Maintain professional confidentiality at all times, and in all professional practice contexts.
* Demonstrate professional behaviour and relationships in both formal and informal contexts. You will observe boundaries in line with a teacher’s professional position and responsibilities. For those on programmes of QTS, trainees must adhere to expectations as outlined within Part Two of the Teachers’ Standards: Personal and professional conduct which may be accessed at:

<https://www.gov.uk/government/publications/teachers-standards>

* Ensure that if social networking sites are used, details are not shared with children and young people and privacy settings are set at maximum. A professional approach should be taken at all times, with no detrimental mention of any educational settings (including EHU), colleagues, peers, pupils/learners, parents/carers. Trainees should not engage with any parents/carers through social media channels.
* Take responsibility for your own learning and development, ensuring a professional and accountable approach to all aspects of the programme and contribute fully to the life of the school when on professional practice – adhering to the EHU Academic Programme Engagement Policy (APEP):

<https://www.edgehill.ac.uk/documents/academic-programme-engagement-policy-faculty-of-education/>

* Take responsibility for managing the demands of the profession by looking after your personal well-being and actively developing resilience strategies.
* Show an active willingness to engage with, listen to and act on feedback and advice from Mentors and Link Tutors across the Edge Hill University Partnership.
* Actively reflecton your learning and teaching experiences in order to set targets, plan actions, improve,achieve and attain highly**.**
* Participate and actively engage in all learning and teaching experiences, and activities; and engage with the full range of feedback mechanisms, such as trainee surveys, trainee consultation and focus groups.
* 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 in line with expectations set at professional practice briefings.
* Notify the university of any pertinent changes in circumstances which may impact upon your capacity to teach, for example changes to DBS, cautions, reprimands, convictions, bans and prohibition orders, including any related pending situations.

**Breaches of Conduct**

Breaches of conduct may result in one or more of the following sanctions:

* Departmental Progress Meetings (DPM’s) to address suitability to continue on a programme of ITE. (Details of which may be found in programme documentation).
* A placement being temporarily suspended by a setting/school pending an investigation.
* A placement being terminated by a setting/school.
* A recommendation to attend a Fitness to Practice Panel: [Appendix 17 – Fitness to Practise Procedures: 2021-22 - Edge Hill University](https://www.edgehill.ac.uk/document/appendix-17-fitness-to-practise-procedures-2021-22/)

**Appendix B - Additional Support for Student at Risk (Cause for Concern Form)**

You have been identified as a trainee not meeting the expectations for this stage of your professional practice placement. This document outlines the additional support you will receive and the specific actions you need to take. Your progress against the areas of concern will be reviewed following a 7-day period.

| Name of trainee  Student ID no |  | Programme |  |
| --- | --- | --- | --- |
| Name of mentor |  | Professional Practice Phase |  |
| Name of link tutor |  | School/Setting name |  |
| PAT/PT |  | Year/Group |  |

|  |  |
| --- | --- |
| Date of Additional Support Meeting  (following Weekly Development Summary) |  |

|  |  |
| --- | --- |
| Area of Concern  ☐ High Expectations and Managing Behaviour  ☐ How Pupils Learn, Classroom Practice & Adaptive Teaching  ☐ Subject Knowledge and Curriculum  ☐ Assessment  ☐ Professional Behaviours | Details |
|  |

|  |
| --- |
| Outline of additional support provided |
|  |

|  |
| --- |
| Actions to be taken by trainee |
|  |

| 7-day review of progress made  (at Weekly Development Summary Meeting) | Details |
| --- | --- |
|  |
| Outcome:  Issues resolved?\*  \*Please inform LT of outcome | YES (Continue to monitor at future WDS Meetings)  PARTIALLY (Extend and set further 7-day review)  NOT SUFFICIENTLY (Refer to Link tutor to consult departmental AHoD  (ITE) to schedule Departmental Progress Meeting) |
| Date for DPM  (if applicable) |  |
| Date: |  |
| Mentor signature |  |
| Student signature |  |