PROFESSIONAL EDUCATION

BA (Hons) Teaching, Learning and Child Development

Work-based Learning Handbook
for
Students, Visiting Tutors and Settings

2015 - 2016
Disability Support Services Statement

- SpLD (Specific Learning Difficulties) Support Team
- Inclusion Team (Physical and Mental Health)

Our approach is friendly yet professional and you can discuss your individual learning requirements in complete confidence. It is important to contact us as early as possible.

**SpLD Support Team:** Based in the University Library, 1st floor

You can contact us in relation to:

- SpLD assessments (Dyslexia, Dyspraxia)
- Specialist SpLD support
- Using assistive technology
- Applying for Disabled Students’ Allowances (DSA)
- Visual stress / Meares-Irlen

**The Inclusion Team:** Based in the Student Information Centre (SIC), ground floor

If you have specific requirements due to a physical or sensory impairment, mental health/anxiety issues, health condition, an autistic spectrum condition, or needs emerge when you are studying here, we can advise you on:

- Applying for Disabled Students’ Allowances (DSA)
- Specialist and/or personal support
- ‘Reasonable adjustments’ to learning, teaching and assessment
- Accessible facilities and equipment

**SpLD Support Team**

In person: University Library, Ormskirk, 1st floor
Tel: 01695 584372
E-mail: SpLD@edgehill.ac.uk

**The Inclusion Team**

In person: SIC, Ormskirk, ground floor
Tel: 01695 584190
E-mail: InclusionTeam@edgehill.ac.uk
Equality and Diversity – Policy Summary

**Edge Hill University**’s vision is to ‘provide an environment where everyone feels able to participate, contribute, enjoy and influence their experience; and where inclusive practices underpin everything we do. Respect for, and celebration of, individual diversity will shape institutional strategy, direction and behaviour.’

**The University** seeks to identify and eradicate any practice which discriminates on the basis of race, disability, sex, gender re-assignment, age, sexual orientation, marriage and civil partnership, pregnancy and maternity, religion, belief or none, or socio-economic background.

**The University** recognises that equality and diversity embraces all aspects of employment and service delivery including curriculum; teaching; learning and assessment; research issues; and extra-curricular activities.

**The University** makes it a condition of service and admission that staff and students adhere to the Equality and Diversity Policy. Any breaches of this are dealt with under the Staff or Student Disciplinary Procedures, as appropriate.

**The University** makes every effort to ensure that traders, contractors, institutions, organisations or individuals who interact with Edge Hill University are aware of the policy. Discovery by the University of any inequitable policy or practice by them may result in Edge Hill University breaking links and ceasing to do business with them.

**Edge Hill University** widely distributes this policy summary and accompanying Equality and Diversity Policy throughout the University.

**Making Contact**
Students are encouraged to make any concerns known. The first point of contact for this is the Student Services Information Desk in the Student Information Centre on the Ormskirk campus (01695 584554, or student services@edgehill.ac.uk). The Student Information Officer will refer you on to an individual member of staff as appropriate.

A full copy of the Equality and Diversity Policy can be obtained from the Student Services Information Desk or from Edge Hill University’s web site [www.edgehill.ac.uk](http://www.edgehill.ac.uk).
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Welcome

We would like to welcome you to our Professional Education Programme at the Faculty of Education.

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 and research for the children’s workforce with a reputation for the highest quality provision, partnership working and delivery.

The area of Professional Education at the Faculty of Education provides a solid foundation and environment for real impact on the quality of education and development for those preparing for employment or currently working in the children’s workforce.

Our Professional Education team is driven by a commitment to exceptional practice and research, high levels of achievement and providing opportunities for all, and sees its partnership with students as crucial in achieving this ambitious vision.

We strive to provide an outstanding student experience as well as support you in your future employment opportunities or further professional development, tailoring our programmes of study to match the demands of the employers.

We very much look forward to working with you and wish you every success in your studies.

Liana Beattie,
Assistant Head of Professional Education
| PD Partnership Development Officer | Tel: 01695 650811  
E-mail: loughrea@edgehill.ac.uk |
|-----------------------------------|-------------------------|
| Assistant Head (Professional Education) | Liana Beattie  
E-mail: Liana.Beattie@edgehill.ac.uk |
| Administration | Tel: 01695 657681  
E-mail: UGProfessionalEducation@edgehill.ac.uk |
| Programme Leader | Gillian Pye  
E-mail: pyeg@edgehill.ac.uk |
| Course Leader | Sue Williams  
Tel: 01695 650874  
E-mail: williams@edgehill.ac.uk |

First point of contact for Mentors: Course Leader

First point of contact for students: Administration
PROGRAMME OVERVIEW

The BA (Hons) TLCD is an innovative programme designed for those who strive to be working in the school environment in a teaching role within the primary age phases. Edge Hill University offers this degree via full-time face-to-face taught sessions with some aspects of independent, directed and online learning.

The programme is designed to provide students with a high quality education and placement experience within Edge Hill University and aims to develop professional and vocational knowledge, understanding and skills. We aim to ensure that you find the programme challenging, innovative, rigorous and, we hope, enjoyable and rewarding! We aim to make your studies lively and interesting by providing high quality teaching, guidance and support. In return, we hope that you actively engage with your own learning and participate in paired and group activities. We recognise your commitment and value your feedback on how this innovative programme is designed and delivered. The programme requires a great deal of commitment from students, and is designed to provide personal enrichment and assist your professional and vocational development.

OVERVIEW OF PLACEMENT AND EXPECTATIONS BY YEAR

General Expectations

- **Professional Attitude**
  - Punctuality
  - Directed time
  - Dress code – personal appearance
- **Attendance**
  - Relationships
  - Personal organisation
In addition you should ensure that you

- become fully involved in the corporate life of the setting under practitioners’ guidance;
- behave in a professional manner and work positively and co-operatively with the practitioners, children, parents and your mentor;
- further develop your understanding of the aims and practices of the setting;

Evaluations and Reflections

Students are expected to evaluate and reflect on ALL of their activities and experiences throughout the placement. These reflections will support you in identifying relevant targets for your further professional development throughout your studies.
PLACEMENT EXPECTATIONS BY YEAR

Year 1

<table>
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<th>PLACEMENT</th>
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<tr>
<td>Start 11&lt;sup&gt;th&lt;/sup&gt; April 2016</td>
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<tr>
<td>Finish 20&lt;sup&gt;th&lt;/sup&gt; May 2016</td>
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Year 2

<table>
<thead>
<tr>
<th>PLACEMENT</th>
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<tbody>
<tr>
<td>Start 11&lt;sup&gt;th&lt;/sup&gt; January 2016</td>
</tr>
<tr>
<td>Finish 26&lt;sup&gt;th&lt;/sup&gt; February 2016</td>
</tr>
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INFORMATION FOR MENTORS

Professional Education full-time programmes with substantial work-based element are dependent on a strong partnership between Mentors, the University and students. Partnership relies on shared goals with their concomitant benefits to the organisations and individuals concerned, clearly defined roles and responsibilities, effective communication channels and mutual respect.

All programmes incorporate a Mentor support component, the aim of which is to assist students in the transmission of knowledge and skills and to encourage students to develop reflective practice. In this respect, Mentors act as a link between the academic content and the students’ practical experiences in educational settings. Mentors are part of a system of advice and support in the context of ongoing student development.

Work-based learning is incorporated into the Programmes' curriculum in a form of work-based modules in each level of the Programmes, which are designed to help students develop vocational skills and knowledge in the workplace through a process of critical reflection, analysis and target setting. Students will develop their practical competences, skills and knowledge through specific directed tasks related to each module. These work-based modules are facilitated and monitored by appropriate Mentors and Edge Hill University Visiting Tutors in line with the Faculty of Education and institutional policies.
Mentor Training

All students on all full-time Undergraduate Professional Education Programmes are assigned a Mentor. It is the responsibility of the educational setting to provide a Mentor. The Mentor will be expected to undertake training, provided by Edge Hill University Visiting Tutor, to ensure that they are fully conversant with the role in order to maximise the student experience. The one-to-one training will take place in the setting during the training visit of Edge Hill University Visiting Tutor, and will last about an hour. The date of the training visit will be arranged by agreement between the Mentor and EHU Visiting Tutor and, normally, will take place before the start of the Work-based placement. During the training visit Mentors are introduced to generic skills associated with mentoring and the specific requirements of each individual programme. Mentor training resources will also be available for the Mentors to access online within the Professional Education section on Edge Hill University webpage.

The Mentor’s responsibilities include:

- Ensuring that a student receives an appropriate induction, including aspects of health and safety
- Undertaking the Edge Hill University Mentor training in advance of the placement start date
- Informing Edge Hill University Course Leader – the designated lead person and key contact – in relation to any student absence or placement concern
- Supporting the student throughout their setting-based tasks, as outlined within the Professional Education Work-based Learning Handbook
- Discussing the self-review and providing appropriate support and advice; agreeing realisable and appropriate targets and an action plan, alongside signing off the self-review, where required
- Facilitating opportunities for the student to complete their targets and providing a report on student progress against set targets, when required
- Supporting students’ development and assisting, when they are in difficulty, if necessary, by renegotiating and documenting agreed targets
- Reviewing student progress at mid-point and end of each year
- Prompting the student to develop and maintain a high quality Professional Development Portfolio
- Responding to requests for help when needed by the student. Liaising with the Course Leader, the designated lead person and key contact, over any placement concerns or difficulties, or where student progress is not being made
- Evaluating the placement experience as part of the Area Quality Assurance process.
Mentor Evaluation of Work-based Learning Experience

We have a range of procedures to ensure we review, evaluate and enhance all processes associated with Work-based Learning Experience. This is undertaken through student evaluation, Mentor evaluation, Visiting Tutor setting visits, Course Leader feedback, Partnership Development Officer feedback, end-of-placement report forms and Programme Self-Evaluation Documents. Following completion of the placement by the student/s, Mentors will be asked to complete an evaluation form that would help us to improve and enhance our students’ experiences as well as enhance our partnerships with the settings.

INFORMATION FOR EDGE HILL UNIVERSITY VISITING TUTORS

Edge Hill University Visiting Tutors support both students and Mentors within the partnership collaborative process. The Visiting Tutor will arrange to meet with the Mentor before the start of the placement to arrange a one-to-one Mentor training session. The Visiting Tutor will also arrange to visit the student on placement in order to assess progress in terms of activities undertaken and to set targets. The Visiting Tutor will contact the Mentor once again during the year to discuss the programme requirements and student progress against set targets.

Edge Hill University’s Visiting Tutor responsibilities include:

- Ensuring that a named Mentor is actively working with the student and has undertaken Edge Hill University’s Mentor training
- Ensuring that all relevant Work-based Learning documentation is signed and returned to Edge Hill University, including Work-based Learning Agreement and Health and Safety Checklist
- Contacting the student and educational setting within the first weeks of placement start date, ensuring that the student is properly prepared to begin the setting-based tasks, alongside ensuring an appropriate setting induction has taken place
- Liaising with the relevant and appropriate Course Leader, monitoring any reported student absence and student attendance whilst on placement
- Ensuring visits to placements are arranged, documented and undertaken as per individual programme’s requirements
- Establishing that appropriate setting-based tasks and activities are being undertaken and taking remedial action where appropriate
- Producing a written report of the visit and distributing the report to all stakeholders, when required
- Encouraging the student to use a variety of approaches to gain maximum benefit from the educational setting – signposting the student to further opportunities in the placement environment
- Liaising with the appropriate and relevant Course Leader and Mentor, monitoring the progress of the student whilst on placement and assisting and intervening where necessary
- Verifying the completion of the setting-based tasks. Identifying areas for development and taking remedial action where appropriate
• Supporting and advising the student on their personal and professional development
• Regularly monitoring and commenting upon the student’s Professional Development Portfolio

**EUH Visiting Tutor Evaluation of Work-based Learning Experience**

We have a range of procedures to ensure we review, evaluate and enhance all processes associated with Work-based Learning Experience. This is undertaken through student evaluation, Mentor evaluation, Visiting Tutor setting visits, Course Leader feedback, Partnership Development Officer feedback, end-of-placement report forms and Programme Self-Evaluation Documents. Following completion of the placement by the student/s, Visiting Tutors will be asked to complete an evaluation form that would help us to improve and enhance our students’ experiences as well as enhance our partnerships with the settings.

**INFORMATION FOR STUDENTS**

**Student Roles and Responsibilities**

Students on the full-time Professional Education programmes engage in a phased placement induction that takes place at the start of their programme, when the expectations and requirements of Work-based Learning experience are explored. Students are expected to be proactive in identifying their targets and developmental needs, and use their time, whilst on placement, to develop their knowledge and understanding of the relevant aspects of practice and achieve their developmental targets.

All educational settings can expect that students will:

• Adopt a professional approach to all aspects of their placement 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 their Mentor at agreed times and engage constructively with feedback offered
• Take a full and active part in their Work-based Learning experience
• Contact their placement provider prior to the placement start date for introductions to be made
• Contact their placement provider and Edge Hill University on the first day of absence from their placement
• Engage in driving their progress forward, seeking every opportunity to observe and become fully involved in the placement experience
Students recognise their responsibilities by signing a Code of Conduct at the start of their programme of study. Edge Hill University treats breaches of this Code of Conduct very seriously and will implement the Academic and Professional Review Mechanism (APRM) as soon as a breach is reported.

Placement Working Times

It is expected that a full day should be no longer than 7 hours excluding lunch break. Start and finish times should be negotiated between settings, students and where appropriate, Edge Hill University Visiting Tutors.

During induction days, it is anticipated that the student will undertake a setting-based induction, familiarise themselves with the setting policy, procedures and routines, meet staff and children and understand the context of the setting.

It is also anticipated that time will be allocated to the student for them to meet with a senior member of the setting staff in order to discuss their placement requirements and the work-based tasks.

Non- Contact Time during Placement

Students should be allocated non-contact time during their block placement.

- 20% non-contact time, to be spent meeting mentor or tutor, completing preparatory planning or development of setting-based tasks. This will usually be work that does not involve the children and should take place in another area of the setting.

The remaining 80% is direct contact time working with children and setting based staff, observing children and practitioners, enhancing the environment, and undertaking the practical aspects of setting-based tasks.

If a student ceases their placement without the consent and full support of their Visiting Tutor and the Course Leader, then it will be deemed that the student has failed their placement, and this may negatively impact on their assessment for the Programme.

Student Evaluation of Work-based Learning Experience

We have a range of procedures to ensure we review, evaluate and enhance all processes associated with Work-based Learning Experience. This is undertaken through student evaluation, Mentor evaluation, Visiting Tutor setting visits, Course Leader feedback, Partnership Development Officer feedback, end-of-placement report forms and Programme Self-Evaluation Documents. Following completion of the placement, students will be asked to complete an evaluation form that would help us to improve and enhance our students’ experiences as well as enhance our partnerships with the settings.
Lines of Communication: Who do I ask if I have a query or a concern?

If you have a query relating to procedures, timetables or locations, have you first checked all the necessary documentation for your year group, including booklets and notices on Learning Edge? Have you checked with your members of your peer group?

If you have a **personal** concern or an **academic** query (e.g. in relation to your academic writing)

Please make contact with your **Personal Tutor** initially via email to arrange a time to meet. Your personal tutor will usually be able to resolve your issues or direct you to the most appropriate point of contact.

If you have a concern or query in relation to your **Work-based Learning**

If your Work-based Learning has not yet started please contact your **personal tutor**
If your Work-based Learning has started then please contact your work-based **Mentor** or your **Visiting Tutor**

If you have a query relating to a particular **module** (including the content, tasks or assignment)

Please contact the **individual module tutor** who teaches you for that module in the first instance.

Your module tutor will usually be able to resolve your issues, however, if necessary they may be referred to the **Module Leader**.

If necessary your personal tutor, visiting tutor or module leader will refer your queries or concerns on to your **Course Leader**. NB: Due to data protection we cannot discuss your query with anyone other than you.

Certain matters may be referred by the Course Leader to the **Programme Leader**. NB: You should not make contact with the Dean of Education, Assistant Head of Area or the Head of Area.

For wider support outside the faculty please access support from Student Services or Learning Services.

**Student Services for**
Accommodation/ Counselling/ Health/ Careers/ Finance /Inclusion/ Childcare/ Faith Support/ Social Support
Open: 8:30am-7:30pm Monday to Thursday and 8:30am-5:00pm Friday
Tel: 01695 584554
https://www.edgehill.ac.uk/studentservices/student-information-desk/

**Learning Services for**
Library/ IT help / Media Facilities /SpLD support
Tel: 01695 650800
Email, live chat or text message – ehu.ac.uk/askus
PROFESSIONAL DEVELOPMENT PORTFOLIO

The professional development portfolio (PDP) is a file that students will compile over the duration of the course. The Programme requirement for PDP file includes all the information that demonstrates evidence that students are developing as a professional. **It is for students’ own personal and professional use and will not be formally assessed.** The student is directed to keep and update their PDP regularly, as it can be used for progression to further programmes of study, such as PGCE, seeking future employment, or for any other professional purpose.

Both personal tutor and mentor will require to see it during the programme. PDP file should have 3 sections

**Section 1**
- Personal and Professional details (name, place of work, name of work based tutor/personal tutor and mentor.)
- An up to date Curriculum Vitae
- An up to date Personal Statement

**Section 2**
- Any certificates obtained for course attendance or completion.
- Any observations carried out by other professionals in the workplace.
- Any mentor reports received

**Section 3**
- Copies of material produced by the student that demonstrates outstanding practice.

**Section 4**
- Professional Practice Portfolio (PPP) which includes all placement related tasks as described on p.23
Health and Safety (Information for the settings)

The University and school/college/setting have a duty of care towards the trainee/student while they are in the school/college/setting.

In order to fulfil this duty of care the University will:

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

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

We expect you to treat trainee/students 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/student with information on the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions
- Include the trainee/student 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 trainee/students
- 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/student 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/student

All schools, colleges, settings have indicated on the online portal their agreement to the terms and conditions of the Partnership Agreement which included a health and safety checklist. This confirmed that the school, college, setting will ensure that all Edge Hill University trainees/students are trained on identified key health and safety procedures at the beginning of each period of Professional Practice/Placement. By signing in acceptance of this agreement, schools, colleges and settings are confirming that they will adhere to these roles and responsibilities.
Insurance

Edge Hill University assumes that you will have Employer Liability and Public Liability insurance in place for the period of the Professional Practice/Placement and that these will apply to a trainee/student 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.

Pregnancy

Disclosure of pregnancy is at the trainee/student’s discretion, but in the interests of health and safety and to ensure that appropriate support is provided, we strongly advise trainees/students to make this known to their tutor or other appropriate member of University staff at an early stage.

On the occasion that a trainee/student discovers that they are pregnant mid-placement; they should inform their mentor or teacher. If this happens, please ask the trainee/student to contact their University tutor. Alternatively, ask their 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/student and partner institution. If the pregnancy goes beyond 34 weeks, the trainee/student must provide a note from their doctor stating that she is fit to work.
Trainee Teacher/Student advised to contact Personal Tutor and Professional Practice/Placement Mentor to re-assess if there are any new health concerns relating to the pregnancy.

Carry out a Risk Assessment based on the initial assessment and any medical advice provided by the Trainee Teacher’s/Student’s GP or midwife.

- **Has a risk been identified?**
  - Yes: **Can the risk be removed?**
    - Yes: **Remove Risk**
    - No: **Postpone (defer) the Professional Practice/Placement for as long as necessary**
  - No: **Regularly monitor and review**

Edge Hill University has the right to pause (or transfer) the Professional Practice/Placement if it is felt that this will be harmful to the pregnant mother or baby’s health.

*Risk Assessment should be reviewed on a weekly basis by the Personal Tutor.*
A Flow Diagram of the Risk Assessment Process if a Trainee/Student is Pregnant

Trainee Teacher/Student to provide Personal Tutor with the MAT B1 proforma when provided by GP (after 20 weeks)

Trainee Teacher/Student advises Personal Tutor of pregnancy OR has given birth in last 6 months OR is breast feeding

Edge Hill Pregnancy Risk Assessment to be completed

Personal Tutor, Professional Practice/Placement Mentor and Trainee Teacher/Student determine the suitability of Professional Practice/Placement

If unsuitable:

New Professional Practice/Placement sought and process begins again. This may cause a delay to the actual start date

If unsuitable:

Personal Tutor undertakes a full Risk Assessment with the Professional Practice/Placement Mentor and Trainee Teacher/Student

Copy of Risk Assessment Forms to be retained by Professional Practice/Placement Mentor

Copy to be provided to:

- Trainee Teacher/Student
- Personal Tutor
- Programme Leader
- Course/Year Leader
- Head of Area
## Sample Programme of Activities during Placement

<table>
<thead>
<tr>
<th>Induction Day 1 – 2</th>
<th>Students are expected to:</th>
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<tbody>
<tr>
<td></td>
<td>• Introduce themselves to managers and practitioners</td>
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<tr>
<td></td>
<td>• Find out about the setting routines and context</td>
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<td></td>
<td>• Negotiate their working times for the placement</td>
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<table>
<thead>
<tr>
<th>Induction Days 3 – 6</th>
<th>Students are expected to:</th>
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<tbody>
<tr>
<td></td>
<td>• Participate in a setting-based induction, to introduce the student to the setting policy, procedures and practices</td>
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<tr>
<td></td>
<td>• Become involved in the daily life and work of the setting, supporting the setting early years practitioners, as directed, in the care and learning routines and experiences of the children</td>
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<tr>
<td></td>
<td>• Begin to find out about the observation, assessment, planning and recording processes in the setting</td>
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<tr>
<td></td>
<td>• Begin to find out about the diversity of children’s needs and how they are met in the setting</td>
</tr>
<tr>
<td></td>
<td>• Develop and maintain their Professional Development Portfolio</td>
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<tr>
<td></td>
<td>• Attend staff meetings or planning meetings, where appropriate</td>
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<tr>
<td></td>
<td>• Discuss/negotiate with mentor their ideas for setting-based tasks</td>
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<table>
<thead>
<tr>
<th>Placement days</th>
<th>Students are expected to:</th>
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<tbody>
<tr>
<td></td>
<td>• Continue to be involved in the daily life and work of the setting, supporting the practitioners, as directed, in the care and learning routines and experiences of the children</td>
</tr>
<tr>
<td></td>
<td>• Become involved in planning for development and learning opportunities and organising the learning environment, indoors and outdoors</td>
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<tr>
<td></td>
<td>• Become a member of the setting team, liaising with all staff and with parents/carers where possible and appropriate</td>
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<tr>
<td></td>
<td>• Observe children’s development and learning</td>
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<td>• Evaluate their own progress and set personal targets in discussion with mentor/tutor</td>
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<tr>
<th>Final days of placement</th>
<th>Students are expected to:</th>
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<tbody>
<tr>
<td></td>
<td>• Discuss their progress and their report with their mentors in the settings.</td>
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<tr>
<td></td>
<td>• Ensure that everything is finalised with the setting, e.g. the return of resources, exchange of information, thanks expressed etc.</td>
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YEAR 1 Student School Based Tasks (linked to Modules)

TLCD 1000 – Personal Professional Development

On successful completion of this module students will be able to
1. Reflect upon observations of teaching and learning to identify aspects of effective practice
2. Demonstrate knowledge and understanding of the principles associated with appropriate standards of professionalism and interpret these within the context of the setting.
3. Plan for their own professional development and future employability
4. Monitor and evaluate their own professional development needs, making sound judgements in relation to the Teachers’ Standards (2013) and set appropriate targets

A key theme running through this module is ‘Me as a learner’. Target setting and reflection on this process will be central to the assessment and learning process. Development will be mapped against a general benchmark of the Teachers’ Standards (2013). Students will have the opportunity to develop their practice through their experience, self-directed study (predominantly supported through the VLE), the mentor’s expertise and the workplace resources. This development will be managed and monitored and assessed both in the workplace by a mentor and by a nominated visiting tutor. The objective is not necessarily to be assessed against the relevant standards by the end of the year (though some will have achieved this) but to have shown systematic progress in the development of the professional skills and knowledge over this time period.

Students will need to gather evidence on Professional Practice Placement 1 to complete the following aspects of the assessment for TLCD1000

- Training Needs Analysis with reference to the Teachers’ Standards (2013) (see p.31-33)
- An action plan with evidence for each target (see p34)
- A multi-media presentation which demonstrates their professional development and progress towards their TNA targets
- A file of naturally occurring evidence to support the presentation (see p35)

TLCD 1003– Pedagogy and Principles of teaching

On successful completion of the module students will be able to
1. Demonstrate knowledge and understanding of the planning, teaching, assessment and evaluation cycle
2. Demonstrate knowledge and understanding of, and the analysing of, curriculum models and approaches
3. Demonstrate knowledge and understanding of current planning and assessment procedures, policies and practice, including those within different curriculum approaches
4. Evaluate assessment theory.
Students will reflect on planning, assessment and evaluation within teaching and learning. They will explore the political priorities and current views on evaluation, assessment and accountability in theory and practice. Students will utilise a range of study skills developed in previous modules to identify and interpret key features of good practice and experiment with a range of teaching, learning and assessment strategies.

**Students will need to gather evidence on Professional Practice Placement 1 to complete directed tasks set during TLCD1003 sessions.**

- Observing lessons
- Collecting information regarding engaging starters and plenaries to lessons
- Talking to staff about different ways of planning and recording this in the reflective log

**TLCD 1004 – Preparing to teach KS1 and KS2**

On successful completion of the module students will be able to

1. Demonstrate secure knowledge and understanding of the requirements, structure, approach and content of the primary curriculum including the National Curriculum
2. Demonstrate a developing level of subject knowledge to support their teaching of one area of the National Curriculum
3. Plan, teach, assess and evaluate one area of the National Curriculum to groups or the whole class, demonstrating progression and continuity.
4. Reflect on professional practice and review targets in relation to Teachers' Standards 2013

This module is designed to be a supportive experience which allows students to gain confidence through working with a professional practitioner. In addition, this experience is designed to ensure students will demonstrate the individual qualities and subject knowledge that they possess whilst working with the children.

The module introduces students to practical aspects of the role of a teacher in school, in a highly structured context. It lays a foundation for them to achieve the outcomes of the module and provides them with experiences that enable them to achieve the learning outcomes of other modules. In addition, this module builds on students’ development of their personal subject competence in English, Mathematics and Science and their study of children's development and learning. It also builds on their study of educational research methods and their study of generic English, Mathematics and Science curriculum development issues.
Students will need to gather evidence on Professional Practice Placement 1 to complete directed tasks set during TLCD1004 sessions.

- A Teaching and Learning file containing 3 lesson plans in a subject of the students’ choice which have been taught and evaluated.
- A TNA against the Teacher’s Standards and action plans

**TLCD 1111 – Professional Practice Placement 1**

On successful completion of the module students will be able to

1. Reflect upon observations of practice to identify aspects of quality provision
2. Demonstrate the development of skills and knowledge in relation to their vocational practice.
3. Demonstrate appropriate standards of professional values and practice.
4. Build effective and professional relationships with children and practitioners

The structure of the initial Professional Practice Placement will provide opportunities for students to

- build upon setting experiences already gained
- reflect upon their learning and development and identify areas of strength and areas for continuing development
- reflect upon their ability to work as a member of a team
- analyse a range of professional issues and progressively demonstrate a critical and creative approach to professional practice

**Students will need to gather evidence on Professional Practice Placement 1 to complete their Professional Practice Portfolio (PPP)**

The student whilst on placement will complete a Professional Progress Portfolio of evidence (PPP). There are 8 tasks that need to be completed as part of this portfolio, and are detailed in the following pages.

- Task 1 Reflective Log
- Task 2 Tracking a pupil
- Task 3 Tracking a Colleague
- Task 4 Observation of Best Practice
- Task 5 Displays
- Task 6 SEND
- Task 7 Behaviour for Learning
- Task 8 The role of the Teaching Assistant
Task 1 - Reflective Log

This reflective log will be individual to the student and they are able to structure this task in their own personal way. They should reflect, analytically on the placement. This could include such things as lesson observations, formal meetings and curriculum related activities. They should consider the following questions to help them reflect:

- How did you feel during the day?
- To what extent were your preconceived ideas met or challenged?
- What new information or ideas where generated?
- What different types of approaches to teaching and learning have you observed?
- Your role and performance?
- How did you function and interact effectively?
- What have you learned about what you have observed

The student is expected to evaluate their learning and evaluate examples of best practice which they have observed.

Task 2 - Tracking a Pupil

Prior agreements must be obtained from the Mentor/class teachers that a particular pupil can be tracked for a day. The exact parameters for the tracking must be agreed e.g: not at break/lunch times.

It is recommended that some or all of the following are discussed:

- The range of activities and learning experiences
- Basic routines of the day e.g. how the pupils line up and enter and leave the room.
- Pupil’s contribution in lessons
- Pupil’s reactions of various aspects of the day
- How enjoyable and productive the day was for the pupil
- Learning that takes place outside the classroom

A pseudonym must be used so that the pupil cannot be identified

Task 3 – Tracking a Colleague

With prior agreement they are asked to track a colleague for a day from arrival to departure. The write-up should consider the specific job role of the teacher, how much time is spent teaching, the teachers approach to lessons and the challenges and rewards for the teacher throughout the day. A pseudonym should be used so that the teacher cannot be identified.
Task 4 – Observation of Best Practice

Students are required to collect evidence of and evaluate examples of best practice in relation to teaching, learning and assessment.

Task 5 – Displays

Students are asked to look around the educational setting, at various displays and consider the different types of displays. Students are able to consider which they like offering reasoned responses, supporting their judgements and evidence. Students will be expected to contribute to classroom display, offering evidence of this in their PPP.

Task 6- SEND

Inclusion – for this task, students are asked to examine the setting’s SEND policy and consider the approach to inclusion within the educational setting. Students should make observations of dealing with SEND pupils in practice, recording this in their PPP.

Task 7 - Behaviour for Learning

Behaviour for learning – students are asked to examine the setting’s behaviour policy and consider the different approaches to classroom management in relation to behaviourism or humanism, recording these observations in their PPP.

Task 8: Role of the Teaching Assistant (TA)

The students will be required to conduct a semi-structured interview with the TA determining their roles and responsibilities, recording this in their PPP.

Additional setting information

The student is required to gather as much information about the educational setting as possible, this should enable them to gain a much clearer insight into the wider context of the setting. For example, the settings:

- OFSTED report
- Teaching Learning and Assessment policy
- Exemplar newsletters / communications with parents and the community
- School Prospectus
- Staff Handbook
- Data relating to pupil performance in national tests and public examination.
- Data relating to the socio-economic range of pupils within the school

All student complete a Professional Practice Placement Portfolio

All students will have the same first page, contents page and profile of their PPP.
Professional Practice Placement 1 (PPP1) Portfolio

Name:

School Name:

School contact phone number/ email:

Head Teacher:

Mentor:

Class Teacher:

Visiting Tutor:

Visiting Tutor email:

Expected time of arrival:

Expected departure time:

Lunch time:

Extra-curricular activities involved in:
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Section 12 TLCD1004  Preparing to teach KS1 and KS2
YEAR 2 Student School Based Tasks (linked to Modules)

TLCD 2000 – Personal Professional Development

On successful completion of this module students will be able to

1. Plan for and critically reflect upon their own professional development and apply these values and behaviours to future employability.
2. Demonstrate knowledge and critical understanding of an area of personal educational interest in order to exemplify intellectual curiosity
3. Accept continuing responsibility for, and exercising commitment to, the development of their professional skills, knowledge, understanding, attitudes and values embodied in the Teachers Standards (2013)
4. Critically review their understanding of reflective practice and the theories associated with this
5. Critically analyse and evaluate aspects of professional values, beliefs and practices; developing arguments and proposing solutions that arise from this.

This module will develop students' study at Level 5. Development will be mapped against the general benchmark of the Teachers' Standards (2013). Students will have the opportunity to develop their practice through their experience, self-directed study (pre-dominantly supported through the VLE), the mentor's expertise and the workplace resources. This development will be managed, monitored and assessed both in the work place by a mentor and by a nominated visiting tutor. Target setting and reflection will be central to the module, providing continuing opportunities for students to set personal targets and to pursue aspects of their own learning, including the enhancement of academic writing skills, personal resilience and professional skills.

Students will need to gather evidence on Professional Practice Placement 2 to complete the following aspects of the assessment for TLCD 2000

TLCD 2001 Behaviour for Learning

On successful completion of this module students will be able to

1. Analyse the factors involved in considering the needs of every child as an individual and as a learner
2. Critically evaluate the role of all involved in helping pupils learn and develop effectively, and the key role played by the class teacher and other supporting adults.
3. Critically evaluate the appropriateness of different approaches to behaviour for learning
4. Develop a theoretical perspective that contributes to the study of behaviour for learning including, emotional, psychological, sociological and historical perspectives.
The module will investigate the spectrum of behaviour for learning in conjunction with the social and emotional areas of child development, building upon concepts in TLCD1001. It will provide an opportunity for the students to gain knowledge and understanding of why some pupils experience difficulty in managing their own behaviour. The module will consider effective, practical strategies for dealing with behaviour and for promoting and maintaining positive behaviour in relation to learning and attainment; as well as deploying those employed to support pupils who exhibit challenging behaviour in the classroom. Positive behaviour enhances attainment in learning and contributes to high standards in the wider learning environment. Students will explore proven strategies for promoting positive behaviours and regular attendance to enable learners to fully engage in all aspects of education. This is the case for all ages, abilities and phases of learning.

**Students will need to gather evidence on Professional Practice Placement 2 to complete the following aspects of the assessment for TLCD 2001**

**Coursework 1**
The creation of 2 Behaviour for Learning strategies underpinned by relevant rationale and theory, one of which will be trialled on professional practice.

**Coursework 2**
A reflection that evaluates how successful their strategy was in relation to the practice

**TLCD 2002 Leading Learning & Teaching**

On successful completion of this module students will be able to

1. Demonstrate knowledge and critical understanding of relevant theory and policy frameworks relating to leadership and change management within the context of an educational setting.
2. Identify and analyse barriers to change and positive leadership strategies that could effect change; including the leadership skills necessary to affect change.
3. Critically analyse and evaluate leadership change in relation to relevant theory.
4. Critically review and reflect on their understanding of leadership styles and associated theories.

This module focuses upon educational leadership and management in relation to the professional development within educational settings. It provides the opportunity to enhance knowledge and consider the differences between leadership and management. The module will develop an understanding of how current legislative frameworks, relevant theories, current and emergent policy initiatives relate to the professional practice of those working in educational settings, using an enquiry based approach.
Students will need to gather evidence on Professional Practice Placement 2 to complete the following aspects of the assessment for TLCD 2002

Coursework 1
A presentation on a critical exposition of leadership styles and the models of change management deployed within educational settings.

Coursework 2
A reflection on a leadership style from a current educational setting supported by relevant theories.

TLCD 2003 Preparing for Research
On successful completion of this module students will be able to
1. Demonstrate an understanding of the diversity of, and engage in a critical analysis of, research Methods
2. Access relevant research from a range of sources and use a set of standards in the critical reading and assessment of research literature
3. Clearly communicate the progress of your chosen research in an analytical and critical manner

This module introduces students to research methodology and the importance of completing an initial research plan as a means of scaffolding preparation for a future research project. Students will focus on the development of critical reading and critical analysis of a wide range of texts. Students will develop an understanding of the ethical approaches within educational research and will gain ethical consent for their future project.

Students will need to gather evidence on Professional Practice Placement 2 to complete the following aspects of the assessment for TLCD 2003
A series of tasks relating to the research proposal for their chosen area of study including a research proposal and ethics form.

TLCD 2004 Preparing to Teach the Core Subjects
On successful completion of this module students will be able to
1. Justify the choice of creative approaches to teaching the core subjects in relation to the primary curriculum through appropriate medium term planning, teaching, management, assessment and critical evaluation across the phase
2. Identify and analyse where skills, knowledge and critical understanding support strategies which can be applied in relation to the Teacher’s Standards (2013); reflecting critically on these.
3. Demonstrate a thorough understanding of how children learn and apply different concepts of this learning theory within the core subjects.
4. Demonstrate substantial knowledge, and a critical analysis of, approaches to the teaching and learning of the Core Subjects.
This module aims to prepare students who wish to be considered for progression to QTS. To support progression, students will further examine the learning areas of Mathematics, Science, English and Computing within the primary phase to develop their subject and curriculum knowledge. Using work based learning as a context students will be required to demonstrate their ability to make effective use of the planning, teaching, assessment and evaluation cycle in Mathematics, Science, English and Computing. Throughout the module students will be encouraged to engage creatively with teaching and learning in these curriculum areas. A training needs analysis review using the QTS standards will be undertaken to identify areas for continuing professional development.

**Students will need to gather evidence on Professional Practice Placement 2 to complete the following aspects of the assessment for TLCD 2004**

**Coursework 1**
- 1. practice based accounts which demonstrate an understanding and critical analysis of the teaching of English, Mathematics, Science and Computing; drawing on planning, teaching and evaluations within the setting

**Coursework 2**
- A Teaching and Learning file containing 4 lesson plans with and evaluation on each of the core subjects

**Coursework 3**
- A TNA against the Teachers' Standards 2013 and action plans

**TLCD 2222 – Professional Practice Placement 2**

On successful completion of the module students will be able to
- 1. Reflect upon observations of practice to identify aspects of quality provision
- 2. Demonstrate the development of skills and knowledge in relation to their vocational practice.
- 3. Demonstrate appropriate standards of professional values and practice.
- 4. Build effective and professional relationships with children and practitioners

The structure of the initial Professional Practice Placement will provide opportunities for students to
- build upon setting experiences already gained
- reflect upon their learning and development and identify areas of strength and areas for continuing development
- reflect upon their ability to work as a member of a team
- analyse a range of professional issues and progressively demonstrate a critical and creative approach to professional practice
Students will need to gather evidence on Professional Practice Placement 2 to complete their Professional Practice Portfolio (PPP)

The student whilst on placement will complete a Professional Progress Portfolio of evidence (PPP). There are 8 tasks that need to be completed as part of this portfolio, and are detailed in the following pages.

Task 1 Reflective Log
Task 2 Tracking 2 different pupils for a day. These must be from 2 different year groups or key stages.
Task 3 Tracking a Colleague that has a whole school leadership role (not The Head) for the day
Task 4 Observation of best practice related to communication with parents
Task 5 Displays / Assembly
Task 6 SEND
Task 7 Behaviour for Learning
Task 8 The role of the SENCo

Task 1 - Reflective Log

This reflective log will be individual to the student and they are able to structure this task in their own personal way. They should reflect, analytically on the placement. This could include such things as lesson observations, formal meetings and curriculum related activities. They should consider the following questions to help them reflect:

- How did you feel during the day?
- To what extent were your preconceived ideas met or challenged?
- What new information or ideas were generated?
- What different types of approaches to teaching and learning have you observed?
- Your role and performance?
- How did you function and interact effectively?
- What have you learned about what you have observed

The student is expected to evaluate their learning and evaluate examples of best practice which they have observed.

Task 2 - Tracking two pupils from different year groups or Key Stages

Prior agreements must be obtained from the Mentor/class teachers that a particular pupil can be tracked for a day. The exact parameters for the tracking must be agreed e.g: not at break/lunch times.

It is recommended that some or all of the following are discussed:

- The range of activities and learning experiences
- Basic routines of the day e.g. how the pupils line up and enter and leave the room.
- Pupil’s contribution in lessons
• Pupil’s reactions of various aspects of the day
• How enjoyable and productive the day was for the pupil
• Learning that takes place outside the classroom

A pseudonym must be used so that the pupil cannot be identified.

Compare and contrast the different experiences you observe.

Task 3 – Tracking a Colleague that has whole school responsibility (not the Head)

With prior agreement they are asked to track a colleague for a day from arrival to departure. The write-up should consider the specific job role of the teacher, how much time is spent teaching, the activities they are involved in related to their leadership role; the teachers approach to lessons and the challenges and rewards for the teacher throughout the day. A pseudonym should be used so that the teacher cannot be identified.

Task 4 – Observation of Best Practice related to Communication with Parents

Students are required to collect evidence of and evaluate examples of best practice in relation to communication with parents. This could include

• Newsletters
• General letters
• Standard letters regarding attendance and punctuality
• Letters related to school trips
• Web information
• Observation at parents evening
• Observation of interaction between parents and staff when dropping off and collecting students.
• Observation of coffee mornings or other informal gatherings at school to encourage parents to engage with the school
• Observation at family assemblies

Task 5 – Displays / Assemblies

Students are asked to look around the educational setting, at various displays and consider the different types of displays. Students are able to consider which they like offering reasoned responses, supporting their judgements and evidence. Students will be expected to contribute to classroom display, offering evidence of this in their PPP.

Students are asked to become involved in an assembly situation. This may be for the class, year group, key stage or whole school. They are to reflect on the planning and organisation as well as a reflection upon being involved in the actual assembly / series of assemblies.
Task 6- SEND

Inclusion – for this task, students are asked to examine the setting’s SEND policy and consider the approach to inclusion within the educational setting. Students should make observations of dealing with SEND pupils in practice, recording this in their PPP.

Task 7 - Behaviour for Learning

Behaviour for learning – students are asked to examine the setting’s behaviour policy and consider the different approaches to classroom management in relation to behaviourism or humanism, recording these observations in their PPP.

Task 8: Role of the SENCo

The students will be required to conduct a semi-structured interview with the SENCo determining their roles and responsibilities, recording this in their PPP.

Additional setting information

The student is required to gather as much information about the educational setting as possible, this should enable them to gain a much clearer insight into the wider context of the setting. For example, the settings:

- OFSTED report
- Teaching Learning and Assessment policy
- Exemplar newsletters / communications with parents and the community
- School Prospectus
- Staff Handbook
- Data relating to pupil performance in national tests and public examination.
- Data relating to the socio-economic range of pupils within the school

All student complete a Professional Practice Placement Portfolio

All students will have the same first page, contents page and profile of their PPP.
Professional Practice Placement 2 (PPP2)

Portfolio

Name:

School Name:

School contact phone number/ email:

Head Teacher:

Mentor:

Class Teacher:

Visiting Tutor:

Visiting Tutor email:

Expected time of arrival:

Expected departure time:

Lunch time:

Extra-curricular activities involved in:
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 Attendance Expectations and Absence from Placement

Full attendance is a requirement of the Work-based Learning Experience placement and part of your professional responsibility to the staff and children you are working with.

You will maintain a Student Attendance Record (in appendices) throughout the placement, which will be checked and signed week-by-week by your mentor or immediate supervisor (i.e. class teacher). This record will be also checked by your Visiting Tutor and your personal tutor on a regular basis.

If you are unavoidably unable to attend the setting, you are expected to follow the same procedures required of the staff in your placement setting for informing the practitioner of your absence. It is your responsibility to find out what this procedure is on day 1 of your placement.

If your Edge Hill University Visiting Tutor is expecting to visit you on a day, when you are unable to attend, you MUST contact them as early as possible to save them a wasted journey. If you are unable to make contact yourself using the numbers given to you by your tutor, you can ask the Programme Administrator to assist you.

You must also inform your Course Leader on the morning of your first day’s absence and on the first day of your return. You can do this using direct phone numbers (you are able to leave a message if tutors are unavailable to answer the phone) or e-mail.
Academic and Professional Review Procedures for Professional Education 2015-2016

The Professional Education (ProfED) programmes Academic and Professional Review process is the Faculty-based staged approach that operates within the University's Academic Regulations.

1. The Academic and Professional Review Procedures are staged, transparent, fit for purpose and documented for every Student.

2. The Academic and Professional Review Procedures act as a necessary Faculty-based stage in the overall tracking and monitoring of Students’ academic and professional progress on their ProfEd programme.

3. Review meetings may be triggered if tutors have concerns about a Student’s:
   - level of attendance where appropriate
   - performance in University and/or during placement where applicable
   - performance through assessment
   - ability to meet the requirements of the Code of Professional Conduct

4. The procedures should be easily operational in realistic timescales at Programme and Area level, taking into account appropriate issues related to ethics and confidentiality.

5. Clear, easy to understand documentation relevant to each Programme will be provided to Students to enable the procedures to operate smoothly and efficiently.

6. Students will be provided with a copy of the Code of Conduct and a pro-forma which they must sign and return to acknowledge receipt of this document at the beginning of their programme of study.

7. The Faculty Academic and Professional Review procedure has three stages; the stages are detailed in each Programme Handbook. Students who fail to meet their targets from Stage 1 are referred on to a Stage 2 review meeting. If a major concern emerges, this may trigger a direct move to Stage 2 of the review procedure, by passing Stage 1. If Students fail to meet the targets set as part of Stage 2, they move to Stage 3. The final stage of the process, Stage 4, involves referral by the Faculty Associate Dean to the Academic Registrar as identified in The Professional Review Procedures within the University Academic Regulations, 2015/16. The referral will result in action dealt with under the Edge Hill University Code of Behaviour and Disciplinary Procedures.

8. The Head of Area will liaise with the Faculty Associate Dean in relation to the triggering of review procedures beyond Stage 3 and in a case which could potentially involve gross misconduct.

9. The agreed principles should be reviewed and if necessary revised on an annual basis by the Professional Education and Partnership Board.

Administrative Protocol/Procedures for the Academic and Professional Review Meeting (APRM)
1. The Chairs of the two Stage 1 APRMs will forward APRM doc.1A and APRM doc.1B to the relevant Administrator for storage and entry onto the Student Tracking Database.

2. Once the need for a Stage 2 APRM has been identified, the Year/Pathway/Programme/Course Leader should complete a request for APRM (APRM doc.Req); this should include suggested dates for the meeting that all attendees are available for, including the Administrator.

3. The request for the APRM should be emailed to the relevant ProfEd Administrator and the ProfEd Team Leader will be copied in. The ProfEd Administrator will allocate a File Reference Number on the APRM Spreadsheet as follows: APRM/001/Another01 etc.

The ProfEd Administrator will create an individual electronic folder within Y:\FOE\Professional Education\APRM\2015-16

4. An invitation letter (APRM doc.Inv) to the Student will be generated, signed by the Programme/Course Leader and details for confirmation of attendance within a set timescale should be included for the Student to reply via email or phone.

5. If the Student has not confirmed their attendance by the required timescale, then the Administrator will attempt to contact the Student by telephone, sms, Blackboard and email and will keep the Programme/Course Leader advised accordingly. If the Student is unable to attend on the set date of the APRM 2 meeting, the Programme/Course Leader should schedule a new date immediately.

6. If the Student fails to attend the APRM 2, the Programme/Course Leader must immediately arrange an alternative date for the meeting. The Administrator will then send out the new invitation within 24 hours. If the Student fails to attend the alternative APRM 2, this will be an automatic trigger for a Stage 3 APRM.

7. The Administrator will take a partially completed copy of the Summary of Academic and Professional Review Meeting (APRM doc.2) to the meeting and the Assistant Head of Area (Chair) will complete the targets/outcomes at the end of the meeting and must sign, along with the Student, to agree with the contents. A photocopy of the document will be given to the Student at the end of the meeting and the Administrator will store the original on the Student file and update the Student Tracking Database.

8. The Administrator will produce a record of the meeting in the agreed format (APRM doc.2M) within five working days. This should be agreed and signed immediately by the Assistant Head of Area. The record of the meeting will include a date for review. Two copies will be sent to the Student with a covering letter (APRM doc.2L1) requesting that the Student returns one signed copy in the pre-paid envelope by the date indicated on the letter. The Student should retain the second copy.

9. If the signed record is not returned by the Student within 2 weeks, the Administrator will send a reminder email to the Student with a one week extension.
10. If the signed record is still outstanding after the one week extension, the Administrator will send a letter (APRM doc.2L2) to the Student signed by the Assistant Head of Area requesting the signed record to be returned immediately.

11. If after a week the signed record remains outstanding, then a further letter (APRM doc.2L3) on behalf of Head of Area will be sent to the Student to request another meeting for the record of the meeting to be signed.

An electronic copy of the record of the meeting plus all other correspondence will be stored in the Student’s individual folder on the G drive.

The same process will apply to Stage 3 review meetings however the Chair is the Head of Area.

Note – the document reference will change from APRM doc.2 to doc.3 for Stage 3 review meetings

Outcomes

• That at the end of Stage 1, meeting 1 the Summary of Academic and Professional Review Meeting (APRM doc.1A) must be completed with clear targets and outcomes, signed by the Course Leader and the Student. A copy is given to the Student.

• That at the end of Stage 1, meeting 2 the Summary of Academic and Professional Review Meeting (APRM doc.1B) must be completed with clear targets and outcomes, signed by the Programme/Course Leader and the Student. A copy is given to the Student.

• That at the end of Stage 2 meeting the Summary of Academic and Professional Review Meeting (APRM doc.2) must be completed with clear targets and outcomes, signed by the Assistant Head of Area and the Student. A copy is given to the Student.

• That at the end of Stage 3 meeting the Summary of Academic and Professional Review Meeting (APRM doc.3) must be completed with clear targets and outcomes, signed by the Head of Area and the Student. A copy is given to the Student.

• That a clear and accurate record (APRM doc.2M for Stage 2 and APRM doc.3M for Stage 3) of the Academic and Professional Review Meeting is produced and signed by the Chair within five working days. The record should follow a standard agreed format and indicate how and when a review of targets set will be undertaken.

• That all existing good practice models of progress review meetings and records are shared and developed.

• That Programme Teams will operate the agreed procedures through the provision of accurate and relevant documentation in Programme Handbooks and on Learning Edge and that this be made relevant to the specific Programme and Area concerned.

• That the Student Tracking Database is updated accordingly at each stage of the above procedures ensuring that each individual APRM is closely monitored, to ensure complete information is kept on file.
## Summary of APRM Stage 1 – Meeting 1

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<table>
<thead>
<tr>
<th>Programme Leader</th>
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<table>
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<tr>
<th>Date of meeting</th>
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</table>

### Issue raised by Tutor prior to meeting

<table>
<thead>
<tr>
<th>Update on progress</th>
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</table>

### Targets set with Programme/Course Leader

<table>
<thead>
<tr>
<th>Is issue placement related?</th>
<th>Yes/No</th>
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</table>

If yes, please forward a copy of the meeting summary to the Partnership Development Officer.

The information above accurately reflects the outcomes from the meeting.

<table>
<thead>
<tr>
<th>Signature of Programme Leader</th>
<th>Date</th>
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<table>
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<tr>
<th>Signature of Student</th>
<th>Date</th>
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</table>
## Summary of APRM Stage 1 – Meeting 2

<table>
<thead>
<tr>
<th>Student</th>
<th>Student ID</th>
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<tbody>
<tr>
<td>Programme</td>
<td>Year</td>
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<tr>
<td>Programme Leader</td>
<td></td>
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<tr>
<td>Date of meeting</td>
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</tbody>
</table>

Previous targets set with Programme Leader at Meeting 1 and update on progress

<table>
<thead>
<tr>
<th>Is issue placement related?</th>
<th>Yes/No</th>
</tr>
</thead>
</table>

If yes, please forward a copy of the meeting summary to the Partnership Development Officer

The information above accurately reflects the outcomes from the meeting.

<table>
<thead>
<tr>
<th>Signature of Programme Leader</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Student</td>
<td>Date</td>
</tr>
</tbody>
</table>
REQUEST FOR ACADEMIC AND PROFESSIONAL REVIEW MEETING

To: Programme Administrator
Cc: Course Leader

From: 

Date: 

Part I – to be completed by member of academic staff requesting APRM

Name of Student: ________________________________________________________________
Programme of Study: ____________________________________________________________
Year of Study: __________________________________________________________________
APRM Stage: 1 2 3 (circle as appropriate)
Date: ___________ Time: ___________ Location: ________________________________

Persons to attend:
Student ________________________________________________________________
________________________________________________________________________

Brief statement of reasons, to be included in letter to Student

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Dear xxxx

Re: Academic and Professional Review Meeting (APRM)

I am writing to inform you that a Stage 2 APRM has been arranged to discuss identified concerns related to infringements of the Code of Conduct.

This meeting will take place on xxxxxx at xxxx in xxxxxxxx. On arrival please report to the Faculty of Education Reception.

Please confirm your attendance by contacting xxxxx, xxxxxxxx Programme Administrator on 01695 xxxxxx or email xxxxxx@edgehill.ac.uk.

Yours sincerely

xxx xxxxxxxx
Assistant Head of Area
## Summary of APRM Stage 2

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<th>Assistant Head of Area</th>
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<tr>
<th>Date of meeting</th>
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### Reason for APRM Stage 2

- The information above accurately reflects the outcomes from the meeting.

### Targets/Outcomes from Meeting

- Is issue placement related? **Yes/No**
  - If yes, please forward a copy of the meeting summary to the Partnership Development Officer.

### Attendees

- Signature of Assistant Head of Area
  - Date

- Signature of Student
  - Date
ACADEMIC AND PROFESSIONAL REVIEW MEETING

STAGE 2

Meeting with (name, programme/course) on (date) at (time) in (location)

Present:__________________________________________________

Name __________________________ Position ______________________

Summary of events leading up to APRM

Subsequent Discussion

Targets/Outcomes/Recommendations

Date for Review:

Approved ..................................................  ..................  Chair of Meeting

..................................................  ..................  Student
Dear Student Name

RE: APRM Stage 2

Thank you for attending a meeting on (date).

Please find enclosed two copies of the summary record of this meeting. I would be grateful if you could sign one copy to indicate that you agree with the contents and return it in the reply-paid envelope provided by (date). The second copy is for your records.

If you have any queries, please contact me on contact details above.

Yours sincerely

xxxxxxxxxxxxxxxxxx
Assistant Head of Area
Dear Student Name

**RE: APRM Stage 2**

I wrote to you on (date) requesting for you to agree to, sign and return one copy of the Summary record of the APRM Stage 2 meeting. To date this Summary record has not been returned. Please ensure that you return a copy by (date), I have enclosed an additional copy for you to sign and return in the pre-paid envelope provided.

If you have already returned a copy then please contact (Administrator) on (Administrator telephone).

Yours sincerely

xxxxxxxxxxxxxxxxxx
Assistant Head of Area
Dear Student Name

RE: APRM Stage 2

After writing to you twice requesting that you return a signed copy of the Summary record of the APRM meeting, I have still not received this/heard from you. I am now writing to inform you that a meeting has been arranged to discuss this further.

This meeting will take place on xxxxxx at xxxx in xxxxxxx, Ormskirk Campus. On arrival please report to the Faculty of Education Reception.

Please confirm your attendance by contacting xxxx, xxxxxxxx Programmes Administrator on 01695 xxxxxx or email xxxxxx@edgehill.ac.uk.

Yours sincerely

xxxxxxxxxxxxxxx
Assistant Head of Area
Dear xxxx

**Re: Academic and Professional Review Meeting (APRM)**

I am writing to inform you that a Stage 3 APRM has been arranged to discuss identified concerns related to infringements of the Code of Conduct.

This meeting will take place on xxxxxx at xxxx in xxxxxxx. On arrival please report to the Faculty of Education Reception.

Please confirm your attendance by contacting xxxx, xxxxxxxx Programme Administrator on 01695 xxxxxx or email xxxxxx@edgehill.ac.uk.

Yours sincerely

xxx xxxxxxxx
Head of Area
### Summary of APRM Stage 3

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<th>Student</th>
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<th>Programme</th>
<th>Year</th>
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<th>Assistant Head of Area</th>
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<tr>
<th>Date of meeting</th>
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</table>

#### Previous targets set in APRM 2 and update on progress

#### Targets/Outcomes from Meeting

#### Is issue placement related?  Yes/No  If yes, please forward a copy of the meeting summary to the Partnership Development Officer

#### The information above accurately reflects the outcomes from the meeting.

<table>
<thead>
<tr>
<th>Attendees</th>
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<table>
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<th>Head of Area</th>
<th>Date</th>
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<tr>
<th>Signature of Student</th>
<th>Date</th>
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</tbody>
</table>
ACADEMIC AND PROFESSIONAL REVIEW MEETING

STAGE 3

Meeting with (name, programme/course) on (date) at (time) in (location)

Present:

Name Position

Summary of events leading up to APRM

Subsequent Discussion

Targets/Outcomes/Recommendations

Date for Review:

Approved:

................................................................. Chair of Meeting

................................................................. Student
Dear Student Name

RE: APRM Stage 3

Thank you for attending a meeting on (date).

Please find enclosed two copies of the summary record of this meeting. I would be grateful if you could sign one copy to indicate that you agree with the contents and return it in the reply-paid envelope provided by (date). The second copy is for your records.

If you have any queries, please contact me on contact details above.

Yours sincerely

xxxxxxxxxxxxxxx
Head of Area
Dear Student Name

RE: APRM Stage 3

I wrote to you on (date) requesting for you to agree to, sign and return one copy of the Summary record of the APRM Stage 2 meeting. To date this Summary record has not been returned. Please ensure that you return a copy by (date), I have enclosed an additional copy for you to sign and return in the pre-paid envelope provided.

If you have already returned a copy then please contact (Administrator) on (Administrator telephone).

Yours sincerely

xxxxxxxxxxxxxxxxxx
Head of Area
Dear Student Name

**RE: APRM Stage 2**

After writing to you twice requesting that you return a signed copy of the Summary record of the APRM meeting, I have still not received this/heard from you. I am now writing to inform you that a meeting has been arranged to discuss this further.

This meeting will take place on xxxxxxx at xxxx in xxxxxxx. On arrival please report to the Faculty of Education Reception.

Please confirm your attendance by contacting xxxx, xxxxxxx Programmes Administrator on 01695 xxxxxxx or email xxxxxxx@edgehill.ac.uk.

Yours sincerely

xxxxxxxxxxxxxxxx
Assistant Head of Area
Safeguarding is everybody’s responsibility and there may be occasions where we need to act quickly to identify and minimise any risks to children/vulnerable adults.

This policy sets out the actions that must occur if a student/trainee has a concern for the safeguarding and welfare of a child/vulnerable adult during the Professional Practice element of their programme. It also clarifies how a student/trainee will be supported throughout any process of enquiry.

<table>
<thead>
<tr>
<th>POLICY TITLE</th>
<th>MANAGEMENT OF A CAUSE FOR CONCERN ON PROFESSIONAL PRACTICE RELATED TO SAFEGUARDING OF A CHILD/VULNERABLE ADULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEXT REVIEW DATE</td>
<td>June 2016</td>
</tr>
<tr>
<td>REVIEW RESPONSIBILITY</td>
<td>N. Baker</td>
</tr>
<tr>
<td>LAST REVISION MADE</td>
<td>July 2015</td>
</tr>
</tbody>
</table>
MANAGEMENT OF A CAUSE FOR CONCERN ON PROFESSIONAL PRACTICE RELATED TO SAFEGUARDING OF A CHILD/VULNERABLE ADULT

The following sets out the actions to be taken by a student/trainee and Faculty staff

Student/trainee has concerns relating to safeguarding of a child/vulnerable adult

Student/trainee must inform the Faculty of Education DSO immediately (within 24 hours) using the designated email safeguarding@edgehill.ac.uk and must be copied to the appropriate HoA.

The HoA will ask the trainee to complete an incident reporting form and submit this to the Faculty DSO, who will refer to the appropriate body, as necessary (and concerns of a serious nature will be reported directly to the local authority’s Safeguarding Officer).

The HoA will advise the student/trainee to seek support from their Personal Tutor.

The FoE’s DSO will contact the *relevant school/college/setting’s DSO to ensure the appropriate procedures are in place.

As appropriate, the HoA will work with the relevant Personal Tutor to ensure the student/trainee is supported in their Professional Practice.

The FoE’s DSO will seek and record the outcome, and share with HoA and with other colleagues within the University, as necessary.

The FoE’s DSO will ensure the partnership database details are amended, as necessary.

Student/trainee to be informed of outcome by HoA.

* The FoE (DSOs) are Nadine Baker, email: bakern@edgehill.ac.uk, Tel: 01695 584336, and Leon Fraser, email: fraserl@edgehill.ac.uk, Tel: 01695 584314.

Please note it is courteous for the student/trainee to also inform their Mentor of the fact that an issue has been reported (please note the specific details should not be shared).
INCIDENT REPORTING FORM

TO BE COMPLETED BY A STUDENT/TRAINEE WHO WISHES TO RAISE A CAUSE FOR CONCERN ON PROFESSIONAL PRACTICE

(Please include the full names of all concerned)

Name of reporting student/trainee: ............................................................

Student no.: ............................................................................................

Programme: .............................................................................................

Name of Personal Tutor: ...........................................................................

Professional Practice and name of school/college/setting:
............................................................................................................................

Date of alleged incident, or cause for concern: ........................................

Time of alleged incident, or cause for concern: ........................................

Reported to (please include name(s) and role(s)): ......................................

Nature of alleged incident, or cause for concern:
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Name of Designated Safeguarding Officer in school/college/setting:

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

Incident reported to Designated Safeguarding Officer in school/college/setting on:

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

Signed:

Student/Trainee: ................................................................. Date: ..............

please also print name

To be returned to the relevant Head of Area to forward to the Faculty Designated Safeguarding Officer.
OUTCOME

TO BE COMPLETED BY THE DSO ONCE AN OUTCOME HAS BEEN REACHED, FOLLOWING THE INVESTIGATION INTO THE ALLEGED INCIDENT, OR CAUSE FOR CONCERN

Signed: ..........................................................

Faculty DSO: ..........................................................  Date: ...............
Appendices

Working Together Agreement/Health and Safety Checklist

Report Forms

Record of Completion of Tasks

Student Attendance Record

Code of Conduct

DBS Guidance
## Approval of a Work-based Placement Setting*

<table>
<thead>
<tr>
<th>(*in two copies - one signed copy to be returned to EHU and another to stay at the setting)</th>
<th>PDO/Setting Comment</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the setting with contact details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the setting on the ITE Partnership?</td>
<td></td>
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<tr>
<td>Has the WTA been signed for the Area?</td>
<td></td>
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<tr>
<td>Is a visit of PDO to the setting required?</td>
<td></td>
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<tr>
<td>PDO to check Ofsted report or other relevant standards</td>
<td></td>
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<tr>
<td>Is the setting suitable for placements? PDO recommendation</td>
<td></td>
<td></td>
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<tr>
<td>Which programmes and years it is potentially suitable for?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting agreed to identify a named Mentor and make phone and email contact details available.</td>
<td>Setting agreed to ensure that the identified Mentor undertakes the Edge Hill University's Mentor training during EHU Tutor's visit to the setting before the start or in the 1st week of placement</td>
<td></td>
</tr>
<tr>
<td>Setting agreed to facilitate the integration of the student into the educational setting by providing an induction in the first week of placement, including Safeguarding and Health and Safety.</td>
<td>Setting agreed to facilitate student access to activities, staff, children and parents in order to support the work-based requirements of the course.</td>
<td></td>
</tr>
<tr>
<td>The setting agreed to brief EHU students on the following Health and Safety procedures: <strong>General Safety</strong> (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 educational 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 educational setting's fire safety procedures on:</td>
<td></td>
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</tbody>
</table>
- 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 student is pregnant

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

---

**Signature of Head/Manager or Designate on behalf of.........................................................**

Name: ................................................................. Date: .........................

Name of the placement Mentor: .................................................Job Title:
.................................................................

Contact email address: ............................................. Phone Number:
.................................................................

**Additional placement mentors (as required):**

Name of the placement mentor: .................................................Job Title: .............................................

Contact email address: ............................................. Phone Number: .................

**Signature of Partnership Development Officer on behalf of Edge Hill University:**

Signature: .................................................................

Name: ................................................................. Date: .........................

---

63
# Mentor Report Year 1

**Programme:** Teaching Learning & Child Development  
**School:**

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>STUDENT NUMBER</th>
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## Placement Integration

<table>
<thead>
<tr>
<th>Completion of Setting Based Tasks</th>
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## Supporting/Delivering Teaching and Learning Activities

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<th>Professionalism</th>
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## Future Potential

<table>
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<tr>
<th>Attendance</th>
<th>Punctuality</th>
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## Signature

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<tr>
<th>Job Title</th>
<th>Date</th>
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</table>
Programme: Teaching Learning & Child Development

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</table>

**Placement Integration**

**Completion of Setting Based Tasks**

**Supporting/Delivering Teaching and Learning and Leadership Activities**

**Professionalism**

**Future Potential and Suitability for Application to PGCE, Schools Direct or SCITT Programmes**

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Punctuality</th>
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</table>

**Signature**

**Job Title**

**Date**
# RECORD OF COMPLETION OF TASKS

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Mentor / tutor initials</th>
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<tbody>
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Undergraduate Professional Education
Student Placement Attendance Record
(to be kept by the student in their PDP File at all times)
Students must attend their placement for the full number of days as identified in their Placement Handbooks. Unexplained absences of more than 2 days, should be reported by the setting via e-mail to Edge Hill University UGPD@edgehill.ac.uk

Student’s Name .................................................  Personal Tutor.............................................

Name of Setting ..................................................  Mentor’s name .............................................

<table>
<thead>
<tr>
<th>Date</th>
<th>Arrived at (time)</th>
<th>Left at (time)</th>
<th>Supervisor signature</th>
<th>Notes</th>
</tr>
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Students MUST keep this form with them at all times ready for the EHU Visiting Tutor and Mentor scrutiny. Students MUST submit this form to their Course Leaders at the end of the placement together with the Mentor Report as a COMPULSORY proof of successful completion of their placement. Any additional days attended should be noted at the back of this sheet and signed by the student’s mentor/ supervisor.
Code of Conduct

Faculty of Education
Professional Education

Introduction

As a student studying on a Professional Education programme you are expected to conduct yourself at all times in an appropriate professional manner.

You are entitled to expect that your Work-based Learning settings mirror the experience of a professional practitioner, and settings are entitled to expect that you will present and conduct yourself in a way that is consistent with the expectations of a professional practitioner. This could mean, for example, attendance at start of day staff meetings, or attendance at an after school club.

The Professional Education Code of Conduct is additional and complementary to the Edge Hill University Student Regulations, which incorporate the Student Code of Behaviour and Disciplinary Procedures for all students. Each student on an Edge Hill University Professional Education 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.

This Code of Conduct is additional and complementary to both the Edge Hill University Student Charter and a Work-based Learning setting’s own policies and practices.

This Code sets out the Faculty’s expectations of you as you engage with our programme of study. You are signing the document in order to evidence and agree to abide by the behaviour, attitudes, responsibilities and agreements outlined to you both as a student and as a representative of the university, from the point of enrolment onwards.

Behaviour and attitude:

As a student following a Professional Education programme at Edge Hill University, Faculty of Education, 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.

For all aspects of the programme you are following, you will:

1. Demonstrate high standards of honesty and integrity

2. Treat pupils/learners in all settings, and others, including fellow students and all staff in the Edge Hill University Partnership, 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 university and any other 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 staff, pupils/learners and students in both formal and informal contexts, including via social media.

6. Take responsibility for your own learning and development, ensuring a professional and accountable approach to all aspects of the programme

7. Take responsibility for managing the demands of the programme by looking after your personal well-being and actively developing resilience strategies

8. Show an active willingness to engage with, listen to and act on feedback and advice from tutors and mentors across the Edge Hill University Partnership

9. Actively reflect on your learning and Work-based experiences in order to target set, action plan, improve, achieve and attain highly

10. Participate and actively engage in all learning and teaching experiences, and activities, and engage with the full range of feedback mechanisms, such as student surveys, student consultation and focus groups

11. 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

**Student responsibilities:**

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

1. Commit to attend all taught sessions. You will follow the procedures for notifying absence which are clearly set out in the programme documentation and avoid last minute cancellations of meetings wherever possible

2. Complete, adhere to and retain all programme-related documentation in an appropriate manner. This will include DBS Enhanced Disclosure.

3. Fully engage with the programme that you have enrolled upon, as required by the teaching and learning strategy for your programme; including attendance at all Personal Tutor meetings
4. Take responsibility to access, read, fully understand and engage with the policies, procedures and practices across your training programme and ensure all safeguarding procedures are fully adhered to

5. Maintain a professional approach to all communications, including e-communications and social networking, ensuring that comments made do not bring yourself, your family, your colleagues, or the Edge Hill University Partnership into disrepute

6. Use the Edge Hill University e-mail system to communicate professionally with staff, to maintain an appropriate approach to e-safety and to comply with the university’s and setting’s policy¹

7. Be punctual at all times

8. Use the relevant support networks to raise any issues/concerns you may have with your training

9. Maintain an appropriate standard of professional dress and appearance, particularly whilst on Work-based Learning placement and in relation to special activities

10. Ensure that all assessed work relevant to your programme is available if requested

Breaches of the 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. ²

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 Students

¹IT Acceptable Use Policy https://go.edgehill.ac.uk/wiki/display/itservices/IT+Acceptable+Use+Policy

²www.edgehill.ac.uk/studentservices/studenthandbook_0910/handbook/studentRegs.html
(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
(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 Inflatales; 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 Professional Education programme are specified in the relevant Programme Handbook, produced on an annual basis.

The handbook sets out what is expected and required of students 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 20: Academic and Professional Review procedures\(^3\)

3. Academic and Professional Review process

The PE Academic and Professional Review Procedures act as a necessary first stage in the tracking and monitoring of students’ academic and professional progress on their PE programme. The process is designed to be supportive of the student in clarifying the issue/concern and outlining clear actions to support student success and/or progression. The process involves Stage 1 and Stage 2 and is detailed in the appropriate Programme Handbook.

**Whilst on placement:**

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 student 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 in 2 and 3 below will apply.

2. If a student 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.

3. Behaviour that is regarded as a grave breach of the Code of Conduct will normally result in a student’s immediate removal from the school/setting/college and serious disciplinary consequences. These consequences will invariably include an academic and professional review with the Programme Leader/Head of Area.

\(^3\) [http://go.edgehill.ac.uk/wiki/download/attachments/14812936/Appendix+20.PDF](http://go.edgehill.ac.uk/wiki/download/attachments/14812936/Appendix+20.PDF)
Statutory Requirements and Guidance including Disclosure Barring Service (DBS)

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

As a student of Edge Hill University, each student adheres to the academic and student regulations. This means that the progress, behaviour and well-being of each student are continually reviewed. The Faculty has developed an Academic and Professional Review Meeting (APRM) which is designed to support, guide and capture any student 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.

Disclosure Barring Service (DBS)

The Faculty of Education at Edge Hill University ensures that all entrants have been subject to a Disclosure Barring Service (DBS) enhanced disclosure check and/or any other appropriate background check.

Edge Hill University is responsible for checking that we do not admit candidates to Undergraduate Professional Development Programmes, who are unsuited to work with children. Disclosure Barring Service (DBS) 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 student 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 studies, students must also declare anything that might deem them unsuitable to work with children, including any conviction. Should a student withhold such information, Edge Hill may consider termination of the studies.

In relation to a DBS clearance, the University and Faculty are subject to regular audit of our procedures from the National College for Teaching and Leadership (NCTL), Ofsted and the DBS itself. Edge Hill University will only allow a student to undertake a placement if they have received an enhanced DBS clearance.

To summarise our position:
• All new entrants must submit a completed DBS 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 students will have been cleared previously and their disclosures last the length of their programme, even if the programme lasts longer than three years
• Students who return to University study after a period of 3 months or more are required to undergo an additional DBS Enhanced Disclosure check in order to become fully-enrolled and to be able to go out into a school/college/setting
• Edge Hill University ensures that all entrants have been subject to a DBS enhanced check, and keep records showing that a certificate has been obtained for every student.
• Systems are in place to ensure that a student does not start their placement in a school/college/setting without an enhanced DBS disclosure clearance.
• If a student has been allocated a school/college/setting and their DBS is pending, the school/college/setting is informed of this in writing and advised that the university will be in further contact once the DBS has been received. Exceptionally, a student may be allowed to participate in the Placement induction, without a current enhanced DBS clearance. In such cases, Edge Hill University will contact the school/college/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 students, 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 student. 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 will not allow schools/colleges/settings to have access to completed DBS returns or to any information, including any Additional Information, contained in a student’s disclosure. It is an offence under the 1997 Police Act, and a breach of the DBS 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.
• Schools/colleges/settings should not demand from providers or students access to information to which they have no legal right or entitlement, and Edge Hill will not breach the DBS Code of Practice in order to comply with such a demand: either directly, by providing the information, or indirectly, by implicating those students about whom the information is not provided.
• Edge Hill University will confirm to schools/colleges/settings that all students’ DBS check has been completed and they are deemed suitable to work with children. Schools/colleges/settings will wish to retain this evidence in their single central record.

Professional Development Tutors
PD tutors who have only occasional contact with pupils and are not left unsupervised with children, do not require DBS clearance, provided they are at all times in the company of individuals that have been cleared.

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 student in relation to safeguarding, whilst they are in the school/college/setting, then please contact the Placement Development Officer/Course Leader.

**Online Safety**

All our student teachers understand and address the e-safety issues which affect children. They are provided with information on online grooming, cyber bullying, viewing inappropriate contact, plagiarism and copyright, inaccurate information, user-generated content, e-commerce, privacy, junk email or spam and premium rate services. During their placement we would expect students to build on this, using the opportunities presented in each school/college/setting.
Health and Safety

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

• Prepare the student for the Placement 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 student an opportunity to notify the University on any health and safety problems encountered whilst in the school/college/setting
• Respond to any negative feedback received from students regarding health and safety practices during placement, by informing the school/college/setting

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

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

You will be expected to:

• Provide the student with information on the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions
• Include the student 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 students
• 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 student 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 student

Insurance

Edge Hill University assumes that you will have Employer Liability and Public Liability insurance in place for the period of the Placement and that these will apply to a student 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**

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005, placing 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 student’s school/college/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 placement. We will prepare the student for the Placement and ensure they are aware of the requirements to promote disability equality. Students in school/college/setting must follow disability equality practices in accordance with Edge Hill University and school/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 Professional Development 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

Students in schools/colleges/settings must follow race equality practices in accordance with Edge Hill University and school/college/setting race equality policies. As training providers, schools/colleges/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 and 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 schools/colleges/settings to combat sexism, harassment and discrimination on the grounds of gender.

As the student’s school/college/setting we would expect you to work in partnership to confront any negativity or discrimination on the grounds of gender. Students in a school/college/setting are expected to follow the University’s and the school/college/setting Gender Equality Scheme.
Health Clearances

All students 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.

Sometimes health problems only emerge after a student has started their programme. If these could affect their ability to work with children, 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 student’s discretion, but in the interests of health and safety and to ensure that appropriate support is provided, we strongly advise students to make this known to their tutor or other appropriate member of University staff at an early stage.

On the occasion that a student discovers that she is pregnant mid-placement; she should inform her mentor or teacher. If this happens, please ask the student 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 student and partner institution. For more information see Pregnancy Risk Assessment included in the Appendices. If the pregnancy goes beyond 34 weeks, the student must provide a note from her doctor stating that she is fit to work.