

Edge Hill
University

**Edge Hill University (EHU) Initial Teacher
Education (ITE) Partnership Agreement
2020-2021**

Our Vision

The Faculty enjoys the reputation of being one of the largest and longest established providers of Education programmes in the country. We have a focus on 'working creatively with others to enhance life chances'. The thematic foci of 'aspire', 'inspire', 'innovate' and 'transform' capture a commitment to creating a vibrant, outward-facing and socially-responsive academic environment for our teaching and research.

We have a substantial track record in supporting partner schools and colleges in school improvement initiatives. The Faculty is deeply committed to providing excellent support and training for students who wish to enter the wider children's workforce and offers a range of Undergraduate and master's level programmes designed to provide outstanding employment and career development opportunities.

The Faculty is a major provider of professional development, advanced training and high-quality resources for school leaders, teachers and teaching assistants each of which enhances and embraces our strategic aims in contributing to educational improvement, educational opportunities and pupil progress both regionally and nationally.

The Faculty has research strengths in education policy development, enactment and impact; in educational leadership; and in inclusion and social justice.

The Faculty is focused on advancing the discipline and practice of education achieved through, and measured by, high quality teaching and research and through its support for schools and colleges in collaborative research and training partnerships.

We are committed to supporting and progressing research practice and scholarly output that is recognised for its originality and impact and in providing an intellectual and physical environment that promotes and challenges public debate on Placement and on educational policy.

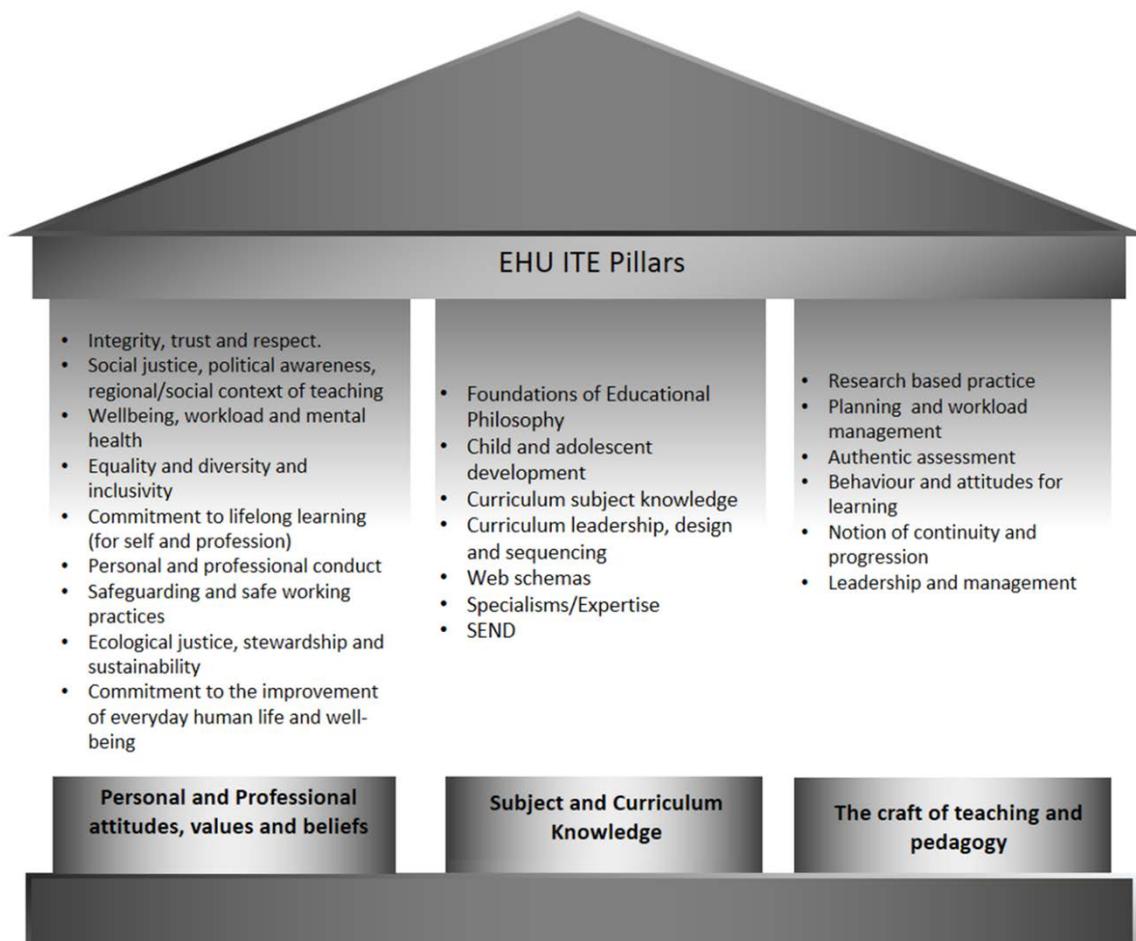
For all programmes of ITE at whatever phase, **generic aims are to:**

- Provide a carefully crafted high quality curriculum based on coherent sequences of experiences and activities that are tailored to support every student-teacher in meeting Teachers' Standards;
- Equip student-teachers with the subject- and phase-specific pedagogic knowledge, understanding and skills to enable them to effectively teach children in (Early Years, Primary, Secondary, learners in FE);
- Support student-teachers' development in the core areas of teaching, including - but not limited to - behaviour management, pedagogy, curriculum, assessment and professional behaviours;
- Enable student-teachers to develop a deep critical understanding of research, legislation and practices related to childhood and children's learning and development in the ages ..., as socially, culturally, historically and politically constructed concepts;
- Prepare student-teachers to meet all children's diverse needs, including their mental health and well-being, as well as supporting children with Special Educational Needs, encompassing those identified within the four areas of need set out in the Special Educational Needs and Disability Code of Practice;
- Help student-teachers in building strong, positive relationships with children (as well as their parents and carers if applicable) as a means of enabling all children to achieve their full potential, develop their own individual identities and the confidence to assert their right to this, and to become lifelong learners;
- Ensure that student-teachers have a clear understanding of the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession, including the ways in which Fundamental British Values can be upheld in schools and the importance of showing tolerance and respect for the rights of others.

- Develop future teachers, who recognise and embrace their social, environmental and civic responsibilities, such as advocating for children's rights, challenging bias and inequality, celebrating difference and diversity, and supporting ecological justice and global sustainability;
- Inspire student-teachers to develop the commitment and enthusiasm for innovative classroom practice, informed by their deep, research-informed analytical understanding of learning, teaching, classroom practices and child development;
- Prepare student-teachers for employment via equipping them with transferable skills related to drawing information from a wide range of sources, exercising critical judgements, problem-solving, communication, time-management, organisational skills and teamwork.
- Ignite student-teachers' commitment to life-long learning and continuing professional development aimed at improving their Placement.

The Faculty have established **three key pillars** around which our ITE curriculum is designed. These are appropriate for each age phase offered within our provision

- Personal and Professional attitudes, values and beliefs
- Subject and Curriculum Knowledge
- The Craft of teaching and pedagogy



The Edge Hill University ITE Partnership is underpinned by this overarching vision.

The Edge Hill University ITE Partnership provides Teacher Training at both Undergraduate and Postgraduate levels in both the Primary and Secondary age ranges.

In the year 2020-2021 the following Higher Education Institutions (HEI) programmes are offered, in Partnership with schools:

- **BA (Hons) Early Years Education with QTS (3-7 age phase)**
- **PGCE Early Years Education with QTS (3-7 age phase)**
- **BA (Hons) Primary Education with QTS (5-11 age phase)**
- **PGCE Primary Education with QTS (5-11 age phase)**
- **PGCE Primary (Early Years) Education with QTS (3-7 age phase)**
- **BA (Hons) Secondary Education with QTS (11-16 age phase)**
- **PGCE Secondary Education with QTS (11-16 age phase)**
- **PGCE Further Education and Training (post 14 age phase)**

Please note, this Agreement is updated regularly, for the latest version, please visit:

<https://www.edgehill.ac.uk/educationpartnership/partnership-agreements/>

Due to ongoing implications of COVID 19, Edge Hill University will adhere to advice and guidance from the World Health Organisation, Public Health England and additional national and local guidance. Partners will advise the university and students of any additional implications and guidance within their own settings.

1) Selection of ITE Partners

Any school, college or setting that submits an offer for a Placement is agreeing to accept the terms and conditions of this agreement and is confirming that they will adhere to the roles and responsibilities detailed.

Any setting within the Edge Hill University ITE Partnership should be able to demonstrate:

- A recent Ofsted inspection report or equivalent that identifies the strengths necessary to be involved in ITE.
- A commitment to work together in partnership with EHU in designing and delivering a high quality ITT curriculum to students through the provision of mentoring and support from expert colleagues.
- A commitment to ITE within their setting policies and procedures relating to the Placement offers made, and a commitment to update information and to communicate with the Partnership Development Team and academic colleagues. It is anticipated that this commitment will be recognised within the setting's own evaluation and development planning.
- A willingness to designate appropriately trained staff with specific responsibilities in relation to ITE.
- A commitment to engage in on-going training and professional updating for mentors, allowing them to work within the roles and responsibilities described in this Agreement.
- An understanding of the roles and responsibilities identified in this Agreement.
- A commitment to quality assurance and enhancement and the process of feedback, evaluation, monitoring and the critical review of Placement and partnership activities.

2) Review, Evaluation and Feedback

The following identifies the range of mechanisms used to review, evaluate and feedback to partners:

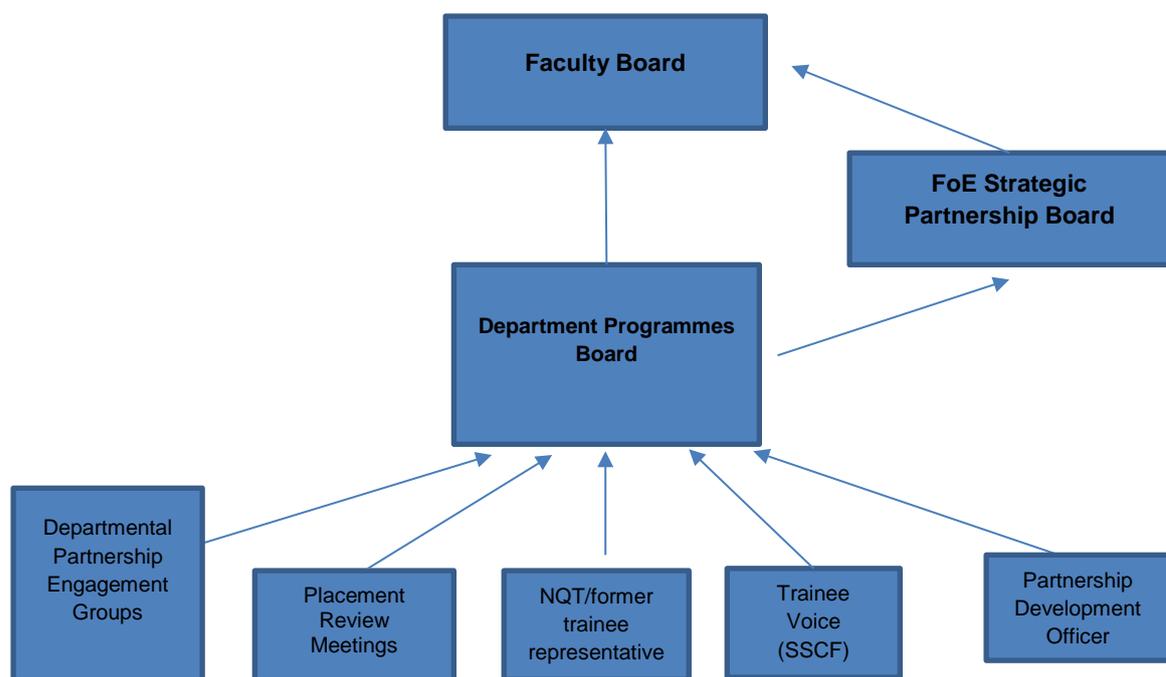
- For every Placement a trainee and mentor complete a training evaluation (Professional Practice Evaluative Report (PPER)); this is reviewed at a Placement Review meeting
- Minuted trainee consultative meetings are reported to Programmes Boards.
- External Examiner reports are reviewed and responded to.

- Visiting Tutors provide feedback to mentors on the quality of their training.
- Partnership Quality Officers provide feedback to the Mentor or Headteacher on the quality of the training a school or setting is providing.

3) Organisation and Quality Assurance of the Partnership

The Partnership is overseen and managed through a collaborative committee structure which operates at leadership and programme levels. Such committees provide collaborative forums for the consideration of the performance of ITE programmes. The FoE Strategic Partnership Board informs decision making relating to quality assurance, policy directives and monitors the continual improvement and effectiveness of ITE provision.

3.1) Placement Management Structure



4) Placements

4.1) It is expected that Edge Hill University partners will:

- Ensure that all staff engage with and are aware of the current ITE criteria <https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice>
- Be responsible for reviewing and updating all contact information that Edge Hill University holds about them, ensuring it is kept up to date and that Edge Hill University is informed of any key changes, such as Ofsted/equivalent status of the school training/department changes.
- Provide suitable rooms, with lighting, heating and technical facilities for trainees and ensure appropriate amenities are available for trainees to use.
- Provide access to the necessary equipment with internet connection at a level appropriate to the number and requirements of the trainees.
- Accept responsibility for the trainee under the Health and Safety at Work Act 1974 and/or the EU directive for Safety and Health at Work (whichever is the higher requirement).

4.2) How Placements are allocated:

The Partnership Development Team contacts schools in the summer term to discuss Placements for the following academic year following on from the Placement Request Process.

The Partnership Development Team contact schools in a timely manner to confirm the Placements of trainees with them, and trainees complete a Student Allocation Profile (SAP) to help Edge Hill University match them with an appropriate school.

When allocating Placements, factors such as previous experiences, travelling distances, age phases taught, and the current needs of the trainee are considered jointly by the Partnership Development Team and the Programme/Course Leader.

For School Direct routes the Lead School arranges Placements with, and, if required, the support of the University.

4.3) Ending a Partnership. De-selection of schools from the ITE Partnership will take place following a rigorous additional Quality Assurance visit.

Edge Hill University has strong links with Partnership Schools and supports them to fulfil the requirements and expectations of the Partnership Agreement. It would be very unusual to consider de-selection of a Partner School and would be a rare occurrence and only if after additional support a school is unable to fulfil their responsibilities in accordance with the Partnership Agreement or the Partnership Handbook.

If a concern is identified at the school, the Partnership Quality Officer (PQO) will meet with key school staff, the Edge Hill Visiting Tutor and the trainee to discuss any concerns and to identify any necessary support or training needs to achieve a positive resolution. The PQO will liaise with the school, the ITE lead, and the year group lead to ensure that support is in place for the school and that the trainee receives their training entitlement.

In the case where all support mechanisms have failed and where serious issues remain unresolved, then formal withdrawal of partnership is an option. It may be that a key stage or a department is identified for removal from the partnership. The Head of Partnership Development will review any decisions annually.

5) Ensuring Equality, Safeguarding and Safety

5.1) Edge Hill University Partners will:

- Ensure that, should the trainee be expected to work with machinery, equipment or substances hazardous to health, safety precautions will first have been taken, first aid facilities will be available and training, supervision and protective clothing will be provided.
- Will have in force Employers' and /or Public Liability insurances and ensure that the trainee and/or accompanying teacher is deemed an employee for the purposes of these insurance policies.
- Ensure if insurance is not in place (eg exemption permissible under the Employers' Liability (Compulsory Insurance) Act 1969), they have access to funds to pay for any liability dispute and compensation awarded and accept full responsibility in this regard.
- Provide a health and safety induction for the trainee as you would to any member of staff working in your setting ensuring appropriate risk assessments have been carried out.
- As part of the trainee's induction into the setting introduce the setting's safeguarding policy and approach to The Prevent Duty, in order that the trainee is fully briefed about their responsibilities. Please refer to [Counter-Terrorism and Security Act 2015 \(the CTSA 2015\)](#). Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the [Prevent duty guidance](#)").

- The school/college/setting will ensure that all trainee teachers are provided with the following at the commencement of their training in each school:
 - The Safeguarding policy
 - The Staff Behaviour policy (sometimes called a Code of Conduct)
 - Information about the role of the designated Safeguarding lead
 - A copy of Keeping Children Safe in Education (or equivalent). for more information see here: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
 - Equality and Diversity policy
 - Health and Safety policy
 - Special Educational Needs policy
- Will inform Edge Hill University should an issue arise under the Prevent Duty, which relates to a trainee.
- In respect of School Direct salaried trainees and Further Education and Training in-service trainees, the school, college/setting will ensure that all trainees have been subject to an Enhanced Disclosure and Barring Service (DBS) criminal records check, including a check of the children's barred list and other relevant safeguarding checks, and keep records showing that trainees have obtained these.
- Ensure all trainees are aware of their first point of contact in the setting and who to go to if there are any concerns or issues that arise.
- Allow Edge Hill University Visiting Tutors access to trainees and mentors to ensure accuracy of assessment and that the trainee is receiving high quality training.
- Advise Edge Hill University immediately of any injury or loss involving the trainee.

5.2) Edge Hill University will:

- For trainees who are pregnant, provide an individual Risk Assessment with targets, the school, college/setting review the targets set in the Risk Assessment on a weekly basis
- Ensure all trainees will have a DBS check, Occupational Health check and a check to ensure they are not prohibited from teaching. They also need to make a safeguarding declaration to confirm they are not banned from working with children.
- Trainees will not be subject to any further DBS or safeguarding checks and that the letter confirming their suitability to train to teach is accepted as proof of their clearance to work with children and young people in line with the DBS Code of Practice and the "[Initial Teacher Training Criteria](https://www.gov.uk/government/organisations/disclosure-and-barring-service)" from DfE (see <https://www.gov.uk/government/organisations/disclosure-and-barring-service>).
- Ensure that prior to Placement, a placement-based introduction to Health and Safety, Safeguarding, finance and the Code of Conduct and has been accessed by the trainee. In addition, they will have been introduced to The Prevent Duty and gained an understanding of their responsibilities about the advice given.
- Provide specific guidance to explain the requirements for each Placement and guidance on how to support the trainee throughout their training in the setting.
- Provide trainees access to resources linked to their Placement: <https://www.edgehill.ac.uk/educationpartnership/> (see [Placement paperwork within each department](#))
- Provide an outline of the processes and procedures for accurate and consistent assessment of all trainees, including moderation procedures on Placement (see relevant Placement handbook) <https://www.edgehill.ac.uk/educationpartnership/>

6) Training Roles and Responsibilities within the Edge Hill University Partnership

6.1) Edge Hill University will:

- Provide mentor training and development via a range of methods – Online training which includes all paperwork and processes is available, although the team will deliver a bespoke session to schools requesting this. The Visiting Tutor initial visit will be part of the mentor

training at the beginning of placement, with opportunities to attend further online and face to face mentor training events at Edge Hill Campus.

- Provide trainees with enhancement opportunities/Continuous Professional Development (CPD) according to trainee need where possible and appropriate, such as, experience of a school in challenging socio-economic circumstances

6.2) Edge Hill University partners will:

- Appoint a mentor or point of contact who will liaise with Edge Hill University to ensure that all training in the setting is of high quality, all trainees are receiving their entitlement and that the required reports and evaluations are returned on the prescribed dates (including, interim report forms, End of Placement report forms and evaluation forms).
- Ensure an appropriate mentor is identified for each trainee and in the absence of the identified one, ensure a suitable replacement is sourced immediately.
- Engage with the Edge Hill University placement management system (InPlace) to monitor the number of placements offers and ensure mentor assigned to each trainee is correct.
- Ensure all mentors follow the assessment process and procedures outlined in the age phase specific Edge Hill University Placement Handbooks <https://www.edgehill.ac.uk/educationpartnership/> (see each departmental section for the relevant Handbook)
- Ensure all mentors working with trainees have a clear understanding of the most recent Teachers' Standards, the ITT Core Content Framework/Early Careers Framework (as appropriate) and Edge Hill University assessment processes and procedures (see relevant Placement handbook) <https://www.edgehill.ac.uk/educationpartnership/>
- Ensure mentors engage in mentor training and are aware of, and familiar with, all required report forms and documentation that the mentor must complete for the trainee to complete the Placement and for the payment to be released.
- Adhere to the Edge Hill University Training and Assessment Guidelines as noted in the Placement Handbook <https://www.edgehill.ac.uk/educationpartnership/> and related to the Teachers' Standards <https://www.gov.uk/government/publications/teachers-standards>
- Provide trainees with enhancement opportunities/Continuous Professional Development (CPD) according to trainee need where possible and appropriate, for example:
 - SEND
 - EAL
 - Experience of transition from one age phase to another
- Ensure all mentors are fully aware of their roles and responsibilities, including:
 - Establishing trusting relationships, modelling high standards of practice, and understanding how to support a trainee through initial teacher training,
 - Supporting trainees to develop their teaching practice in order to set high expectations of all pupils and meet their needs,
 - Setting high expectations and inducting the trainees to understand their roles and responsibilities as a teacher,
 - Continuing to develop their own professional knowledge, skills and understanding https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf
- Engage in an ITE Ofsted inspection should the University be inspected.
- Ensure all mentors can make an accurate identification and assessment of any trainee (strengths, areas for improvement and an appropriate grade or indicative grade), including the setting of appropriate, specific individual targets.
- Ensure all mentors have an understanding of the needs of trainees as 'teachers in training' and can support, develop and respond to the individual trainee's training needs by setting appropriate, specific individual targets.

6.3) Mentors will:

- Ensure completion of trainees' timetables in accordance with the requirements of that Placement.

- Monitor trainee achievement and share this with Edge Hill University Placement using appropriate paperwork for each stage of the training (paperwork accessed here: <https://www.edgehill.ac.uk/educationpartnership/>)
- Provide support for each trainee to fulfil their teaching potential, ensuring that the Edge Hill University 'Cause for Concern' and intervention procedures are adhered to.
- Ensure that all trainees are able to train across appropriate key stages/age phases and qualification levels, as appropriate, to gain the breadth and depth of experience required.
- Ensure that all required reports and evaluations are completed and returned on the prescribed dates (including Interim (if applicable to the programme) and End of Placement Report forms, to ensure payment is processed.
- Complete online evaluations as requested by Edge Hill University.

6.4) The Trainee will:

- Ensure that they are proactive in their own learning by playing a key role in the evaluation and reflection of their own professional development and practice on a regular basis.
- Make initial contact with the Mentor, who is responsible for their professional development within the Placement.
- Provide a detailed copy of their teaching timetable for the Visiting Tutor
- Be pro-active in finding out about anything which they are unsure of (and should ask if in doubt).
- Maintain professional standards from the outset.
- Adhere to the Part 2; Personal and Professional Conduct of the Teacher Standards
- Maintain full attendance, punctuality and professionalism in terms of dress, manner and interpersonal relations.
- Complete all required activities and paperwork at the stated point in their training.

7) Quality Assurance

7.1) Edge Hill University partners will:

- Agree and adhere to Edge Hill University Quality Assurance processes and procedures (see appropriate Placement Handbook) <https://www.edgehill.ac.uk/educationpartnership/>

7.2) Edge Hill University will:

- In collaboration with partners conduct a high quality, open and transparent recruitment and selection process.
- Ensure that the Partnership meets the ITE criteria (October 2018) <https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice> and will continue to meet the criteria.
- Offer on-going training for partners including subject specific (where appropriate) and generic mentor training for each identified mentor (see website for training opportunities, <https://www.edgehill.ac.uk/educationpartnership/> under the specific age phase).
- Ensure compliance of trainees' timetables through Visiting Tutors.
- Ensure trainees receive Visiting Tutor entitlement.
- Ensure Partnership Quality Officers communicate with partners to ensure that quality assurance processes have been followed and adhered to.
- Complete a review of the data and analyse trends to implement interventions, as appropriate.
- Communicate with Visiting Tutors, Mentors and trainees to gather feedback to review each Placement.
- Collate evaluations from a range of sources including National Student Survey results (NSS), Staff, Student Consultative Forum (SSCFS), data collection from programme teams, Professional Practice Evaluative Reports, External Examiners, and Partnership Quality Officers.
- The university will organise a panel of professionals to review DBS issues comprising representatives from the partnership and the faculty, where appropriate.

7.3) The External Examiner

All the university's programmes are subject to scrutiny by External Examiners who report on areas such as:

- The general standard of the work assessed, assessment against the ITT Core Content Framework/Teachers' Standards and Initial Teacher Education Inspection Framework and comparability with similar levels of work nationally;
- The overall performance of trainees in relation to their peers in other institutions and the [Teachers' Standards](#);
- The overall strengths and areas for development of trainees;
- The overall quality of knowledge and skills (both general and subject-specific) demonstrated by trainees;
- The structure, organisation, design and marking of all assessments;
- The quality of the training programme as indicated by trainee teacher performance;

Responsibilities

During their period of tenure, External Examiners will:

- Look at a sample of trainees' written work and assessments. Samples include a range of trainee attainments and are dependent on trainee availability and the practicalities of arranging an itinerary;
- Review trainee documentation observe trainees teach in school and discuss the lesson with the trainee and Mentor;
- Submit an annual report to the Faculty of Education summarising their findings and identifying key strengths and areas for development of the programme they are responsible for.

8) Wider partnership activity:

Working in partnership with Edge Hill University enables our partners to access a wide range of ongoing activity for children and school staff. Children to come to campus for 'Aspiration Visits' which include campus tours, taster sessions across a range of subjects and opportunities to engage with academic colleagues and students. We also have a range of CPD opportunities including specialist subjects and engagement with research.

9) Legal Provisions

9.1) Variation of the Agreement:

Initial Teacher Education provision is subject to external requirements set by external bodies, i.e. Ofsted, the Department for Education or any other body which may succeed them. Changes in policy and/or requirements by those bodies may result in changes to Initial Teacher Education provision. The University reserves the right to make amendments to the content of this agreement which may be required as a result of changes in policy and/or requirements from Ofsted, the Department for Education or any other body which may succeed them. Should any changes be required to ensure that the provision remains compliant with those external requirements, the University will forward an email to all partners informing them of the changes which have been implemented and a revised agreement will be uploaded to the website.

<https://www.edgehill.ac.uk/educationpartnership/partnership-agreements/>

9.2) Inducements:

Both parties will comply with all applicable laws, statutes and regulations relating to anti-bribery and anti-corruption including but not limited to the Bribery Act 2010.

9.3) Disagreements:

If there arises any point of disagreement between Edge Hill University and partners referring to the terms of this Agreement every effort will be made to resolve this at a local level in the first

instance. If this is not successful, the matter shall be referred to the Head teacher or Principal of the setting and Edge Hill University's Head of Partnership. If no resolution is reached, the Head teacher or Principal and the Pro Vice-Chancellor will agree to engage in independent alternative dispute resolution procedures.

9.4) Jurisdiction:

This Agreement is governed by and shall be construed in accordance with English law. The parties to this Agreement submit to the exclusive jurisdiction of the English Courts.

9.5) No assignment:

Partners shall not sub-let, franchise, assign or transfer the Agreement or any part, share or interest in it to a third party.

Nothing in this Agreement is intended to, or shall be deemed to, establish any partnership or joint venture between the Parties, constitute any Party the agent of the other Party, or authorise any Party to make or enter into any commitments for or no behalf of any other Party.

Each Party confirms it is acting on its own behalf and not for the benefit of any other person.

9.6) Termination of the Agreement:

This Agreement may be terminated after a period of not less than 2 months' notice by either of the parties, without the need to give any reason, on condition that outstanding financial and personnel commitments are honoured and that the rights of students are safeguarded.

Either of the parties may terminate this Agreement with immediate effect in the event of a breach of any of the terms by the other party. Such termination shall not affect the rights which the party so terminating the Agreement may have against the other party in consequence of the breach. This includes, but is not limited to, the following circumstances:

- If at any time it is unlawful for a party to perform any of its obligations under this Agreement; or
- If a party has appointed a liquidator, provisional liquidator, administrator or similar officer or a like appointment is made in relation to the assets of that party; or
- If where an application is made to a competent court for an order or an order is made, or a meeting is convened, or a resolution is passed for the purpose of appointing a person referred to in the preceding paragraph or for the winding up of the other party or for implementing a scheme or arrangement or for placing the other party under administration; or
- If a party fails to duly and punctually comply with any proper laws binding on it for the purposes of the rights and obligations specified in this Contract; or
- If a party ceases or threatens to cease to carry on the operations customarily carried on by it.

Termination of the Agreement is subject to the condition that each party will fulfil its respective obligations and duties to any continuing trainees registered on provision covered by this Agreement, with the students being enabled to complete their Placements without disadvantage.

9.7) Data Protection:

Partners agree that Edge Hill University can store and utilise information that it holds and use that information for enhancing the training and education it provides. For further information see: [Data Protection Act](#) (read the '[Guide to the General Data Protection Regulation](#)') and [Freedom of Information Act 2000](#).

9.8) For content and delivery of each ITE Programme:

Please see Programme and Placement Handbooks.
<https://www.edgehill.ac.uk/educationpartnership/>

9.9) Further links:

The below links will be useful for those staff involved in ITE:

- [Education \(School Teachers' Qualifications\) \(England\) Regulations 2003 \(SI 1662\)](#) - statutory requirements for QTS in England
- [Education \(Specified Work\) \(England\) Regulations 2012 \(SI 762\)](#) - requirements that must be satisfied by individuals who are not qualified teachers to be able to carry out specified work in schools
- [Equality Act 2010](#) - legislation relating to equality, discrimination and employment

10) Payments

Payments to Settings are fixed amount financial contributions, which are agreed, internally within Edge Hill University's, Faculty of Education, prior to the release of the Placement Request documentation, for the following academic year.

The confirmation of a Placement allocation forms an agreement between Edge Hill University and the partner setting. Therefore, confirmation of the Placement allocation should be made in writing by email confirmation to each setting and should confirm the requirements and any corresponding payment amount as a formal record and serve in the absence of a Purchase Order.

The agreed payment is subject to full completion of the Placement and the submission of the required documentation.

10.1) Pro-rata payment for part completion

In circumstances where students do not complete their Placement in full as originally agreed, for whatever reason, any payments will be subject to a reduction on a pro-rata basis, to fairly represent the work undertaken.

The table below shows the breakdown of how pro-rata calculations will be made for Placements within the following departments:

- Department of Children Education and Communities
- Department of Early Years Education
- Department of Secondary and Further Education (but excluding Further Education and Training Placements)

Portion of Placement completed/ attended	Pro-rata payment amount
Up to and including 5 days completed/ attended	£10 per day attended (Maximum of £50)
Over 5 days and up to 25% of agreed days completed/ attended	25% of agreed payment amount
26% - 50% of agreed days completed/ attended	50% of agreed payment amount
51% - 75% of agreed days completed/ attended	75% of agreed payment amount
76% - 100% of agreed days completed/ attended	100% of agreed payment amount

The table below shows how pro-rata calculations will be made for Further Education and Training Placement's only.

Cost per observation	Cost per hour of solo teaching
£50 (up to a maximum 6 observations, so a maximum £300*)	£7 per hour of solo teaching (up to a maximum 100 hours, so a maximum £700*)

For each professional practise, any additional attendance, over and above the original agreement must first be discussed and agreed with Edge Hill University in advance of the attendance taking place and there will not normally be any additional payment connected with this attendance. Any voluntary attendance by a student is not subject to any payment under any circumstances.

10.2) Release of payment

Edge Hill University are unable to make any payments to settings without the auditable documented evidence being submitted to and received by Edge Hill University, to confirm that the Placement has taken place as agreed. This is a requirement under Edge Hill University's Financial Regulations for audit and monitoring purposes.

Edge Hill University do not require an invoice to initiate the release of payment and respectfully request that school/ college/ settings do not submit invoices, as this can cause confusion and delays in our financial processes.

Only the following documents will be accepted as auditable documented evidence:

Placement status	Required document to trigger payment
Full completion of Placement	End of Placement Report/ Summative Report
Part completion of Placement	Early Conclusion of Placement Form
Enhancement placement	Attendance Record

10.3) Submission of documentation

It is the responsibility of partners to ensure the completion and submission of the relevant documentation, in order to ensure payment can be made. The email addresses for the submission of the documentation is as follows:

Full completion of Placement:

- Department of Children, Education and = DCEC@edgehill.ac.uk
- Department of Early Years Education = EarlyYearsPartnership@edgehill.ac.uk
- Department of Secondary and Further Education = SFEsupportteam@edgehill.ac.uk

Part completion of Placement:

- Partnership Development Team = educationpartnership@edgehill.ac.uk

Copies of the relevant documentation should be retained by the school/ college/ setting for future reference.

10.4) Edge Hill University Partners will:

- Ensure that their school/ college/ setting's Bursar/ Business Manager is aware of the appropriate payment and that Edge Hill University do not require an invoice for Placement payment, as the release of payment will be triggered by internal procedures upon receipt of the appropriate documentation.

- Monitor the attendance of the trainee and ensure the trainee is completing an accurate attendance record and that the mentor / supervisor on a regular basis review this.
- If a Placement ends before the agreed end date, inform Edge Hill University immediately in writing and complete and submit an Early Conclusion of Placement Form to educationpartnership@edgehill.ac.uk
- Inform the school/ college/ setting's Bursar/ Business Manager of the early conclusion so that they can expect a pro-rata payment.
- If the Placement completes in full, contribute to the completion of the End of Placement Report/ Summative Report and ensure this is signed and submitted to the relevant academic department within Edge Hill University (see email addresses above) within 2 weeks of the last day of Placement.
- Retain copies of the appropriate documentation for submission in the event that Edge Hill University does not receive this via other channels (e.g. trainee or Visiting Tutor).

10.5) Edge Hill University will:

- Ensure the appropriate payment is quoted on the confirmation of allocation email to initiate the agreement between Edge Hill University and the school/ college/ setting in advance of the Placement start date.
- Provide the school/ college/ setting with the appropriate documents (or electronic links to the same) for completion by the school/ college/ setting.
- Ensure that the school/ college/ setting is set up as a registered supplier so that payment can be made. This will include obtaining the school/ college/ settings BACS details, where appropriate.
- Apply effective monitoring and tracking mechanisms for the receipt of the required documentation to Edge Hill University to ensure payment can be made.
- Follow up on missing documentation in a timely period to reduce delays in making payment.
- Ensure the required documentation is directed to the relevant department and logged to initiate the release of payment.
- Release the appropriate payment amount as per the agreement or above pro-rata calculation structure in good time following the receipt of the required documentation.
- Provide remittance by email to the school/ college/ setting to confirm when payment has been released.

11) Summary of Roles and responsibilities:

Trainee	A student who is on an Initial Teacher Education (ITE) Programme leading to Qualified Teacher Status (QTS) or Qualified Teacher Learner and Skills (QTLS) at Edge Hill University.
Mentor	A member of staff in a school/college/setting who is a qualified teacher that is responsible for the trainee whilst they undertake their Placement. Main duties include observing the trainee and providing feedback, setting targets, holding weekly review meetings, being responsible for the high-quality training that the trainee receives in the setting and facilitating opportunities in school/college/setting for the trainee to continue to learn and develop. Full details of this role are contained within the Edge Hill University Placement Handbook.
School/Setting Lead/ Professional Mentor (PM)	A member of staff who has been identified as the main point of contact for the University, and co-ordinates ITE They will work with Edge Hill University to ensure the training provided is of high quality and is consistent between all their mentors. They will ensure that all required reports and evaluations are returned on the prescribed Placement to ensure that any subsequent payment for placements Placement are received. In Further Education and Training Settings, more of this role may be undertaken by the Mentor.
Visiting Tutor (VT)	The Visiting Tutor is a member of staff at Edge Hill University and provides support for both the trainee and the mentor that they are visiting. They will conduct joint observations with the mentor and observe feedback and discussions between the mentor and the trainee. The Visiting Tutor will support and provide feedback on the quality of the training and support the mentor in gaining any additional training required either for the mentor themselves or for their trainee.
Head of Partnership Development	A member of staff from Edge Hill University who works strategically across the Partnership.
Operations Manager Partnership Development	A member of staff from Edge Hill University who works strategically with the Head of Partnership Development and leads the Partnership Development Administration Team.
Partnership Development Administration Team	A team of staff from Edge Hill University who liaise directly with schools and trainees regarding Placements.
Partnership Quality Officer (PQO)	A member of staff from Edge Hill University (who must be a different person from the VT for quality assurance purposes) who works with the partner lead/Professional Mentor to quality assure the training provided partners and provides support where needed.
Partnership Development Officer (PDO)	A member of staff from Edge Hill University who seeks and secures offers from school/college/setting for Placement.
Programme Leader	A member of staff from Edge Hill University who leads and manages the whole ITE programme.
Course Leader/ Year Leader	A member of Edge Hill University staff who is responsible for the overall training and development of trainees in their subject /year whilst on Placement and in University based sessions.
Partnership Development Group	An age phase specific strategic group consisting of academic colleagues and school/college partners working together to co-construct curriculum content and partnership structures.

11) ITE Partnership



Communication across the Partnership will be at different levels depending on the nature of the communication:

- PDO with school/college/setting to build, grow and develop the Partnership
- PQO with school/college/setting and trainee to review overall quality of training and capacity of the partner
- Visiting Tutor with Mentor and trainee to ensure high quality training is provided on a day to day basis whilst a trainee is on Placement
- Programme Lead and External Examiner with Mentor and Visiting Tutor to moderate and quality assure the training
- Head of Partnership Development has strategic overview with all stakeholders