BIRMINGHAM CITY
University

Post-Compulsory Education and Training

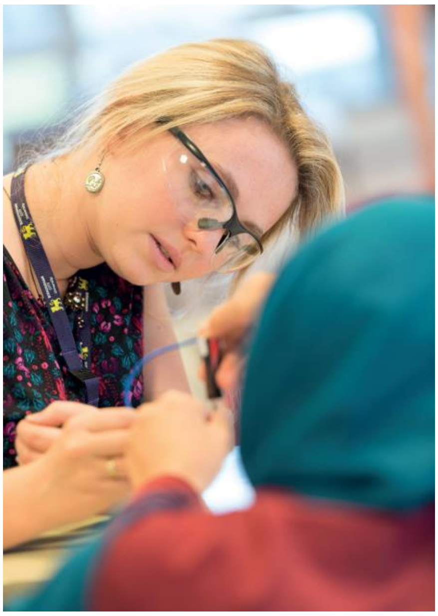
School of Education & Social Work
Faculty of Health, Education and Life Sciences

Partners' Handbook

September 2017

THE BIRMINGHAM CITY UNIVERSITY TEACHER
Committed
Creative
Confident

Welcome to the BCU PCET Partnership 2017



We offer a warm welcome to our partner colleges, schools, training organisations and offender learning institutions to our Post Graduate Certificate of Education (PGCE) Post-Compulsory Education and Training (PCET) course.

This handbook outlines the range of expectations for, and activities performed by, our Professional Development Tutors (PDTs), our Mentors and the Trainees themselves, detailing those roles relating to engagement with the partnership, and in the training and professional development of teachers in the post-compulsory sector.

Further to this, we present Departmental, School and Faculty policy relating to partnerships arrangements, agreements, support and legal expectations and procedures. Our intention is that this information will enable all our partners to gain a holistic understanding of the course and a more specific knowledge of the roles and responsibilities of each stakeholder.

We are fully aware that Mentors play a crucial role in supporting our Trainees whilst on placement. We recognise this in relation not only to supporting their development as teachers but also in the Trainees' understanding and appreciation of the wider role of teaching, including assessment activities and ongoing course development and quality processes.

Birmingham City University (BCU) works with partner organisations to provide placements that deliver a supportive, developmental framework with progressively more challenging learning opportunities. Within the course, we develop Trainees' thinking and understanding of the nature of a college, school, prison or training organisation within the community, including the associated institution and developmental issues, which any large organisation must encounter. Trainees are introduced to the concept of profiling their own achievements, setting targets for their future development, and planning ways to ensure that they meet, and achieve, the requirements of the ETF Professional Standards for Teachers and Trainers in Education and Training – England.

Your support in this process allows the University to produce teachers of the highest quality across a number of settings and within a range of subject areas. We are hopeful that your experience will mirror the positive development that our own trainees report.

Partnership Responsibilities

We would like to draw your attention to the Partnership Agreement document which identifies responsibilities in supporting PCET Trainees on placement (see Appendix 1). This agreement is normally signed by the Head of Service or a senior manager acting on their behalf. We need to have an up-to-date agreement in place before Trainees can start their placement activities.

Content

Appendix

Post-Compulsory Education and Training Staff Contact Details

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Post-Compulsory Partnership Website:
http://www.bcu.ac.uk/elss/school-of-education/partnerships-collaborations/pcet-partnerships

Programme Aims and Overview

The course seeks to train and support Post Graduate learners, as student teachers, in the field of Post-Compulsory Education and Training (PCET).

The focus of the course will be the necessary skills required to operate as a teacher in the wider PCET sector, which will be addressed within the context of professional practice.

The course itself maps effectively against BCU's Core Values as described below:

1. Pursuing Excellence

To develop reflective practitioners who have a positive attitude for reviewing and improving teaching and learning in their practice, so striving towards excellence.

2. Practice-led, knowledge-applied

To develop subject knowledge through practice based enquiry and current policies, providing trainees with opportunities to further their academic and professional progress.

3. Interdisciplinarity

To prepare trainees to teach and work in a diverse range of educational settings, sectors and age phases, working closely with partners, stakeholders and other disciplines across the University to enhance trainees' experience and provide opportunities to become involved in the wider university experience.

4. Employability-driven

To provide direct links to employability, preparing trainees for the demanding, challenging, but highly rewarding, nature of the teaching profession. To provide a route to QTLS and opportunities to pursue Masters level qualifications. To engage with industry professionals across a range of diverse settings to provide opportunities for collaborative relationships.

5. Internationalisation

To foster a global outlook in regards to educational issues and to provide trainees with opportunities to work with partner organisations in Europe, including placement opportunities.

Overview of School Experience

The learning and teaching strategy adopted on the PCET course is both participatory and reflective in its approach as the programme team is committed to an integrated model of learning to teach, which incorporates as much of trainees' own experience as is practicable. There are a range of formal and informal taught sessions, including lectures, seminars, workshops, student presentations and student led sessions, which both supports and is supported by their placement experience.

Trainee Teachers are expected to support their learning through commitment to the practical experience of teaching, which is a central part of the programme and is closely linked to all the other modules. In order for the PCET placement to be effective it will require their consistent involvement and attendance. University course tutors adopt flexible approaches to teaching which in turn develops recognition that trainees themselves need to be flexible about the ways in which they teach their own students.

In addition to their placement experience trainees are expected to complete four credit-based modules, all of which are based heavily around their teaching practice experience.

Year Plan 2017 - 18

week beginning	University/placement activity
18-Sep-17	University Induction Week
25-Sep-17	University Induction Week
02-Oct-17	University classes - all week
09-Oct-17	University classes - all week
16-Oct-17	University classes - all week
23-Oct-17	Reading Week
30-Oct-17	University classes (Mon & Thu); Placements begin where agreed (Tue, Wed & Fri)
06-Nov-17	University classes (Mon & Thu); Placement (Tue, Wed & Fri)
13-Nov-17	University classes (Mon & Thu); Placement (Tue, Wed & Fri)
20-Nov-17	University classes (Mon & Thu); Placement (Tue, Wed & Fri)
27-Nov-17	University classes (Mon & Thu); Placement (Tue, Wed & Fri)
04-Dec-17	University classes (Mon & Thu); Placement (Tue, Wed & Fri)
11-Dec-17	University classes (Mon & Thu); Placement (Tue, Wed & Fri)
18-Dec-17	University classes (Mon & Thu); Placement (Tue, Wed & Fri)
25-Dec-17	Christmas Break
01-Jan-18	University class (Thu); Placement (Fri)
08-Jan-18	University class (Mon); Placement (Tue, Wed & Fri)
15-Jan-18	University class (Mon); Placement (Tue, Wed & Fri)
22-Jan-18	University class (Mon); Placement (Tue, Wed & Fri)
29-Jan-18	University classes (Mon & Thu); Placement (Tue, Wed & Fri)
05-Feb-18	University class (Mon); Placement (Tue, Wed & Fri)
12-Feb-18	University class (Mon); Placement (Tue, Wed & Fri)
19-Feb-18	Reading Week
26-Feb-18	University class (Mon); Placement (Tue, Wed & Fri)
05-Mar-18	University class (Mon); Placement (Tue, Wed & Fri)
12-Mar-18	University classes (Mon & Thu); Placement (Tue, Wed & Fri)
19-Mar-18	University class (Mon); alternative Placement (day/wk) opportunity (Tue, Wed & Fri)
26-Mar-18	University class (Mon); Placement (Tue, Wed & Fri)
02-Apr-18	Easter Break
09-Apr-18	Easter Break
16-Apr-18	University classes (Mon & Thu); Placement (Tue, Wed & Fri)
23-Apr-18	University class (Mon); Placement (Tue, Wed & Fri)
30-Apr-18	University class (Mon); Placement (Tue, Wed & Fri)
07-May-18	Placement (Tue, Wed & Fri)
14-May-18	University class (Mon); Placement (Tue, Wed & Fri)
21-May-18	University class (Mon); final week of Placement (Tue, Wed & Fri)
28-May-18	Reading Week
04-Jun-18	Course Evaluation (Mon)

Strategic Partnership Committee Meetings

The Strategic Partnership Committee provides opportunity for our partners (both those delivering and those supporting the PCET course) to engage in effective governance of the PCET programme, viewed through the eyes of all stakeholders.

This allows our partners the chance to review, develop and improve the content of the programme across the year. This process ensures that all stakeholders are confident in the quality of the content, as well as ensuring that this is delivered to sector standards.

We would ask that at least one representative from each of our partners attend the meetings which are held across the region. Further details will be circulated closer to each meeting however the dates for meetings in 2017-18 are as follows:

Wednesday 11th October 2017
Wednesday 31st January 2018
Wednesday 6th June 2018

Mentor Training and Support

A range of support opportunities and materials are available to mentors whether they are new or experienced to the position. These include:

Mentor Briefing

All mentors are invited to complete an initial mentor briefing session. There are a number of sessions at the beginning of the year and usually taking place at the City North campus of the University in Perry Barr, Birmingham.

In recent years however, we have increasingly provided alternative online briefing sessions and in-house briefings at the partner organisation, where a number of mentors are present from the surrounding area. As soon as we have your details we will invite you to choose the most convenient option for all parties.

Online Mentor Training

In addition to the briefing session, we also offer an initial online mentor training course, which is free to take and offers access to support materials and activities designed to help you understand or consolidate what it is to be a Mentor. This is available at http://goo.gl/T473TI with an enrolment key of BCU_Mentor_14

The training may be described as 'entry level' and will take around one hour to complete (in short stages if you wish), including a test at the end.

Once completed (with a score of 75% or above) a certificate is released to acknowledge your completion of the training package.

The course discusses the dispositions, attitudes and skills required of mentors. It will encourage you to reflect on what it is to be a mentor in a general sense, what knowledge, skills and attitudes mentors need and how your context relates to that.

If you are interested in completing this training package as an INSET or College Development Day activity please get in touch with the PCET Team.

Masters' level qualifications

In order to advance your skills and knowledge even further you may also wish to consider completing a Master's Level module in mentoring. There are many options available to you with opportunity to turn the role of mentoring in to a full Masters qualification. If you are interested in this please contact Stuart Mitchell on 0121 202 8550 or email stuart.mitchell@bcu.ac.uk for further details.

Placements Overview

All trainee teachers will undertake an age-appropriate placement as a central part of this programme. The University will find a suitable placement for their teaching practice to last across an academic year. This is different to some primary and secondary placement arrangements which included a number of shorter placements in different settings. The PCET trainee teacher will be situated within their placement for the duration of their course.

This placement is negotiated on the basis of a learning provider, as described above, being able to provide suitable support within their setting offering sufficient opportunity for the trainee teacher to complete the minimum allocated hours within the their subject specialism or related area of study.

Trainees will normally be involved in placement activity 3 days a week over approximately 20-24 weeks (from October to June). Trainees will need to accrue a minimum of 150 hours teaching practice (contact hours) in addition to any other time spent on placement. The placement will normally involve observations of experienced subject specialists, the planning and preparation for teaching, the delivery of teaching, the assessment of learning and appropriate evaluation and reflection on the learning and teaching process.

The commitment to actual teaching contact on the placement will range from 150–240 hours, with the precise figure dependent on the individual student and placement circumstances. It should be noted that 150 hours of teaching contact should be regarded as the minimum, which trainee teachers should seek to exceed. On placement, they may be expected to participate, in line with their level of experience and responsibility, in other activities related to teaching. These activities may typically involve, support and guidance work with learners, programme administration and attendance at team meetings, staff induction and staff development sessions.

Funding for placements:

Although we do not pay individual mentors for acting as a mentor, we do pay your organisation £500 for each full-time placement. This is paid at the end of the placement, subject to the completion of all associated teaching practice hours, observations and paperwork. We would always encourage organisations to use this money to ensure that the mentoring role is properly resourced and recognised so that the mentor has sufficient time to complete this important role effectively.

Roles and Responsibilities during Teaching Practice

These will vary according to the placement, but the following general guidelines should be useful.

Duties of the trainee in placement

At Birmingham City University our aim is to develop highly skilled teachers who are:

Committed to:

- Being outstanding teachers
- Creating a vibrant learning environment in which all learners will thrive
- Addressing the needs of all learners and their communities
- Taking responsibility for their own professional development and learning
- Developing excellent subject and pedagogical knowledge

Creative in:

- Engaging, inspiring and motivating all learners
- Informing learning and teaching through research and evidence
- Overcoming disadvantage and barriers to learning
- Reflecting on the impact of their professional practice

Confident to:

- Act as leaders of learning
- Respond flexibly and proactively to change
- Communicate effectively with all partners in learning
- Accept responsibility and be accountable for their professional actions and decisions.

Trainees are not expected to be fully competent teachers until towards the end of their training and they need to experience the agonies and triumphs of learning to teach, preparing and planning, organising work and evaluating and assessing in a supportive and challenging teaching environment. The course has been designed so that, from the beginning of their training, Trainees will be developing their skills in lesson planning, the setting of aims, objectives and outcomes, learning theories and techniques, and so on. This experience will develop throughout the course and aims to develop a degree of expertise in our trainees across the broad skills base required of teachers in the post-compulsory or lifelong learning sector.

A summary of our expectations of Trainees includes:

Trainees are expected to attend all taught sessions in the faculty/college and carefully read all the information they are given to prepare themselves for their placement.

Trainees must attend timetabled tutorials in the faculty/college and prepare for these.

Following the initial meeting with their Professional Development Tutor (PDT), trainees should work towards meeting their agreed targets and accumulate appropriate evidence.

Trainees should file their evidence towards achieving the Professional Standards, which can be found in the PDP documentation, in a loose-leaf ring binder or digital portfolio and systematically accumulate evidence from a range of sources towards the achievement of the Professional Standards.

Trainees should ask Mentors and Professional Development Tutors (PDTs) to sign the evidence in their portfolio on a regular basis, and are responsible for ensuring that their portfolio follows university/college requirements, is kept up-to-date and is available for scrutiny by their

Professional Development Tutors (PDTs) and Mentors at all times.

Mentors will only be required to 'sign-off' evidence that they have witnessed or feel comfortable is relevant to interactions between trainee and placement. All other evidence can be signed-off by the Trainee's PDTs.

Trainees should act upon advice given and targets set by PDTs, Mentors and course tutors and must follow guidelines for the professional behaviour expected by their placement institution.

Trainee Teachers should:

- arrive at their placement in plenty of time, and not just as the bell goes/class begins. Good attendance and punctuality facilitate a calm and well-focused start and help establish the right working environment;
- be well organised and plan ahead;
- act in a professional manner in all areas of the school, college, organisation or prison;
- be particularly mindful of the need for confidentiality, using tact and diplomacy at all times;
- seek and act upon advice. Trainees are not expected to know everything but are expected to ask for guidance;
- be flexible;
- dress appropriately, observing and following dress codes;
- become familiar with the organisation's routines, procedures and policies, such as those regarding Safeguarding and Health & Safety;
- be able to negotiate appropriate learning opportunities for themselves;
- keep up-to-date with their subject(s) knowledge, ensuring that they are competent in the delivery of required information for their learners;
- be responsible for their dealings with students/pupils, including the passing on of information to the appropriate party and being accountable for their actions;
- work well in a variety of teams, contributing constructively in all areas of interaction;
- attend all appropriate meetings (pastoral, subject, staff, parents and/or employers as appropriate);
- communicate clearly and appropriately with students, peers and colleagues;
- maintain a sense of humour and proportion;
- develop healthy and appropriate working relationships with students/pupils and staff;
- learn to defuse difficult situations, by maintaining a wide view of all situations and avoiding confrontation.

The Role of the Professional Development Tutor (PDT)

Each Trainee is allocated to a University-based Professional Development Tutor (PDT) who is responsible for monitoring the Trainee's progress and providing support and guidance to the Trainee throughout the course. PDTs may be allocated in alignment, where possible, with the Trainee's curriculum specialism and/or the geographical location of the placement.

The relationship between Trainees and their PDT involves holding termly tutorials and three profile meetings, over the duration of the course. The purpose of these meetings is to discuss the Trainee's progress in working towards: the achievement of the Professional Standards; course assignments and progression in placement. These meetings are documented on the relevant paperwork, which all Trainees are provided with. PDTs will draw on information gathered during these meeting in the writing of the trainee's reference.

PDTs will carry out the following tasks:

- Following an initial teaching subject audit and needs analysis, which is found in the Skills Audit document, agree and monitor targets and action points for the Trainee.

- During termly tutorials and using the Tutorial Record Forms, agree and monitor targets and action points to help the Trainee achieve the relevant Professional Standards.

- Liaise with Mentors to ensure that appropriate support has been/is being provided in relation to the ongoing development of mentoring skills and awareness of BCU expectations and procedures.

- Assist in the discussion held between Trainee and Mentor in identifying the opportunities for the Trainee to teach across a range of levels and on a variety of courses, where possible.

- Work with each placement organisation and respective Mentor to maintain the quality of provision and the effectiveness of support for Trainees.

- Liaise with Mentors and support them in their supervision and assessment of Trainees.

- Observe two lessons taught by the Trainee in a joint observation with their Mentor (staged at the beginning and end of the course/ placement) and participate in the feedback discussion that follows.

- Liaise with Mentors in raising and resolving Cause for Concern issues.

- Where resolution of issues are not possible, PDTs are responsible for collating evidence to put forward to the Triage Team, including evidence supplied by the Mentor.

- Recommend and assist in the organisation of visits by moderators and external examiners.

- Compile a reference for Trainees towards the end of their course.

- Monitor attendance and identify Trainees who are deemed to be 'at risk' and take action where circumstances lead to the trainee being withdrawn from placement.

The Role of the Mentor

The mentor will typically be based in the workplace or placement venue of the Trainee and will be qualified as a teacher within their own context. It is intended that the mentor will support and assess the trainee during their teaching placement.

Mentoring requirements relating to the Department for Education (DfE) or assessment of Qualified Teacher Status (QTS) do not apply on this course.

However guidelines, as set out by the sector, stipulate that:

The Mentor will normally be expected to:

- Attend a Mentor Briefing session and undertake Mentor Training (see below for further details);
- be observed teaching so Trainees can learn from experienced professionals;
- meet the Trainee regularly, give support and guidance regarding curriculum issues, planning and target setting;
- provide advice on teaching and learning in their field and related matters and encourage reflective thinking and self-analysis;
- carry out up to seven formal teaching observations, two of which will normally be observed jointly with the Trainee's PDT;
- give oral and written feedback to the Trainee on the outcome of the observation, using the Professional Standards, as set out on the Professional Development Profile (PDP);
- record this feedback using the university's observation feedback forms;

- complete three termly reviews for each trainee at set points in the course;
- alert the Trainee's PDT as and when any causes for concern occur;
- where necessary, provide supporting evidence to go forward to a Triage process where concerns regarding the Trainees behaviour in placement are unable to be resolved.

Mentor Training:

This training is provided for free and is presented as an online learning package for you to access at your own convenience, whether this be in one sitting, or over a short period of time (for example, 20 minutes a day for one week).

Each section contains support materials and activities designed to help you understand what it is to be a Mentor. This package may be described as 'entry level' and will take between one and two hours to complete, including the short test at the end of the course. Once completed (with a score of 75% or above being gained) a certificate is released to acknowledge your completion of the course.

The course itself is about the dispositions, attitudes and skills required of mentors. It will encourage you to reflect on what it is to be a mentor in a general sense, what knowledge, skills and attitudes mentors need and how your context relates to that.

We hope this training will encourage you not only to work with mentees and share your knowledge and experience with the next generation, but also help you to think about your own professional development and where you might develop further.

Mentor Briefings:

Initial Mentor briefings are offered on a variety of dates, days and times to accommodate the needs of the Mentors. Once registered as a Mentor supporting a trainee, you will be contacted and invited to take part in a briefing. It is expected that all Mentors will attend a briefing session in order to be appropriately equipped to fulfil the role. Where institutions support a large number of Trainees, a briefing session will be offered on-site. This briefing will provide you with information relating to the specific paperwork, interaction with standards, monitoring and feedback expected of the Mentor role, and allow you opportunity to ask questions of the University team, and discuss issues/share ideas with fellow mentors.

Regular updates are provided for existing Mentors and a number of university-based CPD activities will also be offered to Mentors who wish to develop their knowledge and skills further. There are also opportunities for Mentors to undertake further professional development as part of studies at Masters Level.

Professional Relationship

Following the guidance given above, it is expected that Trainees and their Mentors will enjoy the benefits of a full and professional working relationship. This is considered to be very much part of the Trainees' development and progress as a teacher. It may be that, on occasion, Mentors need to provide support and guidance in aspects of personal and professional conduct and this should be done with sensitivity. Trainees should, likewise, regard this as part of their training and be ready to listen and act upon such guidance. The need for careful and appropriate communication is vital through the Mentor/Trainee relationship.

We would anticipate that, should any issues arise, Mentors and Trainees will discuss them appropriately, seeking to resolve the matter as quickly as possible. Should it be necessary, there are two policies that the University has in place that may be used in specific circumstances. These are the Breakdown of Placement and the Fitness for Practise policies and procedures. We would hope that they will only be used as a last resort.

Professional Standards

Whether you are an experienced mentor or just starting out in your mentoring career, guidance is always available to you in supporting both the trainee teacher under your supervision and your own professional development.

As a subject specialist in your own area we do not presume to tell you how the trainee should be shaped towards becoming an outstanding teacher in their subject area. We are, however, governed by a set of professional standards that all trainees need to meet in order to complete their course, and to illustrate that the required skills, knowledge and attitudes pertaining to teaching in lifelong learning have been demonstrated.

In order to help you better understand what is expected of the trainee across the 20 professional standards we have provided you with a series of documents, available online at the PCET Partnership website.

These include specific guidance on how each standard might be achieved, and include: -

- Professional Standards for Teachers and Trainers in Education and Training – England;
- Initial Guidance for users of the Education and Training Foundation Professional Standards;
- Formative Feedback Guidance created by BCU.

While further information might be sourced from the following documents:

- Key Topic Briefings (e.g. role of tutor; role of mentor and a year in the life of a mentor);
- PCET Partners' Newsletter (containing good practice ideas from mentors within the partnership).

The information and guidance offered within the above documents are in addition to the mentor briefing sessions and online training offered by the PCET Partnership team. If you require any further advice or guidance, please do not hesitate to contact your trainee's PDT or a member of the PCET course.

Although your guidance and understanding of the professional standards will be useful at all times to the trainees, it will be of greatest impact in their preparation for, carrying out of and reflection upon observed lessons. Information regarding lesson observations can be found on page 12.

Partnership Arrangements

The Faculty of Health, Education and Life Sciences at Birmingham City University is keen to establish partnerships with education and training providers across the West Midlands and further afield. The Partnership arrangements are formalised by the completion of the Partnership Agreement (see Appendix 1 on pages 28 for an example of the agreement).

Partnership Management

The Partnership is overseen by the Strategic Leadership Committee. This committee is chaired by a colleague from a partner college who, along with other representatives from across the partnership, works closely with the Programme Director. Termly committee meetings are also open to colleagues from all partner institutions and the academic staff at the University.

Course Management

Each course in the Faculty has a Staff and Student Committee, which is responsible to the Faculty Board, and ultimately to Senate. The purpose of this is to ensure that courses meet their aims and objectives, through systematic monitoring and evaluation. Programme Directors (who are responsible to the Head of School and the Executive Dean for course quality) chair the Staff and Student Committee. There are named student representatives on each committee and all staff teaching on the course should attend. The exchange of views and ideas is vital for course development so participation is always welcomed. If school, college and organisation-based Mentors wish to raise any general issue relating to the course or teaching practice experience, they should contact the Post-Compulsory Programme Director.

Quality Control and Assurance Procedures

The courses are subject to a range of quality processes, which are related to each other and intended to complement the external measures operated by professional bodies such as the Education and Training Foundation (ETF) and Ofsted.

Internal Quality Processes

These include:

Course approval process, managed by the Executive Dean of the Faculty on behalf of Senate;

External Examiner system;

Annual monitoring process, in which an annual report written by the Programme Director, including information about evaluations, course changes, statistics on applications and completion rates, is reviewed within the Faculty and a report on the outcomes is submitted to Senate;

Academic audit which is managed by the Pro-Vice Chancellor (Academic) and administered by the Quality Assurance and Audit section of the Academic Registry on behalf of Senate and the Board of Governors;

Student Satisfaction Survey, a central University system of gathering feedback on students' perceptions of their educational experience. The Executive Dean has to provide a management response to the outcomes of the survey, which is followed up by the Vice-Chancellor and the Pro-Vice Chancellor (Academic).

All of these processes are in place to review Trainees' Teaching Practice Experience.

Monitoring the Partnership

The Faculty's Post-Compulsory Programme Director and Professional Development Tutors visit organisations as part of their role to monitor the security and appropriateness of placements. The Post-Compulsory Programme Director collects feedback about placements from Mentors, Trainees and Professional Development Tutors on a regular basis to ensure that each placement runs smoothly and takes action if necessary. Feedback is used to contribute to the Programme Annual Review. This report and minutes from the Strategic Leadership Committee are available on the Partnership website (link available on page 4 of this document).

Professional Standards for the Sector – Education & Training Foundation

The 2014 Professional Standards provide a framework of aspirations for new and existing teachers within the sector. They offer clear expectations that allow our trainees to identify areas for their own professional development, while also allowing tutors and mentors the opportunity to support these trainees in a structured and consistent fashion that allows a range of transferable and sector specific skills, values and knowledge to be developed across their career.

We further support the trainee, tutor and mentor by providing a framework of formative descriptors that allow constructive and supportive discussion to take place in review and reflection upon the development of the trainee and their work.

The **Professional Standards for Teachers and Trainers in Education and Training – England** are listed below in the three sections outlined by the ETF.

Develop your own judgement of what works and does not work in your teaching and training

1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners
2. Evaluate and challenge your practice, values and beliefs
3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
4. Be creative and innovative in selecting and adapting strategies to help learners to learn
5. Value and promote social and cultural diversity, equality of opportunity and inclusion
6. Build positive and collaborative relationships with colleagues and learners

Develop deep and critically informed knowledge and understanding in theory and practice

7. Maintain and update knowledge of your subject and/or vocational area
8. Maintain and update your knowledge of educational research to develop evidence-based practice
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
10. Evaluate your practice with others and assess its impact on learning
11. Manage and promote positive learner behaviour
12. Understand the teaching and professional role and your responsibilities

Develop your expertise and skills to ensure the best outcomes for learners

13. Motivate and inspire learners to promote achievement and develop their skills to enable progression
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment
15. Promote the benefits of technology and support learners in its use
16. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement
19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers
20. Contribute to organisational development and quality improvement through collaboration with others

Source: http://www.et-foundation.co.uk/

Formative Feedback Guidance

In support of ensuring consistency of feedback offered to Trainees across the partnership we require all Tutors, Mentors and Trainees to pay constant attention to the Formative Descriptors. An example of these is offered below, along with an example of what each 'grade' refers to in the context of the PCET course.

Descriptive Example - Guide

4	3	2	1
Attainment at this level towards the start of the placement indicates an 'emerging' but not yet secure achievement of this standard. Attainment at this level from the second term of the placement indicates failure to meet the expectations for this Standard.	Attainment at this level indicates that there are some areas for improvement within the Standard.	Attainment at this level indicates achievement of this standard at a 'good' level.	Attainment at this level indicates achievement of this standard at an 'outstanding' level.

The descriptors above are used to offer generic feedback and guidance on how the Trainee is measuring against a particular Professional Standard.

These are not the same as OFSTED grading, but rather illustrate the development of a trainee teacher across the course of their first year. This is to say that although a Trainee may receive a GRADE 1 against a specific standard in their early observations, we would not equate this as guaranteeing a GRADE 1 through in inspection with OFSTED.

Descriptive Example – Professional Standard 15

S15: Promote the benefits of technology and support learners in its use
Questions to ask yourself to reflect on your achievement of this standard: • Do you use data to track learner progress to enable you to plan teaching and cater for individual needs? • Are you constantly aware of the ways in which technologies can be used to help your learners learn and keep abreast of changes in learning technology? • Do you consider and improve your own skills in learning technology and work to keep these up-to-date to be able to promote appropriate benefits and support learners?

Formative descriptors			
4	**3**	**2**	**1**
You display limited ICT skills, are unaware of how or when to use ICT to assist your professional role and have little confidence in using ICT to enhance the quality of learners' experience. Planning displays limited opportunities for learners to develop ICT skills.	You display adequate ICT skills, have some understanding of how or when to use ICT to assist your professional role and have begun to use ICT to enhance the quality of learners' experience. Occasionally ICT might be used inappropriately. Planning displays adequate opportunities for learners to develop ICT skills.	You display competent ICT skills and have a clear understanding of how or when to use ICT efficiently to enhance the quality of learners' experience as well as to fulfil your professional role. ICT is used appropriately and with some confidence in the classroom. Planning displays creative opportunities for learners to develop ICT skills.	You display competent and creative ICT skills and have a clear understanding of how or when to use ICT efficiently and effectively to enhance the quality of learners' experience as well as to fulfil your professional role. ICT skills are used confidently and appropriately in the classroom. Planning displays creative and innovative opportunities for learners to develop ICT skills.

Where Trainees are able to consistently attain GRADE 1s across a number of standards we are able to stretch these even further through the use of our PDP+ standards. Theses allow Trainees to aim for what might be considered as experienced teaching. This is useful for those Trainees who may already have prior experience within the classroom environment, prior to attending the course.

Through the consistent reflection back to these standards and formative descriptors offered we are able to ensure both consistency in reporting of the quality of our Trainees' development as well as offering Mentors sufficient support in making the correct judgement in the development of those they are supporting.

Expectations for trainees' files

It is the responsibility of trainees to provide evidence for the attainment of the Professional Standards at a level of good or above across all areas of knowledge, attitude and skill. This evidence, in its various forms, must then be presented or otherwise brought to the attention of mentors on placement. A brief explanation of the nature of the evidence and the way in which it demonstrates that the Standard, or parts of it, has been addressed should be given in the body of the evidence page (included in the trainee's PDP folder).

Mentors are then asked (where they feel comfortable) to give an indication of quality with which the Standard in question has been addressed by cross-referencing each piece of evidence to the relevant formative feedback guidance for that Standard. The use of the formative feedback is crucial information for the trainees and must be applied regularly and frequently if it is to be effective. Evidence towards achievement of the Standards will be obtained from both lesson observations and the day-to-day practice of the trainee.

The end goal of this is to illustrate the development and progress the trainee has made towards meeting each individual Standard. Trainees are required to build up a body of evidence for each Standard to reflect the cumulative nature and, it is expected, the evidence will reveal growing confidence and familiarity with the aspect of the professional teacher expressed in that Standard.

To support evidence presented by trainees, based on their professional practice, suitable documentary evidence should also be included in the PDP. Standards vary as to the type and amount of evidence that is appropriate to demonstrate its achievement. It is impossible to suggest how many pieces of evidence or the number or type of documentary evidence required to meet each Standard; this is dependent upon the range of experiences each trainee gains. Documentary evidence might include (copies of):

- units of work
- lesson plans
- lesson evaluations
- lesson observation notes
- assignment work
- notes taken during discussions, meetings, lectures, from web sites or from publications
- policy documents from placement institutions
- letters and pro-forma from placement institutions
- samples of learners' work

Evidence presented does not, of itself, indicate a trainee's knowledge, understanding or ability to apply that Standard to their developing professional practice. It is the trainee's responsibility to make it clear to assessors how the evidence indicates the way in which the Standard in question is being addressed.

Assessment of evidence

Formative feedback must be given for **achievement only**, not effort, intention or as a motivator. Although these elements are very important and necessary, ultimately it is misleading and unfair for the trainee to receive feedback that is not an accurate reflection of achievement.

Mentors will need to make professional judgements in the context in which the trainee is working. Mentors may need to look for the "best fit" rather than an exact description and such judgements must be made in discussion with the trainee so that appropriate targets can be set. Current grades for each of the Standards will be monitored by University tutors and mentors at three 'assessment points' during the year in order to set targets and monitor progress more directly to move the trainee forward.

The example below offers an idea of how evidence might be presented, summarised and assessed.

PGCE Post-Compulsory Education and Training Professional Development Profile			
S5: Value and promote social and cultural diversity, equality of opportunity and inclusion			
Brief summary of evidence and how it addresses this Standard	**Evidence Item No.**	**Formative Grade**	**Sign & Date**
❶ When planning my lesson for 6th April with a Year 12 BTEC Performing Arts class I planned the groups in advance, making sure that I had a mixture of abilities and gender in each group. My mentor commented in my observation feedback that this had encouraged the students to work more collaboratively with students who they may not have chosen to work with.	Item 3 – lesson plan and item 4 – observation feedback ❷	3 ❸	KDN 7/4/14 ❹
During my Year 13 A Level lesson on 8th May I used a differentiated worksheet to support the students in their learning of key signatures and the circle of fifths to support their analysis work as some students were very weak in this area.	Item 7 – worksheet	2	KDN 9/5/14
As part of my university assignment for Analysis of Inclusive Learning Resources, I designed a resource using GarageBand software to support the Year 12 BTEC Music students in analysing texture and structure. The resource included a step-by-step help guide available in printed format and electronically and I also used a resource station at the front of the room for students to independently access additional materials. The resource included clear diagrams and pictures, this also supported one student in particular who has dyslexia.	Item 13 – step-by-step guide Item 14 – extract from assignment	1	KDN 4/5/14
…continue over the page if required			

Key:

❶ Brief description of evidence and how it demonstrates achievement against the Standard.

❷ Refers to documents that are inserted at the back of the PDP. Documentary evidence is not always necessary– a mentor's observation of teaching is perfectly acceptable. A single piece of evidence can be used against more than one Standard.

❸ Refers to the formative feedback guidance and feedback available next to each Standard in the PDP. A grade is provided based on the formative descriptor for each Standard Prompt.

❹Signed and dated by a mentor (only needs to be signed if the graded evidence does NOT come from a lesson observation).

Placement assessment and evaluation report

Mentors will complete two End of Term Reviews and a final End of Placement Review. In the End of Term Reviews, an update will be required as to the current achievement of each Standard with a current grade identified. In the End of Placement Review a final grade for the attainment of each Standard will be provided by the mentor. This judgement will be made on both the evidence gathered throughout the course, as presented in the profile, but also on the trainee's professional practice and development as a teacher/lecturer. The gathering and presentation of evidence alone does not automatically lead to the achievement of a Standard; the evidence should be seen as an indicator of the trainee's competence. Further to this there is one final overarching final moderation form to complete to measure the trainee's performance across the year. These forms are found online and attached as appendices in this document.

Observations of Trainees

Trainees are expected to be observed formally on at least 8 occasions. For full time PCET trainees the requirement is that seven lessons are observed by the Mentor, with two of these observed jointly with their PDT. All observations must be followed by written feedback, using the relevant observation feedback forms.

An additional observation (usually number 6, around March) can be observed by the trainee's critical friend and in some cases (where appropriate) might be recorded. For this observation trainees provide evidence of their own feedback discussion with their critical friend and does not require grading against the professional standards. For trainees in an offender learning setting alternative arrangements may apply.

Trainees are asked to select 6 professional standards that they feel are appropriate to both the observed session and their own professional development. These might be generated by previous feedback from tutors, mentors, peers or students, or after reading a journal article or attending a session at University. Likewise they may be suggested from your own knowledge, knowing that the session that has been planned would be, from your experience, an excellent opportunity to develop and illustrate professional growth.

There are some standards that are easy to fit in to almost every session (such as those related to assessment – PS17 & PS18), while others take a little longer to plan, develop and observe. You will find that different specialist areas cater towards certain standards more frequently, and are easier to demonstrate in a classroom environment as compared to others. This simply means that your input in to the development of your mentee's professional progression is key.

Professional Development Tutors act as moderators for teaching practice, with this process being monitored by the Strategic Leadership Committee and internal verification. In a case of disagreement between a Mentor and the Professional Development Tutor in the assessment of a trainee, another tutor who has had no dealings with the trainee moderates the assessment. The University, as the institution awarding the qualification, makes the final decision on the outcome of the teaching practice placement.

Documents, including feedback templates and additional guidance, are available in electronic form on the Post-Compulsory Partnership website (link available on page 4 of this document).

Assessment and Moderation of Teaching Practice Experience

The Trainee's Practice of Teaching is assessed by the production of portfolios of evidence, which will outline work and progress on the placement.

Trainees will need to ensure their PDP is available to review during observations, Mentor Tutorials and PDT meetings.

External Moderation of Teaching Practice Experience

External Examiners will visit a sample of Trainees to observe their teaching and to moderate standards across the partnership. They will visit a range of placements, in the process of ensuring that the quality of the course is comparable to that of other, similar courses in other institutions, and that the course is meeting its aims.

Trainees have been asked to let their Programme Director know if there is anything that will disrupt the organisational timetable and their teaching during these weeks. If a Trainee is to be visited, they and the host organisation, will receive ample warning. External Examiners will expect to have access to the Trainee's portfolio. They will observe the Trainee teaching and discuss this teaching with the Trainee as well as meeting the Mentor.

Tutorials

During placements, the progress made by Trainees towards the achievement of Professional Standards needs to be reviewed on a regular basis. Trainees should consider the achievement of Standards to be an on-going, cumulative process and they are required to present evidence, recorded in the appropriate portfolio, to module tutors on a regular basis for verification. Some Trainees will need to be actively encouraged to do this, particularly in the early stages of the course. They will continue to need guidance as to the range and quality of evidence required in order to fully meet the requirements of each standard.

In addition to offering guidance and feedback around the formal observed sessions, we ask that you arrange to meet as often as possible with your trainee to discuss a range of issues surrounding their planning, development, assessment and targets as the course progresses.

To this end we have provided an 'additional tutorial form' template for the trainee to record your discussions and use as evidence within their PDP. This provides further opportunities for the professional standards to be addressed. As highlighted previously, some standards are more difficult to observe in practice as compared to others. This tutorial offers one avenue towards the trainee gaining further evidence for such standards as PS19 & PS20.

The use of the 'additional tutorial form' is not compulsory, and should only be used if it is deemed to be a suitable way of recording your meetings. We do not expect this type of tutorial to take place every week, nor for them to always be a formal event. Through discussion with your trainee we would like you to create an effective environment for both of you that allows for open and developmental discussion throughout the course.

Assignments

Throughout their course, Trainees are required to submit coursework assignments. These have been designed to reflect aspects of their developing understanding of different settings and of teaching in their specialist subject. Details of these assignments can be found in the relevant Course Guide, issued to Trainees at the start of their course.

Cause for Concern

If a Trainee's teaching is giving cause for concern, it is vital that they are, at all times, informed of this. Professional Development Tutors and Mentors should keep records of any written guidance they have given. In the case of any dispute, the partnership must be able to demonstrate that the Trainee was aware of any concerns and that these were clearly documented.

It is also vital that the Post-Compulsory Programme Director is alerted at an early stage if Professional Development Tutors and Mentors are concerned about a Trainee's progress so that they can arrange to visit the placement.

If the Programme Director, PDT and Mentor are in agreement that a Trainee's progress is not sufficient to anticipate a successful outcome, the Trainee will be written to outlining the areas in which improvement is required in order to pass the teaching practice.

If there is any doubt at all about a trainee's ability to complete the placement satisfactorily, it is essential that they receive formal notification of this, and we urge Mentors to err on the side of caution by letting us know as early as possible of any concerns.

The Cause for Concern Procedure is contained in Appendix 6.

Equal Opportunities: Policies and Codes of Practice

Information for Trainees, college/school/training organisation/prison Mentors and University tutors

Many of the professional standards require that Trainees demonstrate their understanding of equality of opportunity, in various aspects of their teaching.

Professional values and attributes

- Develop your own judgement of what works and does not work in your teaching and training
- Reflect on what works best in your teaching and learning to meet the diverse needs of learners
- Evaluate and challenge your practice, values and beliefs
- Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
- Be creative and innovative in selecting and adapting strategies to help learners to learn
- Value and promote social and cultural diversity, equality of opportunity and inclusion
- Build positive and collaborative relationships with colleagues and learners
- Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment

The purpose of this document is twofold: firstly to provide an institutional context for these requirements, and secondly to give Trainees, Mentors and Tutors some guidance on how to deal with some situations they may encounter.

Equal Opportunities Policy

Colleges, Schools, Training Organisations and Prisons will have their own equal opportunities policies and Trainees should be supplied with copies/details of these as part of their general introduction to organisations in which they are placed. Trainees must ensure that all aspects of their work in these organisations conform to the requirements of current legislation and to organisational policies and procedures. In addition, Trainees are students of the University and must conform to Birmingham City University's equal opportunities policy statement. You can read the full text at: http://www.bcu.ac.uk/_media/docs/Equal-opportunities-statement-Jan%202012.pdf

Complaints regarding Equal Opportunities

The Post-Compulsory partnership agreement between the Faculty and colleges, schools, training organisations and prisons includes an undertaking that the organisation will:

- Ensure that Trainees work in a context which provides examples of good practice in respect of equality of opportunity and the avoidance of discrimination

However, despite the existence of policies in the University and in organisations, and the importance accorded to them, there may be occasions when staff and Trainees feel that these policies are being contravened. The University has a formal Student Complaints Procedure, details of which are given in the Course Guide that each Trainee receives. Organisations may have their own procedures, and Trainees should ask for details of these.

Guidance on action

If Mentors are concerned about any aspect of a Trainee's work in relation to equal opportunities and race equality policies and procedures, they should in the first instance bring this to the attention of a university tutor or the Programme Director so that a decision can be taken about how to proceed. In some instances it may be necessary to invoke the University's *Fitness for Practice Policy and Procedure*, which can be found at: https://icity.bcu.ac.uk/student-services/Complaints-and-Appeals/Fitness-for-Practise. Similarly, any concerns that a university tutor may have about a Trainee's work in their placement should be communicated to the Mentors, and appropriate action discussed.

There may be occasions when a Trainee feels that s/he has encountered breaches of equal opportunities, either in the university or during placements, directly or by observation. Trainees may be uncertain how to respond since these are controversial and delicate areas and they may feel that action would affect their relationships in the university or the placement, and possibly the relationships between the placement institution and the University. However, there are statutory requirements and policies regarding equal opportunities and race relations that will support Trainees.

The partnership is committed to promoting equal opportunities. If any Trainee feels that their choice of teaching strategies and materials are being restricted or criticised in a manner which contravenes the university's policies or that they are not being supported in action they take in response to such contravention, they should inform their Mentor, university tutor, Professional Development Tutor or the Programme Director as soon as possible. Provided that they have acted professionally, in line with the above policies, the Faculty will act on their behalf in the most appropriate manner.

Breaches of Equal Opportunities by pupils and students

Offensive actions, such as racist or sexist comments, by pupils/Trainees to fellow pupils/Trainee, Trainee to fellow trainee or to organisational staff, are a challenge to a new trainee's authority and to organisational and University Equal Opportunities policies. Trainees should intervene and clearly state their disapproval, in the context of these policies. The intention may not have been consciously racist or sexist, especially where comments are made by younger children, or the offender may have been looking for an over-reaction! However, offensive behaviour needs to be addressed professionally. Trainees should always discuss with Mentors the best way to proceed, and should ensure that Mentors and University staff are made aware of any such incidents.

Complaints about Equal Opportunities from pupils, students or parents

Again, any such complaints should not be dealt with by a Trainee in isolation; they should always be discussed with Mentors in the first instance so that appropriate action can be taken.

Breaches of Equal Opportunities by college, school, organisation, prison or university staff

There may be instances where a Trainee believes that he or she has been the victim of discrimination and sometimes a Trainee may feel that he or she has observed instances of breaches of equal opportunities policies. Examples might include comments made by organisational or University staff to or about other Trainees or organisational or university staff; instances of harassment; inappropriate use of language; or issues relating to the curriculum. There are a number of possible courses of action, and choosing which to take is likely to depend on the circumstances. If possible, the Trainee should discuss the incident with the person concerned in the first instance, and this may lead to a successful resolution. Other possible courses of action would be to seek the advice of the Programme Director or a union representative. In some instances the trainee may feel that they have no choice but to make a formal complaint.

Equal opportunities policies cover a wide range of areas, and the purpose of this paper is not to attempt to cover them in any detail. Trainees need to develop their understanding through reading, discussion, and reference to policies and codes of conduct. However, there is one area that may cause particular anxiety, and this is discussed below.

Sexual orientation

The Faculty undertakes to support gay and lesbian Trainees and staff if they suffer discrimination in the faculty or in partnership organisations. Their position may be particularly vulnerable as a result of prejudices and misconceptions. If a Trainee feels that they need additional advice or guidance before going in to a placement organisation, they should talk in confidence to a tutor or to the Programme Director. Trainees, teachers and tutors have a duty to act for the welfare of their pupils/students by protecting them from bullying and victimisation from others who may taunt them because they are believed to be lesbian or gay.

The aim of all equal opportunities and race equality policies in schools, colleges and other educational establishments is a relatively simple one, although effective implementation is far from straightforward. The purpose of this document is to assist the partnership in establishing an environment in which a positive approach to equal opportunities enhances teaching and learning.

Appendix 1:
Partnership Agreement between Birmingham City University and its Post-Compulsory Partnership Institutions

The Faculty of Health, Education and Life Sciences at Birmingham City University, and ____________

____

(insert institution name here) agree to form a partnership in the training of the University's post-compulsory trainee teachers according to the following conditions.

The Faculty of Health, Education, and Life Sciences of Birmingham City University undertakes to:

- recruit Trainees with curriculum backgrounds and appropriate qualifications relevant to Post-compulsory teaching;
- ensure that the training course prepares Trainees for post-compulsory teaching placements;
- support Trainees in all matters relating to their individual needs as registered students of the University, e.g. in respect of welfare, accommodation, services etc.;
- provide induction, training and support for Mentors in partner placement institutions;
- provide clear assessment and support documentation for Trainees and Mentors;
- support Mentors in the assessment and moderation of each Trainee's teaching through shared observation;
- ensure quality assurance procedures are communicated and implemented and that any issues raised are addressed;
- ensure that Trainees, as students of the University, are at all points in their training treated in accordance with the University's policies on equal opportunities and race relations;
- pay partners an appropriate sum per trainee teacher to resource the additional work involved in supporting training;

The partnership institution will undertake to:

- provide placement opportunities of no less than 150 hours teaching for an agreed number of pre-service Trainees, to include at least 100 hours delivery at Key Stage 4 or above;
- identify a range of curriculum areas in, and levels, at which Trainees can teach;
- provide Trainees with an induction to the institution and the curriculum area;
- ensure that Trainees have access to accommodation and resources (including ICT) which is appropriate for the support and delivery of their teaching;
- identify an appropriate mentor for each trainee who has a specialism in a relevant curriculum area;
- monitor and manage the work of Mentors;
- provide Mentors with sufficient time to fulfil their responsibilities to Trainees which include:
  - Observation of teaching
  - Feedback to Trainees
  - Regular target setting and review meetings
  - Report writing
  - Attendance at mentor training sessions and review meetings.

Signed

KA McGrath

Date

Karen McGrath, Programme Director
Faculty of Health, Education and Life Sciences

Signed

Date

Head of Institution,
Partnership Institution

Please complete and return to:
Craig Davis - PCET Administrator

Appendix 2:
Mentors' Frequently Asked Questions (FAQs)

Q: Do you provide any training to help me better understand the mentor role?

A: Yes, there is an array of support on offer to you as a mentor for the PCET course. These include:

Mentor Briefing

All mentors are asked to complete an initial mentor briefing session. There are a number of sessions at the beginning of the year and this will usually take place at the City North campus of the University in Perry Barr, Birmingham. We can also, however, provide an alternative online briefing session or an in-house briefing session at your organisation, where a number of mentors are present. As soon as we have your details we will invite you to choose the most convenient option for all parties.

Online Mentor Training

In addition to the briefing session, we also offer an initial online mentor training course, which is free to take and offers access to support materials and activities designed to help you understand or consolidate what it is to be a Mentor. This is available at http://goo.gl/T473TI with an enrolment key of BCU_Mentor_14

The training may be described as 'entry level' and will take around one hour to complete (in short stages if you wish), including a test at the end. Once completed (with a score of 75% or above) a certificate is released to acknowledge your completion of the training package.

The course itself is about the dispositions, attitudes and skills required of mentors. It will encourage you to reflect on what it is to be a mentor in a general sense, what knowledge, skills and attitudes mentors need and how your context relates to that.

If you are interested in completing this training package please get in touch with the PCET Partnership Team.

Masters' level qualifications

In order to advance your skills and knowledge even further you may also wish to consider completing a Master's Level module in mentoring. There are many options available to you and opportunity to turn the role of mentoring in to a full Masters qualification. If you are interested in this please contact Stuart Mitchell on 0121 202 8550 or email stuart.mitchell@bcu.ac.uk

Information sheets

A number of short information sheets (including this document) have been produced to complement the Partnership Handbook, covering a range of useful topics. These cover issues such as what we expect as the University from our trainees in placement; the role of the PDT; guidance on the Professional Standards, and many more topics.

These are available to you on the PCET Partnerships Moodle page at http://www.bcu.ac.uk/education/partnerships-and-collaborations/pcet-partnerships

Q: When do the trainee teachers carry out their teaching practice?

A: Full-time trainees usually start teaching practice in October or as soon as possible in their first term, and will be available until the end of May the following year. They are available for teaching practice on Tuesdays, Wednesdays and Fridays throughout the academic year. They attend taught sessions at the University on Mondays and Thursdays.

Q: How many hours teaching practice do trainees need to complete?

A: All trainees are required to complete a minimum of 150 hours. Typically full-time trainees teach an average 8-10 hours a week, although this may vary; perhaps 3-6 hours in the early weeks rising to 8-12 hours later on. However we understand that this will vary and that the trainee needs to be responsive and flexible depending on availability of hours and your own circumstances.

Q: How many observations does the mentor carry out?

A: The trainee will be observed at least eight times across the course, seven of these will involve you as their mentor. The first and the last will usually be a joint observation, carried out in conjunction with the trainee's University Professional Development Tutor (PDT). For full-time trainees the first joint observation will usually take place in

December or January and the last of the eight observations should be completed by the end of May. Observations should ideally be spread out across the placement, allowing the trainee time in between observations for reflection, evaluation and further development.

Q: Apart from the observations, what other paperwork will I be expected to complete?
There are three 'term reviews' (1st term, 2nd term and end of placement) that need to be completed in discussion with the trainee. We will also ask you to complete a short evaluation at the end of the placement. All of this will be explained in the mentor briefing session.

Q: Where can I get copies of forms, handbooks and other information?
A: The trainee will usually provide the necessary paperwork, however you can view and download copies of the paperwork and other documents from the PCET partnership website:
http://www.bcu.ac.uk/education/partnerships-and-collaborations/pcet-partnerships
If there is anything specific that you are looking for, or if you are unable to locate the form required please do not hesitate to contact the partnership adminstrator.

Q: What counts as teaching hours?
A: Any teaching and learning activity for which the trainee teacher has the opportunity to plan, deliver and then evaluate counts as 'teaching hours'. This might include a range of opportunities including:

- Whole-class teaching
- Team Teaching (where the planning has been carried out by the trainee)
- 1:1 sessions
- Workshops, revision & portfolio building sessions
- You might also include team meetings, visits and open day events, providing that the trainee is taking an active part in the process.

Trainees will keep a log of their hours and will ask you to sign it to confirm their teaching activity. Wherever possible trainees should be provided with opportunities to teach as broad a range of teaching contexts, levels and age ranges as possible.

Q: How soon should we let trainee teachers start teaching?
A: We hope that there will be time for a short induction allowing trainees to get to know your organisation, staff and students. They may be involved in observations and general assistance in the first week or two. Hopefully fairly soon after this your confidence in the trainee will be sufficient so that you will be able to start to hand over some of your classes and teaching hours. The table overleaf offers a suggested timeframe for teaching practice across the year.

This is a suggested timetable to design and supervise a suitable teaching experience for the trainee, fitting the environment in which you deliver.	Suggested minimum contact hours
October/November: Induction Mainly observing and supporting staff, working towards teaching episodes, such as starter activities and plenaries.	**10** hours (1-2 hours per week)
November/December: Begin taking individual responsibility for small groups, start teaching whole lessons supported by another teacher's scheme of work.	**35** hours (4-5 hours per week)
December/January/February Preparing and planning for teaching linked to a SOW. Teach at least one group (unit/class) exclusively.	**56** hours (7 hours per week)
March/April/ May: All trainees should, by now, be building towards teaching 9-12 hours independently; some or most without mentor present where possible.	**100** (9-12 hours per week)

Q: Can I leave a trainee alone with a group of students?

A: Yes. Trainees may require closer supervision at the beginning of their placement, however once they are 'up and running' and have earned your trust we hope that apart from observations and any other checks you might need to make that you can soon start to let trainees get on with their teaching, independently where possible. Initially you might be at the back of the class, but soon you might prefer to be in a room nearby, but be on-hand if needed. Being left in charge will help the trainees to learn more rapidly and effectively. Of course trainees should know who to contact and what to do in the event of any problems or an emergency. We understand that this may depend on your own organisation's policy and your own level of confidence in the trainee. On some occasions where there may be a cause for concern a trainee may need greater monitoring or supervision.

Q: Does the trainee teacher possess DBS paperwork?
A: All of our pre-service trainee teachers have a DBS check carried out. They cannot fully enrol on our course unless they have been deemed to be fit to practise. Most of our trainees will be in this position, however if the trainee is employed by you at any stage (e.g. in-service trainees) then the onus will be on you as the employer to ensure that your policy is followed and that any DBS check is up to date. As part of any induction we ask that organisations make trainees familiar with any essential safeguarding (and related) policies.

Q: Do I get paid for being a mentor?
A: We do not pay individual mentors for acting as a mentor, however we do pay your organisation £500 for each full-time placement. This is paid at the end of the placement, subject to the completion of all associated teaching practice hours, observations and paperwork. We would always encourage organisations to use this money to ensure that the mentoring role is properly resourced and recognised so that the mentor has sufficient time to complete this important role effectively.
As detailed above, taking on a mentoring role can help you in developing new skills, and even offers links to gaining further qualifications. Speak to our team for further details on the Master's level qualifications available.

Q: Should trainees get involved in activities other than teaching?
A: Yes, it is important that trainees receive a full experience of the role of the teacher and that they understand as much as possible about your organisation's systems and procedures. Trainees benefit from being involved in a range of non-teaching activities including any appropriate team meetings, course development activities, staff training, open-day events and student assessments. In many cases they might not be able to claim these activities towards their teaching hours (unless they are activiely involved), however it will provide valuable evidence towards completing certain professional standards and offer invaluable experiences to enhance their future employability.

Q: Can I count my mentor training towards my annual CPD?
A: Yes we strongly encourage it! In addition you might even consider reflecting on your role as a mentor and consider the impact it has had on your own teaching practice. By doing this you could easily claim many more hours of CPD than just those associated with the training process.

Q: Who should I contact if I need help, have a problem or need any more information?
A: The first point of call will be the trainees' Professional Development Tutor (PDT), followed by the Programme Director, Karen McGrath (karen.mcgrath@bcu.ac.uk). For general mentoring information you might also contact the PCET Partnerships administrator, Craig.

Q: I have colleagues who would like to offer teaching placements and act as mentors, what should they do?
A: We are always keen to develop new links, partnerships and placements so please ask them to contact the PCET Programme Director, Karen McGrath (karen.mcgrath@bcu.ac.uk)

Q: I cannot see the answer to my question in this document, what should I do?
A: Please contact the Partnership Administrator Craig Davis (craig.davis@bcu.ac.uk)

Appendix 3: Disclosure & Barring Service Policy

Faculty of Health, Education and Life Sciences

Good Character and Safeguarding the Public

The Recruitment of Students in relation to Criminal and other Offences

1. Introduction

1.1 This policy relates to people who are applying for a place on a programme in the Faculty of Health, Education and Life Sciences. Newly enrolled students who have not had a clear Disclosure and Barring Service (DBS) Disclosure will not be allowed to proceed with any placement until this has been received. If the DBS Disclosure is positive and the newly enrolled student is not allowed to continue by a Faculty DBS Panel; then they will be withdrawn.

1.2 All students who are likely to work with or come into contact with children and/or vulnerable adults as part of their programme of study are required to obtain an Enhanced Disclosure from the Disclosure & Barring Service (DBS) prior to commencement of their programme or undertake a self-declaration confirming they are of good character. A list of programmes covered by this policy can be found in Appendix 1. Many of these programmes operate within professional, statutory and regulatory frameworks and the University, in conjunction with our practice partners, have a responsibility to assess the risk posed by applicants/newly enrolled students who have a criminal record. Because of the nature of the work that Health, Education and Social Care Professionals undertake, no convictions or cautions are considered as 'spent' under the 'exceptions' allowed under the Rehabilitation of Offenders Act, 1974.

1.3 The DBS carry out criminal record checks using the following sources:

- Police National Computer
- Local police records
- The Department of Health
- The Department for Education and Skills

In compliance with this, some applicants/newly enrolled students may be deemed unsuitable for certain kinds of work or study depending on the type and nature of the offence they have previously committed. Others may be allowed to proceed on a programme with a positive DBS Disclosure once the Faculty is satisfied that they have been considered professionally suitable. In a small number of cases, students will be required to provide an annual enhanced DBS Disclosure at their own expense to ensure that they have not had any further involvement with the Police and/or Social Services.

1.4 If a student has commenced on a programme of study and their circumstances change with reference to a criminal conviction or involvement with safeguarding issues, they are required to inform their Programme Director and another enhanced DBS Disclosure will be necessary. Details of a positive Disclosure will be referred for investigation under the Fitness to Practise Policy. Non-disclosure of a criminal warning, caution, reprimand or conviction will also be investigated under the Fitness for Practise Policy as will any involvement with Local Authorities for safeguarding issues.

Where students undertake an interruption of study for six months or more they are required to provide another enhanced DBS Disclosure before they are able to undertake any placement learning.

For programmes leading to professional registration students will be required to undertake a self-declaration at re-enrolment for each year of study on their programme, where this is applicable students will be informed during the re-enrolment process.

1.5 In addition to a DBS Panel, the Faculty of Health, Education and Life Sciences has introduced the use of a Tariff which is considered when reviewing positive Disclosures (see Appendix 2).

2. DBS Panel

2.1 When a positive Disclosure is received which falls outside of the automatic inclusion/exclusion categories, the procedure is as follows:

- A Panel is convened to consider the information contained in the Disclosure. The Panel should consist of two members of staff, one of who should normally be a Head of Department or equivalent, plus one other academic member of staff. The third member of the Panel will be one of our Practice Partners. At least one member of the Panel will be registered with the National College for Teaching and Leadership (NCTL); the Health and Care Professions Council (HCPC) or the Nursing and Midwifery Council (NMC).

- The DBS Panel does not make recommendations on behalf of a particular partner organisation but is in effect recommending that an applicant or newly enrolled student who is deemed suitable would be able to join or continue on their programme although we cannot guarantee that this will be acceptable to all placement/ Partner organisations.

- The DBS Panel will have access to the enhanced Disclosure, as well as other information that the applicant/newly enrolled student may wish to supply, including references and personal statements. The Panel will then consider the suitability of the applicant/newly enrolled student based on the information contained in the Disclosure and the following:

    - the nature of the offence(s)
    - the age at which it was committed
    - its relevance to the professional area in question
    - any pattern of offending behaviour
    - the two character references provided
    - the detailed explanation that the student gives regarding the offence(s)

2.2 The DBS Panel is asked to decide whether the applicant/newly enrolled student is considered suitable to start or continue on the programme. If the decision is no, then this exclusion is applied across all professional programmes in the relevant Faculty.

The applicant/newly enrolled student will be informed of the decision in writing **within 7 working days** of the DBS Panel meeting. The decision of the DBS Panel is final and there is no appeal to the outcome as this is part of the Admissions process. However, applicants/newly enrolled students may use the Admissions Complaints Procedure if they wish to make a formal complaint about any aspect of the Admissions process. (See Figure 1 for a flow chart of the whole process.)

3. BSc (Hons) Social Work applicants/ newly enrolled students

3.1 The process is slightly different for the BSc (Hons) Social Work Programme; once these applicants or newly enrolled students have been approved by the Faculty DBS Panel then all the information from the meeting about the student including the recommended outcome is circulated to Birmingham Government Child/Adult and other partners within the Social Work sector for confirmation of approval. Once feedback is the applicants/newly enrolled students are informed of the outcome in writing. (See Figure 2 for a flowchart of the process.)

Social Work students may also be required to have annual enhanced DBS checks depending upon the placement learning experience and requirements of the practice/placement partner.

4. Disqualification by Association

4.1 The Disqualification under the Childcare Act (2006) introduced new regulations concerning the type of checks which schools with children up to the age of 8 must implement to fulfil their safeguarding role. Recent guidance published in February 2015 has clarified that these checks also apply to students who are studying to achieve qualified teacher status.

4.2 The criteria for disqualification under the 2006 Act and 2009 Regulations include those set out in the list below:

a. inclusion on the Disclosure and Barring Service (DBS) Children's Barred List,

b. being found to have committed certain violent and sexual criminal offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of the 2009 Regulations (note that regulation 4 also refers to offences that are listed in other pieces of legislation);

c. certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of the 2009 Regulations;

d. refusal or cancellation of registration relating to childcare,3 or children's homes, or being prohibited from private fostering4, as specified in Schedule 1 of the 2009 Regulations;

e. living in the same household where another person who is disqualified lives or is employed (disqualification 'by association') as specified in regulation 9 of the 2009 Regulations;

f. being found to have committed an offence overseas which would constitute an offence regarding disqualification under the 2009 Regulations if it had been done in any part of the United Kingdom.

http://www.legislation.gov.uk/uksi/2009/1547/pdfs/uksi_20091547_en.pdf

4.3 Students who are applying for a programme of study which entails working in schools with children up to the age of 8 will be asked to fill in an additional form which asks for supplementary information required by the legislation to ensure that you are not disqualified by association.

4.4 For further information you can access the guidance the latest guidance here https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15__3_.pdf

5. Quality Monitoring

This policy will be reviewed annually by the Director of Student Governance and where there are changes the Faculty Academic Standards and Quality Enhancement Committee and Faculty Board will be informed.

Julie Nettleton
Director of Student Governance
July 2015

Appendix 1

An Enhanced Disclosure & Barring Service Record check is required for the following programmes

BA (Hons) Children and Integrated Prof Care
BA (Hons) Early Childhood Studies
BA (Hons) Primary Education with QTS
BA (Hons) Conductive Education
BSc (Hons) Diagnostic Radiography
BSc (Hons) Health and Well-being
BSc (Hons) Midwifery 3 years
BSc (Hons) Midwifery 18 month
BSc (Hons) Nursing
BSc (Hons) Radiotherapy
BSc (Hons) Social Work
BSc (Hons) Speech and Language Therapy
BSc (Hons) Public Health
BSc Rehabilitation Studies
BSc (Hons) Operating Department Practice
BSc (Hons) Paramedic Science
FdA Early Years
FdSc Rehabilitation Studies (Visual Impairment)
Graduate Diploma Nursing
PG Diploma / BSc (Hons) Specialist Community Public Health Nursing
PGCE Primary with QTS (All including Teach First)
PGCE Secondary with QTS (All including Teach First)
PGCE PCET
Return to Practice Nursing
Return to Practice Midwifery
Return to Practice Health Visiting
Return to Operating Department Practice
Overseas Nurses Programme

A self-declaration by the student is required for the following programmes:

Defence Nursing Studies
Graduate Diploma/MSc Advanced Practice - Advanced Health Care
PG Diploma / BSc (Hons) Community Health Nursing - Specialist Practitioner
Examination of the Newborn
Non-Medical Prescribing/Principles of Prescribing
BSc (Hons) Dimensions in Health Care (where students undertake practice placements)
Preparation of Supervisors of Midwives
FdSc Foundation Degree (where placements are undertaken)

Appendix 2

The Tariff

The attached appendix shows the tariff of offences with the outcome which would normally be expected. Applicants/newly enrolled students with offences which fall within these categories should normally be accepted or rejected according to the tariff, without interview. All cases will, however, be reported to the DBS Panel so that a complete record can be maintained of the pattern of offences and the applicant/newly enrolled student will be notified in writing that they may proceed. All other cases will be interviewed and come to the DBS Panel. The Panel can ask that a student appear in person if they deem it necessary even if their offences fall into either category.

A tariff is used to enable a more consistent and efficient use of the DBS process. In this way an applicant/newly enrolled student who has committed less serious offences sometime prior, may not need to be considered in person at a Panel (unless they wish to do so). In the same way, some applicants/newly enrolled students who have committed serious offences may warrant automatic exclusion.

Please note that any students who have had a warning, caution, reprimand or conviction relating to a child or vulnerable adult will automatically be excluded from applying to a health and social care programme leading to professional registration.

The use of this tariff has the benefits of:

- Reducing the strain on the applicant/newly enrolled student by obviating the need for them to attend a DBS Panel
- Speeding up the DBS process
- Reducing the time devoted to the process by practice and academic staff.
- Providing a measure of consistency to ensure the equitability of the DBS Process.

This tariff has been drawn up by both practice and academic staff to ensure that the process is transparent and supported by all Partner organisations.

Where the student's enhanced DBS Disclosure indicates a series of offences, the Panel must make a decision as to how a possible pattern of repeat offending is a bar to allowing the student to enrol/continue on their programme.

For example where there is a pattern of repeat offences:

- Did these take place over a specified period of time for which the student has a potentially valid explanation?
- Has there been a long period since the series of offences took place where the student has not been in any trouble with the police?
- Are all the offences the same or is there a variety of different offences?

Students who have been subject to a Community Resolution Order will not normally have to attend a DBS Panel as these are not currently included on a Disclosure.

Tariff for Approval

TARIFF	MAX NO OF OFFENCES	OFFENCE(S)	TIME SINCE MOST RECENT	PUNISHMENT	PANEL OUTCOME
A	2	Shoplifting/ disorder/ breach of the peace	More than 5 years	Warning/caution/ reprimand/fine	Approve
B	2	Minor motoring offences	More than 12 months	Endorsement/ fine	Approve
C	1	Major motoring offence (eg reckless/ dangerous driving; offences resulting in disqualification)	More than 5 years	Endorsement/ fine/ disqualification	Approve
D	1	Any offence (except child/vulnerable adult cruelty/assault)	More than 5 years	Police caution/ warning*/fine	Approve
E	1	Possession of drugs	More than 10 years	Caution/fine	Approve
F	1	Deception	More than 10 years	Caution/fine	Approve
G	1	Assault	More than 10 years	Caution/fine	Approve**

Tariff for rejection

TARIFF	MAX NO OF OFFENCES	OFFENCE(S)	TIME SINCE MOST RECENT	PUNISHMENT	PANEL OUTCOME
H	1	Violence	Less than 5 years	Conviction with punishment more than a fine	Reject/ withdrawn
I	1	Child abuse	No time limit	Caution/ Reprimand/ Conviction	Reject/ withdrawn
J	1	Vulnerable Adult abuse	No time limit	Caution/ Reprimand/ Conviction	Reject/ withdraw
K	1	Sexual abuse	No time limit	Caution/ Reprimand/ Conviction	Reject/ withdraw
L	1	Dealing in Drugs	Less than 5 years	Conviction	Reject/ withdrawn

NOTES

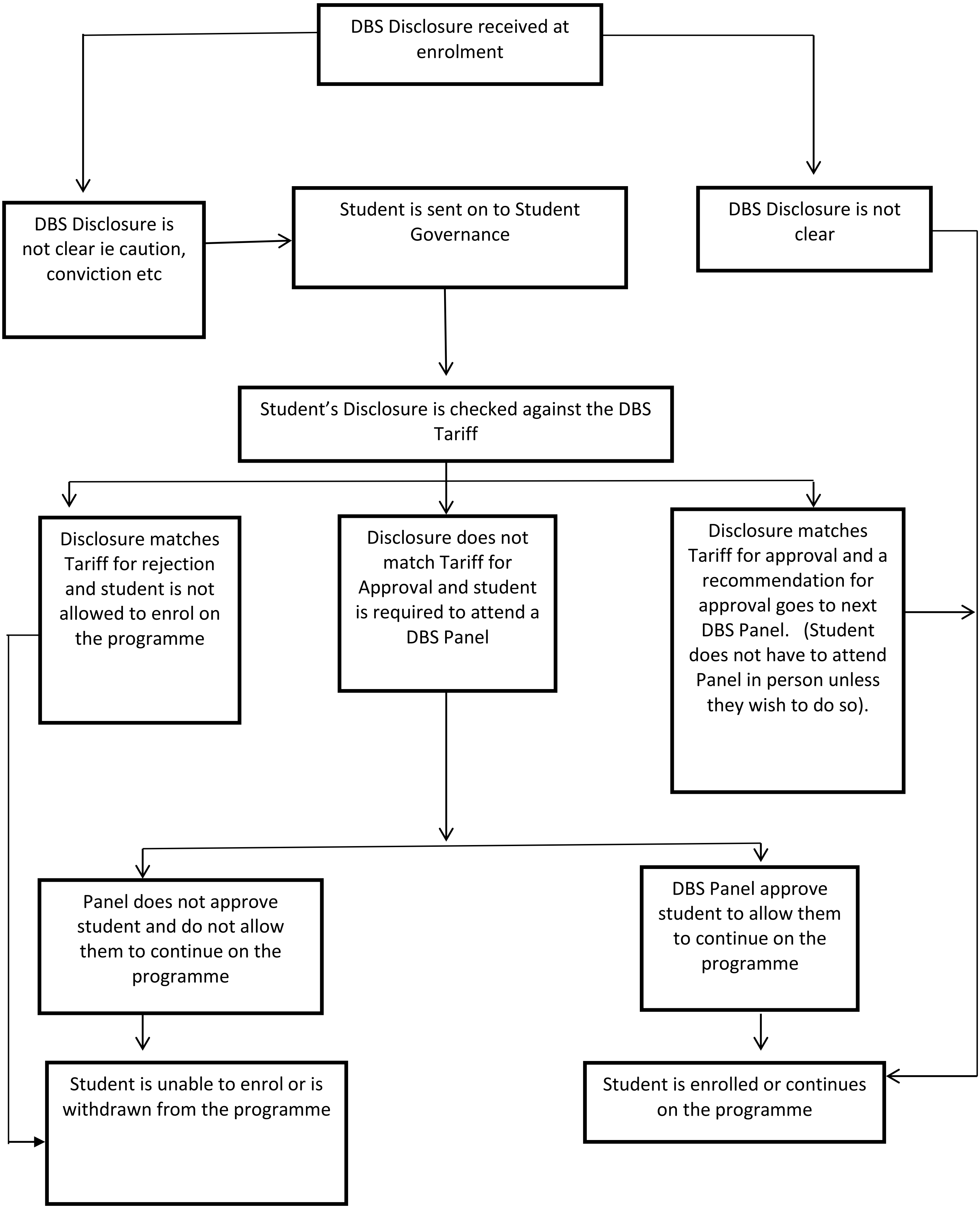
* i.e. the offence was considered sufficiently trivial for the police to decide not to take it to court; a caution is given to those over 18 and a warning to those under 18.

**Any offence which includes violence and receives a sentence of a caution rather than a fine or custodial or suspended sentence or community service will not have been serious.

Birmingham City University's commitment to equality means that this policy has been screened in relation to paying due regard to the general duty in relation to the relevant protected characteristics, the use of comprehensible, inclusive language, and the avoidance of stereotypes. This document is available in alternative formats on request.

Equality Analysis completed 19.3.14

Figure 1


DBS Disclosure received at enrolment
DBS Disclosure is not clear ie caution, conviction etc
Student is sent on to Student Governance
DBS Disclosure is not clear
Student's Disclosure is checked against the DBS Tariff
Disclosure matches Tariff for rejection and student is not allowed to enrol on the programme
Disclosure does not match Tariff for Approval and student is required to attend a DBS Panel
Disclosure matches Tariff for approval and a recommendation for approval goes to next DBS Panel. (Student does not have to attend Panel in person unless they wish to do so).
Panel does not approve student and do not allow them to continue on the programme
DBS Panel approve student to allow them to continue on the programme
Student is unable to enrol or is withdrawn from the programme
Student is enrolled or continues on the programme

Appendix 4:
Fitness to Practise Procedure

Introduction

This procedure reflects our commitment to prepare our students to become effective, safe qualified practitioners. We aim to help students understand the requirements for entry to their chosen profession and help them to develop good practice and behaviour from the very beginning of their studies. Students will meet the requirements relating to behaviour and fitness to practise through academic and vocational studies, and, if there are any issues relating to meeting the requirements, we will deal with these as quickly as possible in an appropriate way.

This policy applies to all enrolled students of the University on a course which could lead to or allow registration with a professional, statutory and regulatory body (PSRB). There is a list of PSRBs on iCity.

This procedure meets the 'General principles applying to all Birmingham City University student procedures'.

What is fitness to practise?

Being 'fit to practise' means being competent, responsible and having the characteristics needed to work in a particular profession. We have a duty to make sure you are fit to practise in your chosen profession. In assessing your fitness to practise, we give careful and ongoing consideration to your skills and ability, character, behaviour and physical and mental health. Although we recognise that you are still learning, you must make sure you are actively trying to meet the required standards and are not doing anything which might damage the public's impression of the profession you are studying to enter.

What is covered by this procedure?

We will tell you what standards we expect of you as a student and we will tell you at the earliest opportunity if our assessments show you are failing to meet these standards. In most cases there will be no need to refer you to a formal investigation − we expect that informal discussions with you and clear target-setting will be appropriate to make sure you are fit to practise. However, a formal investigation will sometimes be necessary if we have concerns about your fitness to practise. This could be because of ongoing concerns being raised about your fitness to practise, a safeguarding matter or because of a single incident which threatens the safety of a service user or which could harm the public's view of the profession. A safeguarding matter is one which affects the human rights, health, or well-being of another person, particularly a child, young person or vulnerable adult.

The following will apply if we have concerns about your fitness to practise.

- For concerns that do not involve safeguarding matters or the safety of a service user, or concerns that only arise occasionally, you can expect to receive feedback on the things that have caused concern. This will usually involve setting targets for you to meet, and may be through a formal action plan.
- For concerns that involve safeguarding matters or the safety of a service user, or which may damage the public's view of the profession, or concerns which suggest a pattern of repeated behaviour that does not change after we set targets for you, we will refer the matter for investigation.

We will not normally refer the following for investigation in relation to your fitness to practise.
- Your performance in an assessment.
- Concerns that cannot be directly linked to the relevant code of practice.

We will normally consider academic misconduct allegations under the Student Disciplinary Procedure. However, if the allegation against you relates to either altering information, buying or trying to buy someone else's work, or repeated academic misconduct, we may refer the matter for a fitness to practise investigation. This is because PSRB expect certain types of behaviour and characteristics which include the need for you to be honest and act with integrity at all times.

Who can raise a concern regarding your fitness to practise?

Anyone who receives or is affected by your services ('service user') can raise a concern about your fitness to practise, including:

- University staff;
- practitioners or placement staff;
- other students; and
- members of the public.

Only in exceptional circumstances will we consider concerns that we receive anonymously, when there is a strong case – supported by evidence – that means that the matter should be investigated.

If University staff, practitioners or placement staff have concerns, they must send them to us using a reporting form ('Raising Concerns Regarding Fitness to Practise'). We will make the final decision as to whether the matter will be referred for investigation. We may need to agree conditions you must keep to before you are able to continue your studies.

Disability and fitness to practise

We will review our standards if a disabled student may be at a significant disadvantage during an assessment. Although we will normally consider making reasonable adjustments during an assessment if you have told us you have disclosed a disability to the University, we do not have to make reasonable adjustments if we are assessing whether you are meeting a competency standard or if the adjustment would have a negative effect on the standard you are achieving. A competency standard is defined as an academic, medical or other standard which we apply to assess whether you have met the required standard in terms of competence or ability. We will make sure that the competency standards are objectively justifiable and an appropriate way of making sure you have the skills and ability needed for your chosen profession.

If your disability develops or is identified during your programme of study, or if you knew about the disability before starting your programme but it becomes worse and needs new or revised adjustments, we will consider the following.

- What could we reasonably do to make it easier for you to continue on the programme with your disability?
- Could you be putting yourself or others at risk of harm by continuing on the programme?
- Will placement providers or relevant professional bodies be prepared or able to make the required alterations to their part of the teaching and learning or assessment process?
- Did we tell you during the admissions process that the circumstances of your disability could lead to you needing to withdraw from the programme?
- Is it possible for you to transfer to another programme of study?

If it is not possible to make a reasonable adjustment, or to find you a suitable placement opportunity, it may be necessary for you to withdraw from a programme of study.

Criminal behaviour and fitness to practise

You must tell us if you receive a criminal conviction or caution during your programme of study. Your student handbook or your programme director will tell you how to do this. Receiving a criminal conviction or caution will not automatically mean you will be withdrawn from your programme. After you tell us about a criminal conviction or caution, we will consider:

- the nature of the offence;
- any history of offending or similar behaviour;
- any circumstances that might explain your behaviour; and
- any unreasonable delay in telling us about the conviction or caution.

We will consider all factors, including the above, before deciding whether you are fit to practise.

Time limits

If anyone has any concerns that may relate to your fitness to practise, they should raise these as soon as possible so that we can take action as necessary. If the concerns being raised are serious or need a formal investigation, you may be suspended from your placement with little or no notice. We aim to complete the formal stage, including any panel meeting, within 45 working days. To help us achieve this you must meet any deadlines we set for providing further information or documents and attending meetings. There will occasionally be circumstances when we need to extend the timeframe for different stages. (We will only do this is there is a good reason, for example if we need to wait for a key witness to be available to speak to us.) If this is the case, we will tell you and will explain the reasons for the delay and tell you the new timescales. We will provide regular updates on progress where appropriate.

Proving the allegation

It is our responsibility to prove the allegation against you. We will base decisions on the balance of probability so will accept the explanation that is most likely to be true. 4

Student representation

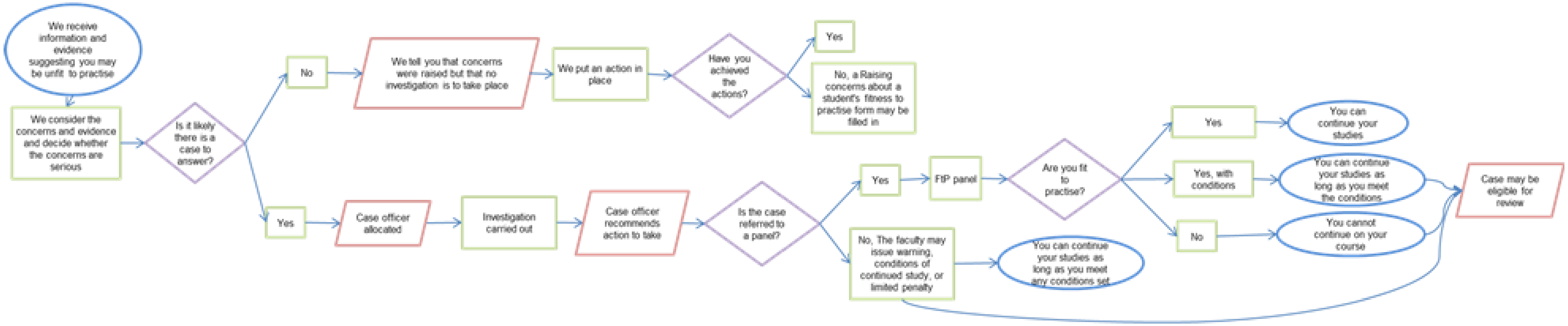
You have the right to take someone with you to meetings. This person is not there to act in a legal capacity. They are there to provide advice and support to you, not to act on your behalf. The Students' Union can help with this.

Confidentiality

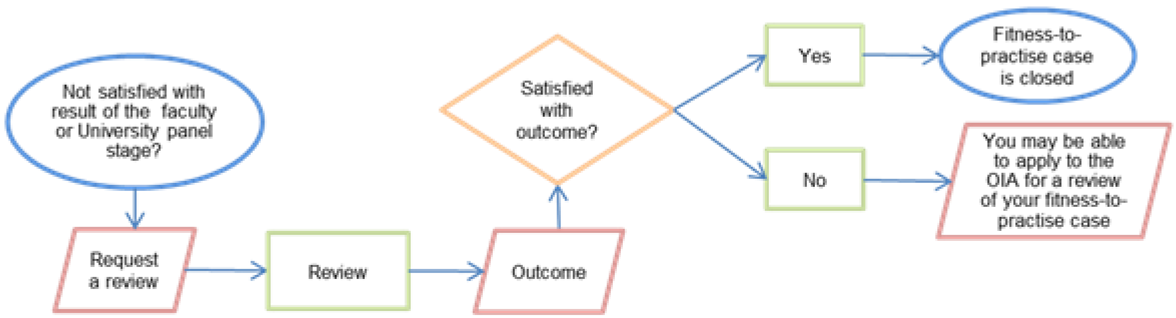
We will not share any information about you or any case against you unless we need to as part of our procedures or if there is good reason and urgent cause to do so. This could include passing information about your case to external agencies such as the police. Our 'Guidance on the production of references for students', which is available on iCity, explains what information we will share if we are asked for a reference.

Flowchart of stages

Formal stage:



Review stage:



Stages of the procedure (please see the flowchart)

This procedure aims to provide a quick process that is proportionate to the concerns being raised. There is a strong focus on staff having the power to deal with concerns as soon as possible. The Fitness to Practise Procedure has an informal stage, a three-step formal stage followed by the review stage (see the flowchart).

Informal stage – guidance and advice

This stage is for concerns that do not involve the safety of a service user, or for issues which arise only occasionally. During the informal stage, issues are dealt with quickly and locally, often by the relevant University tutor, practitioner or placement staff member. In most cases, a conversation with you about your practice and how to improve will be enough to deal with the matter. To help with your ongoing development, we may put an action plan in place. If you do not make the necessary progress or if the issue is serious, it may move on to the formal stage.

Formal stage – triage, investigation and recommendation, and faculty or University panel

The formal stage is to be completed within 45 working days of the fitness to practise concerns being raised. It involves assessing the concerns being raised and, where appropriate, carrying out a formal investigation. We may hold a faculty or University panel to consider very serious or complicated cases. The formal stage will involve the following three stages.

(1) **Triage**

For concerns that involve safeguarding matters or the safety of a service user, or concerns which may damage the public's view of the profession or show a pattern of repeated behaviour that the student has not changed after we have set targets, the person raising the concern should fill in the 'Raising concerns about a student's fitness to practise' form. This person must provide all supporting evidence within two weeks of sending us the form. If we do not receive the evidence within two weeks, we will not investigate the concerns but may still discuss them with you to provide you with relevant guidance and advice.

An associate dean or head of school (or someone nominated by the Student Complaints, Appeals and Discipline Committee) will consider the 'Raising concerns about a student's fitness to practise' form and the relevant evidence to decide whether there is a case to answer.

If we feel there is no case to answer, we will tell you about the concerns that were raised and, where relevant, put an action plan in place to help you.

If we feel there is a case to answer, we will refer the matter to a suitably trained case officer who will carry out an investigation. We will tell you if we do this and will give you information about the case officer who will investigate your case.

(2) **Investigation and recommendation**

The case officer will have no knowledge of you or of any previous fitness to practise or disciplinary matters you have been involved in.

The case officer will provide specific information about the concerns being raised, and will give you a copy of the evidence. We will invite you to a meeting with the case officer to discuss the concerns and evidence. You have the right to take a companion with you to the meeting. This may be a friend, relative or member of the Students' Union. As the meeting will be held during normal working hours on any of the University campuses, we will expect you to attend. The meeting will only be rescheduled if the case officer decides there is a good or urgent reason for this.

The case officer will consider the fitness to practise concerns and may talk to relevant staff or students and refer to documents and other evidence. At the meeting, we expect you to give the case officer any evidence that it is reasonable for you to have. This may include copies of emails or letters, or statements from witnesses if it is safe and helpful to provide these. In exceptional circumstances, the case officer may ask you or any other relevant person to provide evidence or information after the meeting. You will receive copies of all evidence the case officer has considered during the investigation. The case officer will produce a report based on their investigation, which will outline the process they have followed, the information they have gathered, the evidence they have considered, their conclusions and their recommendations.

The case officer can make any of the following recommendations.

- There is no case to answer, so we will not hold a panel and will not take any further action.
- There is a case to answer, but it does not need to be considered by a panel. We may issue you with any of the following.
    - A guidance note about your future behaviour or requirements you must meet.
    - A written warning about your future behaviour or requirements you must meet.
    - A final written warning about your future behaviour or requirements you must meet.
    - A conditional learning agreement. You must meet the conditions set out in the agreement to be allowed to continue on the programme of study.
    - An action plan. You must keep to the action plan to be allowed to continue on the programme of study.
- There is a case to answer that needs to be considered by a panel.

The associate dean or head of school (or other approved person) that made the referral will consider the case officer's recommendation. At this stage, the associate dean or head of school may take into account any previous fitness to practise or relevant disciplinary matters against you when deciding whether to accept the case officer's recommendation. The head of school or associate dean can make the following decisions.

- To accept the case officer's recommendation without change.
- To accept the case officer's recommendation with minor changes.
- Not to accept the case officer's recommendation, but take a different course of action instead.

In all cases, we will tell you the outcome of the investigation and what action, if any, we have decided to take.

If the concerns are very serious and it is possible that we may decide to exclude you from the University, your case will be considered by a University panel.

This stage must be completed within 15 working days following concerns being referred for investigation. 8

(3) Faculty or University panel

We will hold a faculty or University panel in line with our standard procedures for such panels.

The fitness to practise faculty panel can make the following decisions as appropriate.

- You are fit to practise, and we will not set any conditions which you must meet before continuing with your studies.

- You are fit to practise but you must meet certain conditions. We will set out these conditions in an action plan or learning agreement. If you do not meet the conditions set by the faculty panel, you will no longer be fit to practise and we may withdraw you from the programme of study. You may also receive a written warning or final written warning.
- You are not fit to practise and we may withdraw you from the programme of study. A faculty panel is not authorised to exclude you from the University.

If we find that you are unfit to practise, we will consider whether there is any other programme of study that you may be able to transfer or apply to. You will not be eligible to transfer or apply to a programme of study that has a fitness to practise requirement within five academic years of the decision to find you unfit to practise. If you apply to a new programme of study, the University's admission policy and criteria that are in force at the time of the application will apply. For information about what details we are allowed to share about you in any reference request, please see our 'Reference Policy' <to be confirmed>.

A University panel is authorised to make any of the above decisions, and also to exclude you from the University or any of our partner institutions.

Extending the time limit

If there are clear and justifiable reasons for extending the time limit, we will set new time limits. The Complaints and Appeals Office will tell you the new time limits and the reasons for the extension.

Closing the fitness to practise action at the formal stage

We will give you a clear explanation of the outcome of the formal stage of the fitness to practise action in writing, setting out the reasons for each decision in simple, straightforward language. We will record the outcome on our fitness to practise record system.

We will tell you about:

- your right to take the case to the review stage;
- the grounds on which you can do this (see below);
- the time limit for moving to the review stage (20 working days of receiving the outcome of the formal stage);
- the appropriate procedure to follow; and
- where and how to access advice and support, for example the Students' Union or Student Services.

If you do not take the case to the review stage within the time limit for doing so, we will close the matter.

Review stage – to be completed within 20 working days of receiving your request for a review

If you are not satisfied with the outcome of the formal stage, you have 20 working days to ask for a review. There are limited grounds for asking for a review, which are as follows.

- There is new evidence which you were unable, for valid reasons, to provide earlier in the process, and which would have had a significant effect on the outcome of the formal stage.
- The correct procedure was not followed during the formal complaint stage and this has had a significant effect on the outcome.
- The outcome was unreasonable given all the circumstances and the evidence considered.

The purpose of a review is to consider whether we followed the correct procedure during the formal stage and whether the outcome was reasonable. At the review stage, we will not usually consider the issues again or investigate the matter further. Your case must have been considered at the faculty or University panel stage before it can move to the review stage. If your expectations appear to be beyond what can be achieved at the review stage, we will tell you this as soon as possible in writing to manage your expectations about possible outcomes.

You must submit a request for a review electronically, by email or through our website, by filling in the appropriate form. We will only accept a form submitted by someone else on your behalf if you have given the other person written permission to act as your representative for the review stage. You must set out your concerns clearly and briefly and provide evidence, where possible, of the issues raised. Only evidence that is clearly referenced in the form will be considered. We will acknowledge your request for a review within five working days.

The Complaints and Appeals Office will assess your request for a review and the Director of Student Services, or someone they nominate to act on their behalf, will use this assessment to decide between the following two possible outcomes.

- There are no grounds for taking the matter further. If this is the case, the Complaints and Appeals Office will tell you in writing and let you know about any right you may have to ask the OIA to review your case.
- There are grounds for reconsidering the case.

If there are grounds for reconsidering the case, the Director of Student Services, or someone they nominate to act on their behalf, will consider the following.

- Was the outcome reasonable in all the circumstances?
- Was there a mistake in how we used this procedure to assess your case and the outcome has been less favourable to you as a result?
- Have you received clear reasons for the outcome at the formal stage?
- If you have provided new evidence, have you provided valid reasons for not providing it earlier?
- Would any new evidence you have provided have affected the outcome (if there were valid reasons for not providing this earlier)?

The Director of Student Services, or someone they nominate to act on their behalf, will decide between the following two options.

- The case will be referred back to the formal stage with a recommendation.
- The issues are complicated and so it would be better to deal with them through a review panel.

We will hold a review panel in line with our standard procedures for such panels.

Extending the time limit

If there are clear and justifiable reasons for extending the time limits, the Assistant Director of Student Services (Complaints and Appeals), or someone they nominate to act on their behalf, will set new time limits. The maximum extension will be 10 working days (that is, not more than 30 working days in total from the date we receive your request for a review).

Closing the case at the review stage

We will give you a clear explanation of the outcome of the review in writing. This explanation will set out the reasons for each decision in simple, straightforward language and clearly state any action to be taken (if appropriate). We will record the outcome on our fitness to practise system. We will also let you know about any right you may have to ask the OIA to review your case.

List of professional, statutory and regulatory bodies

Some of our programmes of study lead to registration or eligibility for registration with the following PSRBs.

Health and Care Professions Council (HCPC)

Nursing and Midwifery Council (NMC)

Solicitors’ Regulation Authority (SRA)

Teachers’ Standards

Raising concerns about a student's fitness to practise

A registered professional should fill in this section to raise concerns about a Birmingham City University student's fitness to practise.

Name	Miss/Ms/Mrs/Dr/Prof
Job title	
Employer	
Location of employment	For example, Ward 6 Russell's Hall, or Old Tree Primary School
Member of professional body	List all that apply
Governing code	Must not be left blank
Section or criteria of code felt to have been broken	List all that apply. Must not be left blank

Student name	Miss/Ms/Mrs/Dr/Prof
Student ID number	
Course of study	

My knowledge of the events relevant to this matter is as follows:

[List events in date order. Please refer to any relevant documents which support the account, and attach the documents to this statement with reference numbers. Please make sure that your statement could be read and understood by someone with no knowledge of the case so that they would be left understanding what the allegation was and how the evidence you have provided is relevant to the allegation.]

I am attaching (or will provide within two weeks) the following evidence to support this statement.

Document reference	Brief description of document	Attached or to follow
(Example) **1**	Hospital incident report form dated 1 June 2015	Attached

I am giving this statement in connection with my concerns that the student named above may have broken the relevant code governing the profession (which applies to their programme of study). I understand that:

- within two weeks of sending this statement to the University I must provide all evidence referred to in this statement;
- you may provide this statement to the student named above in the course of any University investigation into the concerns being raised; and
- due to confidentiality restrictions, you may not keep me informed of the progress of your investigation.

Your signature: Date:

Send your filled-in form and any queries to [name, email address].

Notes to consider

1. Try to make sure the statement covers all relevant issues and only those that you have direct knowledge of.
2. Make sure that the statement does not include details that are not relevant or could be unfair, such as earlier offences or evidence about other similar offences.
3. Wherever possible, try to avoid any second-hand (hearsay) evidence, although we will accept hearsay evidence if there is no better evidence available.
4. Consider whether your witness statement is an important part of the case or whether it adds little to it or simply duplicates other evidence. Although it can be helpful to include more than one account supporting the same events, there will be a point at which duplicating evidence will just unnecessarily extend the time needed to deal with the case.

To be filled in by University staff:		
Date student started the current programme	Level of study	Has the student interrupted their study?
	4 5 6 7	Yes □ No □

Referral for investigation

The relevant associate dean or head of school should fill in this section. Recommendations made by the case officer will be returned to the person named below.

Name	Miss/Ms/Mrs/Dr/Prof
Job title	
Faculty	

Student name	
Student ID number	
Course of study	

Governing code	Must not be left blank
Section or criteria of code felt to have been broken	List all that apply. Must not be left blank

Reason for referral (tick all that apply):

- A complicated concern has been raised ☐
- Harm or threat of harm to a service user or client ☐
- Damage or threat of damage to the reputation of the profession ☐
- A serious concern has been raised ☐
- A sustained or repetitive pattern of behaviour ☐
- The student is diagnosed with a disability after starting the programme ☐
- The student receives a criminal charge or conviction after starting the programme ☐

Your signature: Date:

Appendix 5:
Associated support documents for Mentors to assess and review Trainee's progression and development needs

These include:

Term 1 Mentor Review
Term 2 Mentor Review (Mid-Point)
Term 3 Mentor Review (End of Placement)
End Point Moderation of Trainee form
Lesson Observation sheet

BIRMINGHAM CITY University

Name of Trainee:	Subject:
Placement:	
Mentor:	PDT:
Number of ½ days absent:	**Submit by:**

	Tick descriptor achieved to date			
Standard	4	3	2	1
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Achievement of Professional Standards
Please indicate achievement to date using the formative feedback descriptors used in the trainee's PDP. Please tick the relevant column for each Professional Standard. The formative feedback descriptors identified must reflect the evidence in the trainee's PDP to date.

This review must reflect the trainee's attainment rather than effort or intention. Nor should it be used as a motivator or an expression of thanks for help given by the trainee (e.g. extra-curricular activities). Attainment must be accurate and not overstated.

Using the information from page 1, the trainee's PDP and your knowledge of the trainee's progress to date, please comment on the following (please note that the 'Cause for Concern' box should only be completed if applicable to the trainee):

Strengths and successes

Please indicate areas in which the trainee is currently excelling – this may reflect Professional Standards that have been graded as a 1 or 2

Area for improvement and negotiated targets

Please indicate here areas for improvement and the targets that have been set for the trainee – this may reflect Professional Standards that have been graded as a 3

Cause for concern

Please indicate here areas that are currently a cause for concern and need to be addressed by the trainee as a matter of urgency – this may reflect Professional Standards that have been graded as a 4

Signed (mentor): *Date:*

Signed (trainee): *Date:*

Post-Compulsory Education and Training
Term 2 Review

BIRMINGHAM CITY University

Name of Trainee:	Subject:
Placement:	
Mentor:	PDT:
Number of ½ days absent:	**Submit by:**

	Tick descriptor achieved to date			
Standard	4	3	2	1
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Achievement of Professional Standards
Please indicate achievement to date using the formative feedback descriptors used in the trainee's PDP. Please tick the relevant column for each Professional Standard. The formative feedback descriptors identified must reflect the evidence in the trainee's PDP to date.

This review must reflect the trainee's attainment rather than effort or intention. Nor should it be used as a motivator or an expression of thanks for help given by the trainee (e.g. extra-curricular activities). Attainment must be accurate and not overstated.

Using the information from page 1, the trainee's PDP and your knowledge of the trainee's progress to date, please comment on the following (please note that the 'Cause for Concern' box should only be completed if applicable to the trainee):

Strengths and successes

Please indicate areas in which the trainee is currently excelling – this may reflect Professional Standards that have been graded as a 1 or 2

Area for improvement and negotiated targets

Please indicate here areas for improvement and the targets that have been set for the trainee – this may reflect Professional Standards that have been graded as a 3

Cause for concern

Please indicate here areas where attainment is not yet secure and where the trainee is failing to meet the expectations of the Professional Standards (standards currently graded as a 4). Concerns identified here would need to be addressed by the trainee as a matter of urgency and a formal warning will be issued to address the Standards requiring urgent attention.

Signed (mentor): *Date:*

Signed (trainee): *Date:*

Post-Compulsory Education and Training
End of Placement Review

BIRMINGHAM CITY University

Name of Trainee:	Subject:
Placement:	
Mentor:	PDT:
Number of ½ days absent:	**Submit by:**

	Tick descriptor achieved by the end of the placement			
Standard	4	3	2	1
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

This review must reflect the trainee's attainment rather than effort or intention. Nor should it be used as a motivator or an expression of thanks for help given by the trainee (e.g. extra-curricular activities). Attainment must be accurate and not overstated.

Achievement of Professional Standards
Please indicate achievement at the end of the placement using the formative feedback descriptors used in the trainee's PDP. Please tick the relevant column for each Professional Standard. The formative feedback descriptors identified must reflect the evidence in the trainee's PDP.

Outcomes

I confirm that the trainee has demonstrated sufficient and satisfactory progress against the Professional Standards:	Yes	
	No	
I confirm that the trainee has taught the following number of teaching practice hours and observations:	Hours	
	Observations	

P.T.O.

Please provide an evaluative comment on each of the following areas. It may help you to refer to the formative descriptors for each Professional Standard within the trainee's PDP (the blue pages). Please include achievements, good practice and targets:

Professional values and attributes

Relevant Professional Standards: 1, 2, 3, 4, 5, 6

Professional knowledge and understanding

Relevant Professional Standards: 7, 8, 9, 10, 11, 12

Professional skills

Relevant Professional Standards: 13, 14, 15, 16, 17, 18, 19, 20

Signed (mentor): *Date:*

Signed (trainee): *Date:*

Grade 1
The trainee meet the 2014 professional standards for FE teachers and trainers by the end of their training. The trainee demonstrate excellent practice in the majority of the standards and all related to their personal and professional conduct

Grade 2
The trainee meets the 2014 professional standards for FE teachers and trainers by the end of their training. The trainee demonstrates good practice in some of the standards and all related to their personal and professional conduct.

Grade 3
The trainee meets the 2014 professional standards for FE teachers and trainers by the end of their training. The quality of trainees' teaching over time requires improvement as it is not yet good.

Name:

Date:

Moderators Comments:

PGCE PCET & L5 DET
Post Observation Summary & Targets

Trainee Name:

Mentor:

Date of Observation/Discussion:

Observation Number:

Subject:

Class Taught:

Placement:

PDT:

List below the Professional Standards being targeted during the lesson observation or review and guidance session:

Professional Standards observed or discussed	Grade:	Professional Standards observed or discussed	Grade:

Post Observation Feedback

Part 1: Summary of achievement against previous targets.

PGCE PCET & L5 DET
Post Observation Summary & Targets

Trainee Name: Mentor:

Date of Observation/Discussion: Observation Number:

Subject: Class Taught:

Placement: PDT:

Part 2: Observer feedback. Please also comment (in reference to the Professional Standards identified) on strengths and areas for development. Include explicit reference to trainee's targets and use of strategies relating to developing learners' skills in English and literacy, numeracy and Maths and ICT where appropriate.
Part 3: targets for development (please comment in reference to the Professional Standards identified): • • • •
Signed (Trainee): Date: Signed (Mentor): Signed (PDT): Joint Observation: ☐

Appendix 6:
BCU Cause for Concern Procedure 17-18

(Adapted to meet the needs of the BCU PCET course with reference to ETF Professional Standards 2014)

The cause for concern procedure will ensure that all trainees are supported and offered intervention where necessary to meet all of the Professional Standards.

A cause for concern will be issued when:

- A trainee does not make the expected progress;
- A trainee struggles professionally or personally to meet the Professional Standards;
- A trainee fails to demonstrate high standards of personal and professional conduct.

A cause for concern can be raised at any stage of the programme and:

- Can relate to a trainee's engagement with and attendance at the taught elements of the programme;
- Can relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the pupils as identified against the Professional Standards referencing the grade descriptors.

A cause for concern may also be raised if:

- A trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- A trainee has not received the necessary support from the placement school at which point the university will intervene and offer additional support.

A cause for concern will outline the concerns, set targets, identify intervention strategies, training needs, support strategies and agree review points. **It is an intervention strategy and will result in an agreed increase in school and university support and monitoring.**

Cause for Concern Process on Placement

Stage 1

At the earliest opportunity after a concern has arisen, the class teacher/mentor and/or university tutor discusses the concerns with the trainee. In this discussion the causes for concern, supported by evidence from the trainee's practice, need to be shared with the trainee. The trainee will have the opportunity to share their perceptions of the concerns and a joint understanding is established.

A Cause for Concern Form is completed to:

- Record and identify the issue(s) which give cause for concern in relation to the Professional Standards;
- Record and agree a maximum of three targets which are focused explicitly on areas for improvement;
- Record and agree intervention actions for the trainee;
- Record and agree intervention strategies to support the trainee for the class teacher/mentor/university tutor;
- Record and agree, using professional judgement, a date to review outcomes, which **must be within** 10 working days.

The trainee and the class teacher/mentor/university tutor sign the form and a copy is sent to: education.partnerships@bcu.ac.uk .
If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor may offer an additional visit.

Stage 2

In a meeting between the trainee and the class teacher/mentor and/or the university tutor the Cause for Concern Form is used to:

- Review the targets using the full range of evidence;
- If sufficient progress has been made by the trainee, normal training routines resume;

- A copy of the completed Cause for Concern Form is sent to: education.partnerships@bcu.ac.uk .

If insufficient progress has been made a Cause for Concern Form is used to agree:

- The causes for concern and set revised targets;
- Intervention actions for the trainee, class teacher/mentor and/or university tutor are agreed as part of the cause for concern intervention plan;
- Using professional judgement, a timescale of **up to** 10 working days is set for the trainee to focus on the cause for concern targets;
- All observations and meetings should focus on the cause for concern targets.

The trainee and the mentor/university tutor sign the form and a copy is sent to: education.partnerships@bcu.ac.uk
If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor may offer an additional visit.

Stage 3

A formal review of targets, using the full range of evidence, by the trainee, class teacher/mentor and/or university tutor. There are three possible outcomes from the formal review:

i) If sufficient progress has been made, the cause for concern ends and the normal training routines resume;
ii) If limited progress has been made, the mentor/university tutor and trainee review the issues, revise the targets and the cause for concern is extended and Stage 3 can be repeated;
iii) If insufficient progress has been made proceed to Stage 4.

Stage 4

The mentor/senior school leader/ university tutor contacts the programme team to discuss the trainee's progress. There are two possible outcomes:

i) It is agreed that a further Cause for Concern would be appropriate and targets and intervention support are agreed and Stage 3 repeated;
ii) It is agreed that the trainee has failed to meet the Professional Standards at the appropriate level so has failed the placement. Proceed to Stage 5.

Stage 5

The mentor/senior school leader completes an exit interview with the trainee so that the trainee understands the evidence that was used to judge their performance against the Professional Standards.

The trainee meets with a member of the programme leadership team to discuss the evidence and to agree targets for improvement and the record for a failed placement is completed.

The placement records are reviewed by the programme team and the decision is referred to the Head of Department for review.
An email is sent to the trainee with a copy to the Professional Development Tutor.

A de-brief meeting takes place between the university tutor and the relevant school personnel, leading to a report of arising issues and actions when necessary.

Stage 6

The Head of Department decides if there is any evidence or circumstances that require further investigation.

Appendix 7:
BCU Safeguarding Policy

Birmingham City University
Safeguarding Policy

If you believe that a member of staff or student is at risk of immediate harm and you are unable to obtain a response from a Safeguarding Officer, call Security on 6969 as an urgent priority and ask for the Police.

If you are concerned for the safety of a student or member of staff whose location is unknown, contact the Counselling and Wellbeing Manager Karin Qureshi on 7759 who will coordinate with relevant agencies to conduct a 'Safe and Well' or 'Welfare' check.

Purpose and scope

This policy sets out Birmingham City University's approach to providing a safe environment in which to work, study and research. Informed by legislation, this document sets out the definitions, responsibilities and procedures required to ensure the safeguarding of children and vulnerable adults with whom we may have contact.

The policy applies to all students, staff and visitors of the University. Exceptionally, where it is in the public interest to do so, this policy can be applied to anyone who has applied to study with us or any of our franchise or collaborative partners in the next academic intake, or to any former student within 6 months of the end of their studies. As necessary, matters raised under this Safeguarding Policy may be referred to any other University Policy or Procedure for further action.

We work in partnership with various organisations to provide study and research opportunities. It is expected that most partner organisations will have their own approach relating to safeguarding, and that this will complement the University's approach. Where a conflict arises between our safeguarding policy and that of a partner organisation, our policy will normally take priority. Any queries regarding potential conflict between our safeguarding policy and the approach taken by a partner organisation must be referred to the Dean of Students and Learning as a matter of urgency.

Definitions

Child

We define anyone under the age of 18 as a child.

Vulnerable adult

A person over 18 years of age is defined as vulnerable if they are at risk of harm, abuse or manipulation (including radicalisation) as a result of either their social or personal situation.

Harm

Harm can take a number of forms, and can be caused in a number of ways, including:

- Physical – for example, hitting another person or deliberately cutting yourself
- Psychological – for example, saying things which could hurt someone else or which could make them feel vulnerable, alone or isolated. Making threats, trying to control

another person, or humiliating someone can be psychological harm. Radicalisation is the process in which a person begins to hold increasingly extreme views (social, political, or religious) that undermine societal norms or right to free choice. Psychological harm can include bullying in person or online, including 'revenge porn'.

- Financial - for example, unreasonable or excessive borrowing or stealing money or other items. Also, trying to pressure someone else into giving you money or other items because they feel sorry for you.
- Sexual – for example, trying to get someone to take part in sexual activity by using force, threats or bullying. Sexual activity requires both consent to be given and also an understanding of what is being consented to. 'Grooming' occurs when a person uses an emotional bond to gain the trust of a child or vulnerable adult in order to sexually abuse or exploit them, or to trade them (trafficking).
- Neglect – for example, not caring for yourself or someone you are responsible for. This could include not washing regularly, not eating, or having unsafe living conditions.

Harm can happen anywhere: at home, at University, at work or in public. Anyone can be subject to harm; many people do not realise they are at risk of harm. Any person can be the cause of harm as set out in this Policy.

Safeguarding staff and students

The University will:

- Maintain thorough knowledge of safeguarding matters.
- Ensure this policy and accompanying procedures and guidance are regularly reviewed for compliance with relevant legislation[1].
- Provide points of contact for anyone needing to report a safeguarding concern.
- Act on reported concerns as appropriate. This may include carrying out a risk assessment, or making a referral to an external agency.
- Monitor the effectiveness and implementation of this policy.
- Ensure the effective sharing of and training in this policy and its implementation.
- Promote a culture which promotes safeguarding, reducing the potential for harm to be caused or threatened.
- Collate summaries of safeguarding concerns raised and outcomes, where known.
- Identify and carry out risk assessments for all enrolled students under 18 years old.

Safeguarding Officers: roles and responsibilities

The following roles ensure that the University will discharge its responsibilities effectively.

[1] Relevant legislation includes: the Counter Terrorism and Security Act 2015, the Protection of Freedoms Act 2012, the Safeguarding Vulnerable Groups Act 2006, the Data Protection Act 1998, the Equality Act 2010, and the Health and Safety at Work Act 1974.

Principal Designated Safeguarding Officer (PDSO)

The PDSO is responsible for the implementation of the Safeguarding Policy and the University's commitments to safeguarding staff and students, through delegation where appropriate. The role of PDSO is currently held by the Dean of Students and Learning.

Designated Safeguarding Officers

The Designated Safeguarding Officers are the Director of Human Resources and the Director of Student Affairs. They will deputise for the PDSO in their absence, depending on whether the concern relates to a student or a person in contact with a student (Director of Student Affairs), or to a member of staff or visitor (Director of Human Resources).

Safeguarding Leads

Safeguarding Leads can be contacted for informal advice and guidance with general queries or specific concerns. A full list of the Safeguarding Leads will be maintained on iCity. It is not intended that Safeguarding Leads will be emergency contacts for high risk concerns, but they can be consulted where the risk of harm is felt to be low or moderate, or where there is uncertainty about whether it is a safeguarding matter. A Safeguarding Lead can re-classify a low- or moderate-level risk as high risk if they feel this is necessary.

Safeguarding Co-ordinator

The Safeguarding Co-ordinator will maintain a network of Safeguarding Leads, ensuring they are fully supported in their role, and will monitor concerns raised and compile reports as required.

Raising a safeguarding concern

A safeguarding concern can be raised where either harm has been caused or where there is a risk of harm. Examples of harm, or risk of harm, are often difficult to identify. We do not expect any student, member of staff, or visitor to decide whether a child or adult has been harmed or is at risk of harm. However, we do expect concerns are raised using this Policy so that appropriate actions may be taken. Situations in which a concern should be raised include (but are not limited to):

- Either a child or adult declares abuse, harm or other inappropriate behaviour;
- Either a student or member of staff declares information about them or a family member which suggests someone may be harming a child or vulnerable adult;
- There is a concern that a child or adult is being harmed or manipulated, or is at risk of harm or manipulation;
- Changes have been noticed in a child or adult's appearance or behaviour that may be related to harm or manipulation; or
- You become aware that a person presents a risk of harm towards a child or adult in relation to their current or previous behaviour. For example, they have a criminal

conviction that involves harming or threatening to harm someone else, or they are involved in the possession of inappropriate images or extremist material.

Appendix One includes examples that may be used to support training and awareness-raising in connection with this policy.

A safeguarding concern should be raised as a matter of urgency either by speaking to a Safeguarding Lead or by submitting an online form through iCity. Reports should set out all information that may be relevant to the reason for raising a concern. Individuals reporting a concern are not expected to make a decision about whether their concern constitutes a safeguarding matter, they are simply highlighting a concern for the University to carry out a risk assessment.

Confidentiality

Where possible you should not provide any personal detail about the person you are concerned about. However, if necessary, the safeguarding officer will ask you to provide personal information about the person you are concerned about, such as name and ID number.

Risk assessment of safeguarding concerns raised

Once a Safeguarding Officer is made aware of a possible safeguarding concern, they will carry out a risk assessment.

It is usually not necessary to do a risk assessment where there is evidence that harm has been caused to a child or vulnerable adult. Where there is risk of harm to a child or vulnerable adult, or no clear evidence of harm having been caused, a risk assessment will be carried out. Risk assessments take place in two stages:

Stage one – defining risk

Using the definitions in this Policy, the following questions will be asked:

1) Is a child or vulnerable adult at risk of harm/has a child or vulnerable adult been harmed?
2) What kind of harm is it? (Physical, psychological, sexual, financial, neglect).
3) How serious is the harm or threat of harm? (Low, moderate, high)
4) Is there any suggestion that harm or threat of harm may be repeated or get worse?
5) Is there any suggestion that the harm or threat of harm was intentional?
6) Has violence been threatened?
7) Has there been intimidation?
8) How long has the harm or threat of harm been going on?
9) What impact has the harm or threat of harm had on the child's or vulnerable adult's independence, health and wellbeing?

Stage two – rating risk

Having answered as many of the above questions in Stage one as possible, a rating of risk is determined. A rating of 'High' should be given to any harm or threat of harm that may cause loss of life, or major injury to physical or mental health; or where there is an increase in either frequency or severity of harm. A rating of 'High' should be given where there is evidence that harm has already been caused. A rating of 'moderate' should be given where no harm has been caused, or there is no clear evidence to rule out a risk as being ‘low’. A rating of ‘Moderate’ should not be given where there is evidence that harm has been caused. A rating of ‘Low’ is given where the risk of harm is unlikely to occur, for example due to lack of access or contact.

Until the harm or risk of harm has passed, both Stage one and Stage two can be revisited as often as necessary to ensure appropriate management of risk.

Steph Talliss-Foster
Director of Student Affairs

Appendix One

Examples of situations that may arise giving reason to consider raising a safeguarding concern.

Example 1 You are in a personal tutorial meeting with Lou when he tells you about Hannah, his ex-partner. Hannah has threatened to tell the Police that Lou is beating the children they have together unless he gives Hannah more money each week in child support. Lou is distraught as he is already in debt and fears he will not be allowed to see his children anymore and may be arrested. **This is a concern that you should report.** It is not for you to determine if Lou is beating the children, but he is being harmed by someone trying to manipulate him to gain more money.
Example 2 Mary is your flat-mate in University accommodation. She used to be very quiet but lately has been hanging around with new people, has started drinking and smoking. Mary goes out most evenings, coming back very late. She is sometimes late for 9.00am lectures but never misses them completely. Mary's behaviour may not be a safeguarding concern. It seems as though she is adjusting to being at University, and has made new friends who might be having an influence on her. Unless Mary is being manipulated to drink, smoke or go out late, there may be no harm or risk of harm causing the change in Mary.
Example 3 Kamal tells you that he may not be able to attend graduation because his family want him to go on holiday overseas as soon as he finishes his final exams. Kamal tells you that he is concerned that he is going to be forced to marry someone whilst he is on holiday. Two years ago his older brother Tej was taken on holiday after his exams finished and his family hid his passport from Tej until he agreed to marry someone whilst overseas. Kamal is worried the same thing will happen to him: he has no plans to marry and does not want to go on the holiday. **This is a concern that you should report.** Kamal is at risk of harm.
Example 4 Jane has been set an assignment to keep a journal of her activities and thoughts for 2 weeks. The journal she submits includes references to her belief that she is being watched and that she feels someone is tampering with her phone. Jane also feels that the nightly news has a hidden agenda as they always report negative stories about her religion. Jane expresses thoughts of frustration and anger about what she feels is happening. **This is a concern that you should report.** Although Jane may be exploring politics in her surrounding environment, she may be at risk of radicalisation. It is not for you to

determine if Jane could be radicalised, but the apparent tendency to see a conspiracy as well as the feeling that her religion is being treated unfairly in the media may need to be explored.

Example 5

Chen is an international student in her first year but has missed a large number of lectures. She asks to speak to you as she has run out of money. Chen tells you that she started seeing an older man a few months ago and in exchange for him taking care of her and letting her live with him, he has access to her bank account and leaves her with a small amount of credit on her mobile phone. She has no money to get the bus in for lectures and has no money to buy food, relying on what her boyfriend provides.

This is a concern that you should report. Chen is at high risk of harm and may also be at risk of being groomed.

Example 6

Nicholas is in the first year of his teaching degree. He has been on placement in school for two days when he phones the University wanting to report a concern. Nicholas observed a teacher shouting at the class of 7-year-olds and feels that the children are at risk of harm. Nicholas wants to use the school's policy on whistleblowing to report the teacher to OfSTED.

Without further information it does not appear that this is a safeguarding matter, as the teacher may have been shouting to get the attention of the class, rather than intending to cause harm. Unless further information can be provided demonstrating a risk of harm or actual harm caused, this would not be a safeguarding matter.

Example 7

Jim is a Political Science lecturer and has always encouraged in-class debates, asking students for their opinion on controversial subjects (such as hunting and abortion), and then asking them to argue for the opposition. Recently Jim set up a lunchtime debate society but only allows students he has invited to attend. Diane was invited to a meeting and has come to you to express concerns about Jim. She tells you that Jim didn't hold a debate, but spent 20 minutes expressing his support for the English Defence League. Diane feels she heard Jim say that "the Nazis knew how to run things".

This is a concern that you should report. Although encouraging students to think about situations from a different perspective can be useful, the beliefs expressed during the debate society meeting are concerning. The far-right views being expressed by Jim could be an indicator of an extremist view, and possibly having accessed hate rhetoric.

Birmingham City University
Safeguarding: Reporting Process

Any member of the University's community may come into contact with a child or vulnerable adult at any time. The University expects that all staff, students, and visitors will safeguard and promote the welfare of children and vulnerable adults by being familiar with the Safeguarding Policy and this Reporting Process, and by reporting concerns using the information set out below.

As a member of the University community you may become aware of a situation, but not be sure if it is a safeguarding matter. The University does not expect you to know for sure if it is a safeguarding matter. This process allows you to share your concern with a member of staff trained in safeguarding matters who will use the information you provide to determine the best course of action to take. By taking this approach it is likely that a number of matters will be reported which are determined not to be safeguarding concerns. However, it is preferable to have a higher number of matters reported that are not safeguarding concerns, than for one safeguarding matter to go unreported.

This Reporting Process is presented in four broad sections:

- Identifying a concern – this includes support and advice on how to respond, action to take, and seeking informal advice.
- Reporting the concern – this includes how to make a report, and contact by a Safeguarding Lead. The University has a large number of staff trained in safeguarding matters. As such, it is often likely that a safeguarding officer will be able to respond to you within one working day.
- Risk assessment of the concern – this will be carried out by a Safeguarding Officer.
- Escalating the concern.

Confidentiality

Where possible you should not provide any personal detail about the person you are concerned about. However, if necessary, the safeguarding officer will ask you to provide personal information about the person you are concerned about, such as name and ID number.

Keep in mind that some allegations may lead to a criminal investigation, or a referral under the government's PREVENT strategy. Therefore you must not do anything that could endanger a police investigation (for example attempting to conduct your own investigation or using leading questions with anyone related to the situation).

The University may take action to manage the potential of future harm. Such action may involve restricting access to University premises. Whilst there is a limited right of appeal against such action (as set out below), the identity of the person to be safeguarded will remain confidential and will not be shared under any circumstances with anyone felt to be the cause of the risk of harm.

Identifying a concern

You may become aware of a worrying situation in a number of ways. For example a student may speak to you in person, a colleague may write an email to you, or you may see changes in a person that concern you. The following suggestions for actions to take may be adapted depending on how you become aware of a worrying situation:

Do:

- Remain calm;
- Offer a 'listening ear'. This means listening with an open mind;
- Offer reassurance that sharing the information is a positive step;
- Try to record as much information as you can, as accurately as you can. You will need this to pass on to a safeguarding officer;
- Make it clear that you have a duty to refer the concerns on to a safeguarding officer;
- Make notes. They need to be clear and (ideally) without interpretation.

Don't:

- Interrupt or stop any free-recall;
- Question, except to clarify anything you don't understand;
- Discuss the situation with anyone other than a safeguarding officer, your line manager/course director, or an authorised external agency (such as the Police);
- Make the person repeat the details about the situation to anyone else;
- Make promises to keep the information secret.

All concerns should be reported using the Reporting Safeguarding Concerns form (on SharePoint), unless it is not a safeguarding matter in which case it should be reported to your line manager or course director.

Reporting the concern

You should consult the Safeguarding Policy and this Reporting Process. If you are not sure if the concern you have is a safeguarding matter, contact one of the Safeguarding Leads for informal advice.

If, having read the Safeguarding Policy, you feel it is a safeguarding concern and there is an immediate risk of harm to someone, you should contact Security on x6969 (0121 331 6969) and ask them to contact the Police.

If, having read the Safeguarding Policy, you feel it is a safeguarding concern but there is no immediate risk of harm to someone, you should complete the Reporting Safeguarding Concerns form (available from SharePoint). If you are unfamiliar with using SharePoint or do not have regular access to a computer, please speak to your line manager and ask them to raise your concerns for you. Once submitted, the Safeguarding Co-ordinator (or someone nominated to act on their behalf) will review the Reporting Safeguarding Concerns form and assign the matter to a Safeguarding Lead. Having read the submitted form, the Safeguarding Lead will speak to you in person. The purpose of the conversation is to allow the Safeguarding Lead to ask you questions which, based on their training, will assist in both defining the risk, and rating the risk.
Where there is a concern that a person may be at risk of radicalisation, this will be classified as a **PREVENT** concern. If there is an immediate risk of harm, Security must be contacted

without delay on x6969 (0121 331 6969). If there is no immediate risk of harm, complete the Reporting Safeguarding Concerns form, indicating the type of harm as 'PREVENT-related'. Once submitted, PREVENT risks are assigned to either a senior member of Student Affairs, or a senior member of Security who will speak to you in person. The purpose of the conversation is to allow Student Affairs or Security to ask you questions which, based on their training, will assist in both determining if the risk is PREVENT related, and what action, if any, needs to be taken. Student Affairs or Security staff may re-classify the concern if it is felt it is not a PREVENT matter. Such concerns return to the safeguarding assessment process as set out below. However, if it is felt to be a PREVENT matter, a case conference will be called. Attendance at PREVENT case conferences are as follows:

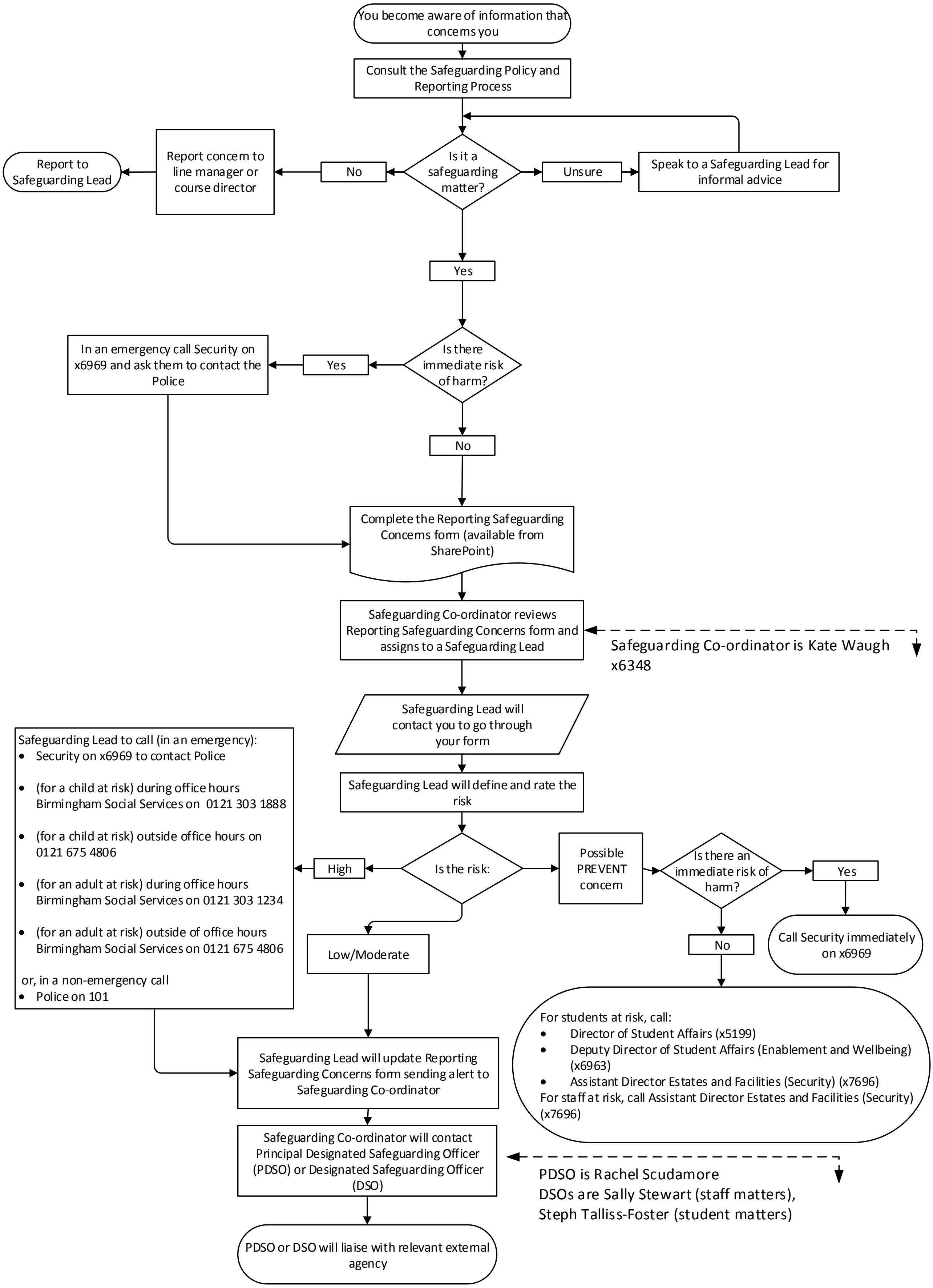
- Member of Vice Chancellor's Office (Chair) (Panellist)
- Director of Student Affairs (or nominee) (Panellist)
- Director of Human Resources (or nominee) (Panellist)
- Assistant Director of Campus Management and Services (Security) (Panellist);
- Executive Dean of relevant faculty (or nominee) (if a student);
- Any other member of staff as identified by the Chair.

The case conference will consider all available and relevant evidence, and reach a decision based on a balance of probabilities. The case conference panel may decide any of the following:

- The case is not PREVENT-related. It may be referred to the safeguarding process for risk assessment;
- The case is not PREVENT-related and does not need to be referred to the safeguarding process;
- The case is PREVENT-related and should be referred to an external agency (for example, police, social services, and/or Channel).

The decision does not have to be unanimous, but in the event of a split decision, the Chair may take the final decision. Once made it becomes a University decision. As such, although one member of staff may be responsible for making a referral to an external agency, they do so on behalf of the University.

Flowchart of process



Risk assessment of the concern

It is usually not necessary to do a risk assessment where there is evidence that harm has been caused to a child or vulnerable adult. Where there is risk of harm to a child or vulnerable adult, or no clear evidence of harm having been caused, a risk assessment will be carried out. Risk assessments take place in two stages:

Stage one – defining risk

The Safeguarding Lead will define the risk using the following questions:

1) What kind of harm is it? (Physical, psychological, sexual, financial, neglect).
2) How serious is the harm or threat of harm? (Low, moderate, high)
3) Is a child or vulnerable adult at risk of harm/has a child or vulnerable adult been harmed?
4) Is there any suggestion that harm or threat of harm is likely to be repeated or get worse?
5) Is there any suggestion that the harm or threat of harm was intentional?
6) Has violence been threatened?
7) Has there been intimidation?
8) How long has the harm or threat of harm been going on?
9) What impact has the harm or threat of harm had on the child's or vulnerable adult's independence, health and wellbeing?

Stage two – rating risk

Having answered as many of the above questions in Stage one as possible, a rating of risk is determined.

A rating of '**high**' should be given to any harm or threat of harm that may cause loss of life, or major injury to physical or mental health; or where there is an increase in either frequency or severity of harm. A rating of 'High' should be given where there is evidence that harm has already been caused.

A rating of '**moderate**' should be given where no harm has been caused, or there is no clear evidence to rule out a risk as being 'low'. A rating of 'Moderate' should not be given where there is evidence that harm has been caused.

A rating of '**low**' is given where the risk of harm is unlikely to occur, for example due to lack of access or contact.

Until the harm or risk of harm has passed, both Stage one and Stage two can be revisited as often as necessary to ensure appropriate management of risk.

Escalating the concern

All cases, irrespective of rating, will be reported to the Principal Designated Safeguarding Officer and/or Designated Safeguarding Officers. This is to ensure that the Safeguarding Policy and Reporting Process are effective and fit for practice, and to inform future revisions of either.

High rated risks must be reported immediately by the Safeguarding Lead by phoning:

- In an emergency:
  - Security on x6969 to contact Police
  - (if a child at risk) during office hours Birmingham Social Services on 0121 303 1888
  - (if a child at risk) outside office hours Birmingham Social Services on 0121 675 4806
  - (if an adult at risk) during office hours Birmingham Social Services on 0121 303 1234
  - (if an adult at risk) outside office hours Birmingham Social Services on 0121 675 4806
- In a non-emergency call the Police on 101.

Once the concern has been reported, the Safeguarding Lead must complete the Reporting Safeguarding Concerns form to alert the Safeguarding Coordinator of action taken.

Moderate rated risks may be addressed through the University using the support services available. However, as necessary, moderate-rated risks may be referred on a non-emergency basis to the Police, Social Services, or other external agency.

Low rated risks do not usually result in a referral to an external agency. This is because the safeguarding concerns have been addressed or no further action is being taken.

Managing risks, taking action

Regardless of the risk rating, there is likely to be some action the University may want to take to help manage any future risk. Where a risk assessment has been carried out, the Safeguarding Coordinator will work with a Safeguarding Lead to determine if there has been any change to the risks posed, updating the risk assessment as relevant. Once the Safeguarding Coordinator is satisfied the risk assessment is current, they will pass it to a Designated Safeguarding Officer to determine what action (if any) should be taken. Where the person at risk is a member of staff, the risk assessment will be passed to Sally Stewart: for students at risk, the risk assessment will be passed to Steph Talliss-Foster.

The Designated Safeguarding Officer will consider the risk assessment and determine what action should be taken to manage the risks posed. This consideration may include any relevant factor such as:

- The usual work/study location of the person at risk, including any lone or late working;
- The remaining period of enrolment (for any student involved);
- What access permissions the person causing the risk has;
- Whether the person causing the risk and the person to be safeguarded are likely to come into contact as a result of University or Students' Union activity;
- Whether the person to be safeguarded has a fear of future harm.

The Designated Safeguarding Officer will prepare a case summary of their consideration and make any recommendations for action as necessary. Such action may include restricting access to University premises with immediate effect. The recommendations must be proportionate and with supporting justification. For example, if recommending that a person be denied access to University premises, the justification must clearly indicate which buildings, the reasons why, and for how long.

The case summary and recommendations are submitted to the Principal Designated Safeguarding Officer (Rachel Scudamore) for review and decision. The decision will be communicated to relevant individuals:

- The person to be safeguarded;
- The associate dean or line manager of the person to be safeguarded;
- Security;
- Accommodation;
- Safeguarding Coordinator;
- Referring Designated Safeguarding Officer.

Right of appeal

Any person who has action taken against them in the interests of safeguarding a child or vulnerable adult will have a limited right of appeal. Appeals must be made in writing to the Principal Designated Safeguarding Officer within 15 working days of receiving her decision. Appeals can only be made if there is evidence demonstrating that:

- There has been a mistake as to identity. For example, if the University restricts a person's access, but that person can demonstrate the wrong person has been identified as a source of risk;
  And/or
- The action being taken to manage the risk is unreasonable or disproportionate. For example, if access is restricted for an unlimited period of time without justification.

Once received, the appeal will be passed for review to the Designated Safeguarding Officer not involved in the preparation of the case summary. The review of the appeal will be concluded within 10 working days.

Learning lessons

The University will keep under review the effectiveness of the Safeguarding Policy and this Reporting Process through:

- Regular meetings of the Safeguarding Officers to review the handling of cases;
- Regular anonymised reports to the University Executive Group of cases considered and referrals made.

Steph Talliss-Foster
Director of Student Affairs
May 2017

Appendix 8:
BCU General Principles Policy

General principles applying to Birmingham City University student procedures

These general principles apply to all our procedures which directly affect students. They are supported and characterised by our values which are as follows.

- "Excellence – We take pride in ensuring the highest quality standards of academic achievement and professional service delivery.
- People Focused – We value everyone, recognising that what we do is for the benefit of all those connected with the University.
- Partnership Working – We work constructively with each other, fellow students and wider University community to create strong and successful working relationships.
- Fairness and Integrity – We take a fair and balanced approach to our activities and are mindful of the impact of our actions."

Our procedures will be clear and easy to access

- We will write our procedures in plain English and make them easy to follow.
- We will tell you how to access advice and support.
- We will help you understand which process you should follow.
- We will explain what each procedure does and does not cover.
- We will include clear information about time limits.
- We will respond to your needs as an individual.
- We will review our procedures regularly to make sure they are still relevant and working well.
- We will tell you who you will deal with and make sure that different parts of the University work together effectively.
- We will keep clear and effective records.

Our procedures will be fair and impartial

- We will make sure that staff who make decisions have the necessary training, resources and support to make fair and consistent decisions.
- We will give all those involved an equal opportunity to present their case honestly and clearly.
- We will give clear reasons for our decisions.
- We will make sure that you are not disadvantaged as a result of raising a legitimate issue.
- We will base decisions on the balance of probability (this means we will accept the explanation that is most likely to be true).
- We will make sure that staff who make decisions do not have a conflict of interests.
- We will provide the opportunity for an independent review of a decision where there is good reason for this.

Our procedures will be flexible and timely

- We aim to deal with issues informally and quickly wherever possible and will encourage the use of mediation where it will help. Mediation is a voluntary process where someone who is impartial and independent helps settle issues confidentially.
- We are flexible about which approach to use when you raise issues which fall under more than one procedure.
- We will set clear time limits within which we normally expect to complete each process.
- We will identify issues which require fast action and respond quickly.
- We will keep you informed of our progress at all stages.

Our procedures will include support for students

- We will tell you about the support services available to you, for example the Students' Union and Student Services, which can provide helpful independent support and advice.
- You have the right to take someone with you to meetings to provide you with advice and support, but not to act on your behalf or in a legal capacity. This person cannot be a member of staff.
- We will make reasonable adjustments where appropriate to make sure that if you have specific needs, including disabilities, you will be able to use our procedures.
- We will make sure that if you have disclosed mental-health issues which you have formally told us about, we will tell you about specific support services that are available to you within the University (for example, counselling services) and outside the University if needed.
- If you appear to be unable to effectively take part in a procedure, we will suspend the procedure until you get appropriate support. Or, we may allow you to appoint a representative to act on your behalf.

We will use our procedures to improve the student experience

- We will learn from issues raised, act to deal with them and avoid them happening again.
- We will use the information we gather to do things better in the future and so improve your experience as a student.

We will maintain an appropriate level of confidentiality

- We will only release information to people who need it for the purposes of investigating or responding to the issues raised.
- We will only share information with others if we need to do this to get relevant information from them.
- We are not able to share information about another student or a member of staff if this would affect their right to confidentiality.
- We will make sure that information we hold in our record systems about your use of our procedures is only available to those who need to see it.

- We will only share the outcome of a procedure with others if there is a good reason for this. We will tell you when this is the case.

We expect everyone involved to behave appropriately

- We expect everyone involved to take part fully in the process, to act reasonably and fairly towards each other, and to treat each other and the processes themselves with respect.
- We have a responsibility to protect our staff and students against unacceptable behaviour, but we recognise that people may act out of character in times of trouble or distress. We accept that a person acting in an unacceptable way may still have a legitimate concern. We will treat all issues seriously and assess them properly.

We will not allow our procedures to be misused

- We will not tolerate frivolous or vexatious use of our procedures. In line with guidance from the Office of the Independent Adjudicator this includes:
  - actions which are obsessive, harassing or repetitive;
  - people insisting that we consider unreasonable claims or reach unrealistic and unreasonable outcomes;
  - people insisting that we consider reasonable claims in an unreasonable manner;
  - actions which are designed to cause disruption or annoyance; and
  - demands for action which lack any serious purpose or value.

- We will stop considering any matter we believe is frivolous or vexatious. In such cases, we will write to you explaining why we have stopped and how you can ask us to review this decision.

Crystal Mark 21717
Clarity approved by Plain English Campaign

Post-Compulsory Education and Training

School of Education & Social Work
Faculty of Health, Education and Life Sciences

Partners' Handbook

September 2017