

Section F

Partnership Documentation Additional Information

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Section F Contents

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These documents are for reference only. **Electronic versions** of Teaching Practice documents can be downloaded from the 'Placement Documentation' area of the Secondary Partners' website - <http://www.bcu.ac.uk/elss/school-of-education/partnerships-collaborations/secondary-partnerships>

Our Secondary Partnership Ofsted (2014) acknowledged...

Key strengths of the secondary partnership

The trainees' exceptionally strong sense of belonging to a genuine learning community in which they are equal partners, resulting in their very strong commitment to taking their place in improving outcomes for all learners.



Placement Assessment and Evaluation Report

The intention of the Placement Assessment and Evaluation Report is to provide a summary of the progress to date of the trainee. From this information, and in discussion with the trainee, clear targets can be set to ensure that the trainee makes good progress in their next placement or, in the case of the final School 2 Report, their Induction Year. For this reason, accurate assessment is vital; trainees need a very clear understanding of their achievement in order to make the necessary progress.

Where a trainee is not making adequate progress and/or is in danger of failing to meet any of the Teachers' Standards, please discuss the matter immediately with the supervising tutor from BCU. See the notes on Assessment and Moderation in section B of the Partners' Handbook.

Process:

By comparing trainee characteristics in each grade, underline the specific phrases that exemplify your trainee's achievement (you may need to underline phrases from different grade descriptors to do this). *The characteristics are illustrative and the match need not be identical in every particular. Characteristics are not intended to be definitive or exhaustive.* Underlining must also be supported with an evaluative comment in each area to indicate achievement, good practice and targets.

Having underlined all the phrases that describe the trainee's achievement to date, also give the summative grade for each area.

Evidence on which judgements are to be made might include:

- TP files which include:
 - All units of work and lesson plans
 - Evaluations of lessons taught (see lesson planning template)
 - Assessment of pupils' learning in each lesson taught (see lesson planning template)
 - Observation notes
- Observation of teaching and other progress during the placement
- Analysis and review sheets ("pinks")
- Joint observations and discussions with BCU tutors
- Examples of trainee's assessments of pupils' work and any records made (to date)
- Evidence presented in the Professional Development Profile, and the formative grades awarded through the BCU Formative Feedback process (see Section E).

Action:

This Assessment and Evaluation Report should be completed by mentors and discussed with the trainee. The sheet is also available on-line at <http://www.bcu.ac.uk/elss/school-of-education/partnerships-collaborations/secondary-partnerships>

A copy (electronic or photocopy) of the completed sheet must be given to the trainee and another copy forwarded (emailed or posted) to the Secondary Partnership Administrator by the date given on the top of the sheet. Please ensure that photocopies are clear and legible.

Placement Assessment and Evaluation Reports will be completed at the end of School 1 and at the end of School 2. The Mid-point Review document (see F8) will be used to monitor progress at the mid-point of School 2 and the Internal School Moderation document (see F9) will be completed towards the end of School 2. The following is the Placement Assessment and Evaluation Report for School 1. There are small but significant differences with the other reports.

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School 2 Placement 2014-2015: Submit this report by Friday 22nd May 2015

(This report is also available on the Partners' Website: <http://www.bcu.ac.uk/elss/school-of-education/partnerships-collaborations/secondary-partnerships/documentation> and can be submitted electronically to matthew.waterhouse@bcu.ac.uk and a copy sent to the trainee)

Name of Trainee:	Subject:	School:
½ days absent:	Professional Mentor:	Subject Mentor:


- **This is the summative report of the named trainee's attainment at the end of the School 2 placement.**
- **The report must be an accurate reflection of attainment against the Teachers' Standards and the Ofsted Grade Descriptors: Outcomes for trainees.**
- **The report must not seek to reward effort or intention; neither should it be used as a motivator or an expression of thanks for help given to the department/school by the trainee.**
- **Complete the report by considering the trainee's attainment against the descriptors for each Standard in this placement:**
 1. In the left-hand column, please underline all those statements that best describe the trainee's work.
 2. Please note that the text for grades 2 ("Good") and 1 ("Outstanding") describe attainment sequentially in addition to that described in grade 3 ("Minimum Requirement")
 3. In the right-hand column, please write an evaluative comment that provides some context for the trainee's attainment including, where possible, exemplification. Please also indicate next steps for the trainee in addressing that Standard in their on-going professional development
 4. In the light of attainment against the descriptors and the evaluative comment, please provide a single summative grade for that Standard in the shaded box
 5. Part 2 of the Standards is assessed on a pass/fail basis only
 6. Please complete the final page to confirm that internal school moderation has taken place and submit the moderation form with this report
 7. On the final page please confirm whether all Teachers' Standards have been fully met and that the placement has been passed
 8. In discussion with the trainee, set targets for the next phase of professional development. Sign and date the report.
- Please note that grades awarded are in the context of **trainee** teachers. Grades will be moderated by BCU against the following general criteria:

Ofsted Grade Descriptors: Outcomes for Trainees. The key factor in judging the quality of teaching is the impact teaching has on the quality of learning.		
Outstanding Trainees demonstrate excellent practice in some of the standards for teaching and their personal and professional conduct. Much of their teaching is outstanding and never less than consistently good.	Good Much of their teaching is predominantly good, with examples of outstanding teaching.	Requires improvement Trainees' teaching requires improvement as it is not yet good.

S1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect


- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Trainee's Attainment In this column, <u>underline</u> all applicable phrases across grade descriptions to indicate attainment:	Evaluative comment on Standard 1 In this column, add evaluative comments and the summative grade
<u>Grade 3. Minimum Requirement.</u> Trainees achieving the Standards at the minimum required level to be recommended for QTS will have demonstrated that: They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning	
<u>Grade 2. Good Achievement.</u> Trainees achieving the Standards at a good level to be recommended for QTS will, <u>in addition</u>, have demonstrated that: They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of pupils in their different training contexts. They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.	
<u>Grade 1. Outstanding Achievement.</u> Trainees achieving the Standards at an outstanding level to be recommended for QTS will, <u>in addition</u>, have demonstrated that: They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. They consistently set high expectations of pupils in different training contexts. There are high levels of mutual respect between the trainee and pupils. They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning.	
Summative assessment for Standard 1: 	Summative Grade:

S2: Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge

- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Trainee's Attainment In this column, <u>underline</u> all applicable phrases across grade descriptions to indicate attainment:	Evaluative comment on Standard 2 In this column, add evaluative comments and the summative grade	
<u>Grade 3. Minimum Requirement.</u> Trainees achieving the Standards at the minimum required level to be recommended for QTS will have demonstrated that: They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. Their short and medium term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. They plan teaching and learning activities which encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.		
<u>Grade 2. Good Achievement.</u> Trainees achieving the Standards at a good level to be recommended for QTS will, <u>in addition</u>, have demonstrated that: They assume responsibility for the attainment, progress and outcomes of the pupils they teach. They demonstrate a sound understanding of the need to develop pupil learning over time. Their short and medium term planning consistently takes into account the prior learning of the pupils. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. As a result the majority of pupils make good progress.		
<u>Grade 1. Outstanding Achievement.</u> Trainees achieving the Standards at an outstanding level to be recommended for QTS will, <u>in addition</u>, have demonstrated that: They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. They actively promote engaging and effective methods that support pupils in reflecting on their learning. They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment which has been obtained through systematic and accurate assessment. They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.		
Summative assessment for Standard 2:	<div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> Summative Grade: </div> </div>	

S3: Demonstrate good subject and curriculum knowledge

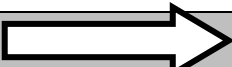
- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Trainee's Attainment		Evaluative comment on Standard 3
In this column, <u>underline</u> all applicable phrases across grade descriptions to indicate attainment:		In this column, add evaluative comments and the summative grade
<p><u>Grade 3. Minimum Requirement.</u> Trainees achieving the Standards at the minimum required level to be recommended for QTS will have demonstrated that:</p> <p>They have sufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach. They know how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners' common misconceptions. They are able to respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. They demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons.</p>		
<p><u>Grade 2. Good Achievement.</u> Trainees achieving the Standards at a good level to be recommended for QTS will, <u>in addition</u>, have demonstrated that:</p> <p>They have well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils' interest. They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in their teaching. They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons.</p>		
<p><u>Grade 1. Outstanding Achievement.</u> Trainees achieving the Standards at an outstanding level to be recommended for QTS will, <u>in addition</u>, have demonstrated that:</p> <p>They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest. They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing.</p>		
Summative assessment for Standard 3:		Summative Grade:

S4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Trainee's Attainment In this column, <u>underline</u> all applicable phrases across grade descriptions to indicate attainment:	Evaluative comment on Standard 4 In this column, add evaluative comments and the summative grade	
<p><u>Grade 3. Minimum Requirement.</u> Trainees achieving the Standards at the minimum required level to be recommended for QTS will have demonstrated that:</p> <p>They employ a range of teaching strategies and resources. They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. When teaching they maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners. They can create an environment in which the learners are usually engaged. They understand how homework or other out-of-class work can sustain learners' progress and consolidate learning, and can design and set appropriate tasks. They review and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils' learning. They work collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop the school's medium-term plans, schemes of work, and curriculum frameworks.</p>		
<p><u>Grade 2. Good Achievement.</u> Trainees achieving the Standards at a good level to be recommended for QTS will, <u>in addition</u>, have demonstrated that:</p> <p>They show a willingness to try out a range of approaches to teaching and learning. They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. They make a positive contribution to the development of curriculum and resources in their placement settings.</p>		
<p><u>Grade 1. Outstanding Achievement.</u> Trainees achieving the Standards at an outstanding level to be recommended for QTS will, <u>in addition</u>, have demonstrated that:</p> <p>They plan lessons that often use well-chosen, imaginative and creative strategies, and that match individuals' needs and interests. They are highly reflective in critically evaluating their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning. They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.</p>		
Summative assessment for Standard 4:	<div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px; display: flex;"> <div style="flex: 1;">Summative Grade:</div> <div style="flex: 1; border-left: 1px solid black;"></div> </div> </div>	


S5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Trainee's Attainment In this column, <u>underline</u> all applicable phrases across grade descriptions to indicate attainment:	Evaluative comment on Standard 5 In this column, add evaluative comments and the summative grade	
<u>Grade 3. Minimum Requirement.</u> Trainees achieving the Standards at the minimum required level to be recommended for QTS will have demonstrated that: They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate. They show awareness of how children and young people develop and take account of this in their teaching. They have some understanding of the challenges and opportunities of teaching in a diverse society. They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs, including EAL and SEND. When the opportunity has arisen they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.		
<u>Grade 2. Good Achievement.</u> Trainees achieving the Standards at a good level to be recommended for QTS will, <u>in addition</u>, have demonstrated that: They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress. They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.		
<u>Grade 1. Outstanding Achievement.</u> Trainees achieving the Standards at an outstanding level to be recommended for QTS will, <u>in addition</u>, have demonstrated that: They quickly and accurately discern their learners' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. They have an astute understanding of how effective different teaching approaches are in relation to impact on learning and engagement of learners.		
Summative assessment for Standard 5:		Summative Grade:


S6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Trainee's Attainment In this column, <u>underline</u> all applicable phrases across grade descriptions to indicate attainment:	Evaluative comment on Standard 6 In this column, add evaluative comments and the summative grade	
<p><u>Grade 3. Minimum Requirement.</u> Trainees who have not achieved the Standards at the minimum requirement to be recommended for QTS will have demonstrated that:</p> <p>They have a secure understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary. They understand how school- and pupil-level summative data are used to set targets for groups and individuals, and they use that knowledge to monitor progress in the groups they teach. With guidance from experienced teachers, they monitor pupil progress and maintain accurate records, setting new targets for individuals and groups. They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.</p>		
<p><u>Grade 2. Good Achievement.</u> Trainees achieving the Standards at a good level to be recommended for QTS will, <u>in addition</u>, have demonstrated that:</p> <p>They are able to assess pupils' attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses. They maintain accurate records of pupils' progress and use these to set appropriately challenging targets. They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.</p>		
<p><u>Grade 1. Outstanding Achievement.</u> Trainees achieving the Standards at an outstanding level to be recommended for QTS will, <u>in addition</u>, have demonstrated that:</p> <p>They can confidently and accurately assess pupils' attainment against national benchmarks. They use a range of assessment strategies very effectively in their day-to-day practice to monitor progress and to inform future planning. They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. They assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress.</p>		
Summative assessment for Standard 6: 	Summative Grade:	

S7 Manage behaviour effectively to ensure a good and safe learning environment


- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Trainee's Attainment In this column, <u>underline</u> all applicable phrases across grade descriptions to indicate attainment:	Evaluative comment on Standard 7 In this column, add evaluative comments and the summative grade	
<u>Grade 3. Minimum Requirement.</u> Trainees achieving the Standards at the minimum required level to be recommended for QTS will have demonstrated that: They work within the school's framework for behaviour and can apply rules and routines consistently and fairly. They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. They are able to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning. They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. They recognise that planning appropriate lessons that challenge learners, teaching using a variety of strategies that address pupils' needs and employing appropriate assessment strategies will all contribute to successful behaviour management. They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate. They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.		
<u>Grade 2. Good Achievement.</u> Trainees achieving the Standards at a good level to be recommended for QTS will, <u>in addition</u>, have demonstrated that: They work within the school's framework for behaviour and apply rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment supportive of learning. They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.		
<u>Grade 1. Outstanding Achievement.</u> Trainees achieving the Standards at an outstanding level to be recommended for QTS will, <u>in addition</u>, have demonstrated that: They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment highly supportive of learning. They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and co-operation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.		
Summative assessment for Standard 7:		Summative Grade:

S8 Fulfil wider professional responsibilities


- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Trainee's Attainment In this column, <u>underline</u> all applicable phrases across grade descriptions to indicate attainment:	Evaluative comment on Standard 8 In this column, add evaluative comments and the summative grade
<u>Grade 3. Minimum Requirement.</u> Trainees achieving the Standards at the minimum required level to be recommended for QTS will have demonstrated that: They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. They seek out and are responsive to advice from more experienced colleagues. In evaluating their own practice they are able to identify subsequent or on-going personal professional development targets and identify opportunities to address and meet these targets. They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being. They communicate effectively at set points in the school year, including at parents' evenings and through written reports. They understand the need to communicate at other points in response to individual pupils' emergent needs.	
<u>Grade 2. Good Achievement.</u> Trainees achieving the Standards at a good level to be recommended for QTS will, <u>in addition</u>, have demonstrated that: They are proactive in seeking out opportunities to contribute to the wider life and ethos of the school. They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They are proactive in relation to their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being. They assume some responsibility for doing so in response to individual pupils' emergent needs.	
<u>Grade 1. Outstanding Achievement.</u> Trainees achieving the Standards at an outstanding level to be recommended for QTS will, <u>in addition</u>, have demonstrated that: They are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being when required to do so formally, but are also proactive in communicating in relation to individual pupils' emergent needs.	
Summative assessment for Standard 8: 	Summative Grade:

Part 2: A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Trainee's Attainment In this column, <u>underline</u> all applicable phrases across grade descriptions to indicate attainment:	Evaluative comment on Part 2 Standard In this column, add evaluative comments and the summative grade	
<p><u>Not Achieved.</u> Trainees who have not achieved the Standards at the minimum requirement to be recommended for QTS will have demonstrated that:</p> <p>They do not have, or are unable to demonstrate a commitment to the teaching profession. They are unable to develop appropriate professional relationships with colleagues and pupils or do so inconsistently. They have little or no regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They do not understand or do not demonstrate that, by law, schools are required to teach a broad and balanced curriculum and they are have not begun to develop learners' wider understanding of social and cultural diversity.</p> <p>They are unwilling or unable to assume an appropriate degree of responsibility for the implementation of workplace policies in this training setting. They do not fully and/or adequately adhere to school policies and practices, including those for attendance and punctuality.</p> <p>They do not have a broad enough understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. They are unaware of the professional duties of teachers as set out in the statutory <i>School Teachers' Pay and Conditions</i> document.</p>		
<p><u>Achieving.</u> Trainees achieving the Standards at the level required to be recommended for QTS will have demonstrated that:</p> <p>They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity.</p> <p>They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in this training setting. They adhere to school policies and practices, including those for attendance and punctuality.</p> <p>They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. They are aware of the professional duties of teachers as set out in the statutory <i>School Teachers' Pay and Conditions</i> document.</p>		
Summative assessment for Part 2 Standard:		Achieved in School 2? (Y/N):

I confirm that:

...internal school moderation has taken place and the form is attached to this
report

Initialled (SM / PM)

...all Teachers' Standards have been achieved and have verified this by signing
each of them in the trainee's Professional Development Profile (PDP)

Initialled (SM / PM):

...therefore the result of this placement **PASS**

as: (**ALL** Teachers' Standards fully met)

Initialled (SM / PM):

OR

FAIL

(**NOT** all Teachers' Standards fully
met)

Initialled (SM / PM):

Main Targets for Induction:

1.

2.

3.

Signed (SM / PM)

Date

Signed (Trainee)

Date

Please keep a copy of this report for your records and ensure that the trainee also has a copy.

School 2 Placement – Mid-Point Review

Name of Trainee:	Subject:
School:	
Professional Mentor:	Subject Mentor:
Number of ½ days absent:	Submit this review by Friday 28th March 2014

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. after school clubs). Attainment must be accurate and not overstated.

Areas of **satisfactory** or better progress to date

Related
Standards

--	--

Areas requiring **attention** to ensure achievement by the end of the placement

Related
Standards

--	--

Areas that are a **cause for concern** and will result in failure unless addressed
(a formal warning will be issued)

Related
Standards

--	--

Please write any additional comments on the back, if required

Signed: PM / SM

Date:

Signed: Trainee

Date:

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Internal School Moderation Summary Form

This form is to be used in the second half of the placement as a record of internal school moderation of trainee teachers. Moderation should be conducted by the professional mentor or a mentor from a different subject area in discussion with the subject mentor with responsibility for the trainee.

Trainee Name:	School:	
Subject:	Class Taught:	Sch 1 / Sch 2
Date of Moderation Observation:	Subject Mentor:	
Moderating Mentor:	Role:	

Key points raised by the Moderating Mentor:

--

Subject Mentor's comments on the above points (refer to a wider range of evidence where necessary):

--

List below the Standard(s) observed during the lesson:

Agreed grades following discussion:

Agreed Targets for Trainee:

-
-

I support the subject mentor's judgements. Signed (Moderating Mentor):

Date:

Signed (Subject Mentor):

Signed (Trainee):

Where there is disagreement notify the professional mentor and the university tutor immediately

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Partnership Agreement between the Birmingham City University and its Secondary Partner Schools

The Faculty of Education, Law and Social Sciences, Birmingham City University and «**School_Name**» agree to form a partnership in the training of the University's secondary trainee teachers according to the following conditions.

The Faculty of Education, Law and Social Sciences of Birmingham City University undertakes to:

- Ensure full compliance with the procedures prescribed by the Training and Development Agency for Schools with regard to trainee teachers and the safeguarding of children and young people;
- Support trainee teachers in all matters relating to their individual needs as registered students of the University, e.g. in respect of welfare, accommodation, services etc.;
- Provide adequate induction and training for all school mentors and faculty staff;
- Involve mentors in partnership schools in the admissions and recruitment process;
- Ensure that the PGCE Secondary course prepares trainee teachers for school placements;
- Ensure quality assurance procedures are communicated and implemented and that any issues raised are addressed;
- Support all staff in the partnership in fulfilling their roles and responsibilities, as defined in the Partners' Handbook;
- Offer appropriate training and personal opportunities to ensure high quality support for trainee teachers;
- Take account of factors which may affect the quality of school-based provision and take appropriate action;
- Communicate effectively with all involved in the partnership;
- Pay the participating schools the sum agreed per trainee teacher as specified in the document "Funding for school placements". (A detailed breakdown of how the University apportions funding is included in the Partners' Handbook)
- 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 as published on the University's website, <http://www.bcu.ac.uk/about-us/policies-and-procedures/equality-scheme-action-plan>

The School undertakes to:

- Support faculty and school-based staff working with trainee teachers to fulfil their partnership responsibilities;
- Identify appropriate staff as Subject and General mentors who have been trained for their role;
- Maintain regular contact with appropriate members of the partnership;
- Attend briefing meetings and training as appropriate;
- Ensure that partnership information is disseminated to relevant colleagues;

Continued.../

- Support trainee teachers as appropriate to the stage of training and individual need;
- Adhere to the partnership processes in relation to all aspects of a placement;
- Place trainee teachers with appropriately trained and experienced subject teachers;
- Inform the Faculty of changes which will affect the provision of suitable placements;
- Ensure that trainees work in a context which provides examples of good practice in respect of equality of opportunity and the avoidance of discrimination.

Signed

***Dean
Faculty of Education, Law and Social Sciences***

Date

Signed

Headteacher, School

Date

(Please complete and return in the enclosed envelop to: **Matthew Waterhouse, Secondary Partnership Administrator**)

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Funding for School Placements 2013-2014

General Notes.

1. Schools in which trainee teachers complete a period of school-based training are eligible for payment.
2. Payment is made where offers of placements are taken up; no payment is made for the offer of a placement.
3. In the case of an Instrumental Music trainee teacher, the payment is divided between the school and the Birmingham Music Service on a pro-rata basis.
4. Payments are made at the end of each placement on return of a pro-forma invoice issued by the Faculty of Education, Law and Social Sciences.
5. The Headteacher or Professional Mentor must sign the proforma invoice and return it to the Faculty of Education, Law and Social Sciences.
6. Payment will not be made until all documentation, including final reports on the trainee teacher(s), has been received.
7. If a school withdraws a place before the placement has begun then no payment will be made.
8. If a trainee teacher withdraws, or is withdrawn by BCU, before the end of a placement, a guaranteed sum will be paid. BCU guarantees to pay 50% of the payment where the placement ends half way through or before. Where a placement ends after this, the payment will be on a pro-rata basis.
9. Mentors are required to attend briefing meetings and training sessions as appropriate for which a set contribution towards personal expenses may be claimed. Claim forms are issued at each event.
10. In some circumstances, schools will be asked to release mentors for meetings or training during [part of] the school day for which cover costs may be claimed. Requisition forms will be issued at events, inviting schools to submit an invoice.

School Experiences – Payments to Schools

PGCE Secondary – Academic Year 2014 – 2015

School Experience 1 Placement

(Normally a paired placement per subject route)

October - December 2014

Payment to schools per trainee teacher

Payment to schools for this placement is £350.00

School Experience 2 Placement

(Individual trainees per subject route)

January - May 2015

Payment to schools per trainee teacher

Payment to schools for this placement is £650.00

Research Placement June 2015

(Payment to schools per trainee teacher)

Payment to schools for this placement is £150.00

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Liability Insurance

The insurance position of students on Teaching Practice is as follows:

As the University cannot directly control student activities whilst they are on Teaching Practice, it is the organisation with which the students is placed that must ensure adequate liability covers are in place. This is normally the responsibility of the LA for maintained schools.

The liability for overseas students comes under the same ruling, however, the University is liable if any student is injured due to BCU negligence. The University would also be liable if one of its students caused injury to a member of the public whilst undertaking BCU business (studying).

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Student Placements

1 Policy Governing Partnership Arrangements operated by the Faculty

1.1 Definition

For the purposes of this policy partnership is defined as an arrangement under which parts of the training and/or assessment of students on courses of initial training is shared, or undertaken wholly, by staff in a school, college or training provider, and where such training and assessment are an integral part of the course provided by the Faculty. The formal agreement and arrangements made between the Faculty and the school, college, or provider for the delivery of this training and assessment constitute the partnership. The policy may also from time, govern such other courses which share responsibility for work-based training between the Faculty and an external provider. Such courses will be designated by the Dean as coming within the remit of this policy.

1.2 Background

Until 1992, students on the Faculty's courses of teacher training undertaking assessed teaching practice in schools or colleges were supervised and assessed by Faculty staff. Since 1992, following a change in Government policy on the training of the teachers, school staff have shared responsibility for this process, in return for a proportion of course resources, after concluding a formal partnership agreement with the Faculty. This system of shared training responsibility was first established in courses of Secondary training and then extended to Primary training. The expansion since 2000 of the Faculty's provision of courses for teachers in adult and further education has meant that staff in colleges and training centres have also shared in the process of mentoring, training and assessing students, though the organisation of this form of partnership was less formal than that in operation with schools. Although, necessarily, the organisation of different placement settings may vary in nature and scope in response to the needs of different courses of training, the Faculty recognises that underlying principles and policies should govern the operation of all partnership agreements.

1.3 Selection of Partners

Institutions which share training responsibilities with the Faculty should have the following characteristics:

- i) a management commitment to the participation of staff in the training and assessment of trainee teachers or educators. This will include the releasing of staff to take part in training and briefing sessions and the provision of time and resources to enable mentors and class teachers to take a significant training role;
- ii) sufficient depth, range and diversity of curriculum content to enable the students to be provided with an experience which is commensurate with the aims and outcomes of their course of training;
- iii) policy and practice which encourages equal opportunities for staff and students in respect of race, gender and disability and where the curriculum reflects an awareness of these issues;

- iv) opportunities for students to observe good practitioners and to experience such practitioners as mentors and advisors;
- v) a willingness for staff to take part if appropriate in admissions interviews, examination boards for the course, course reviews and course team meetings.

1.4 Partnership Models

The Faculty provides a variety of models of partnership, each with a different balance of responsibility for the training of teachers. Each model will define which partner assumes responsibility for guiding the preparation of teaching plans and schemes by students, the provision of background information on the placement setting, the supervision of the students, and their pastoral care, during placements. Models will also define which partner undertakes the observation, evaluation and assessment of students and provides them with feedback on their performance.

Each course adopts a model or models appropriate to its needs and ensures that both Faculty and staff in partner institutions are aware of the division of responsibilities it involves. Some models of partnership, typically those which place greater levels of responsibility on partner institutions, will involve some transfer of resources to those institutions.

1.5 Partnership Agreements

The Faculty enters into formal agreement with each partner before the onset of any student placement. The agreement defines the commitment of both partners in respect of resourcing and staffing, the induction and preparation of mentors and the provision of a training programme in line with the relevant course, as defined in its definitive documentation, and with any relevant DCSF/TDA Standards. It also defines the level of involvement of both partners in other processes connected with the training of students, such as course monitoring, staff development and attendance at course meetings, examination boards, and training and briefing sessions.

1.6 Training, Briefing and Consultation of Partners

Each course establishes an initial training programme for prospective mentors. No mentor undertakes the supervision of a student until s/he has completed a training programme agreed by the course. The Faculty may pay appropriate expenses for colleagues from the partner institutions when they attend training and consultation sessions held at the Faculty. From time to time it may be more helpful and enabling for the training to take place at the partner institution. Initial training programmes will include a general overview of the relevant course, the specific requirements of each placement, discussion of the mentor's role, the level of supervision and guidance expected and the criteria which should be applied when assessing students. Most courses will wish to use the training to introduce key personnel to new mentors and to discuss ways of handling potentially difficult situations. Mentors will be made aware of basic course organisation and management responsibilities, particularly lines of communication which will enable mentors to contact Faculty staff. Processes for monitoring and evaluating placement experiences and

moderating the assessment of students, including the role of the external examiner, will also be explained and the underlying principles explored. After the initial training, mentors are invited to regular meetings connected with individual placements. This provides mentors with the opportunity to meet staff and colleagues from other partnership institutions, whilst discussing practice-specific information and changes in the course or placement. In most courses there will also be opportunities for further training, either at the partner institution or in the Faculty. For example, a trainee may teach a lesson which is observed by both a mentor and a University tutor and which is followed by a discussion about their progress and achievement. Other training might focus on specific issues relevant to groups of mentors which in some instances may be subject specific. In some courses, experienced mentors are provided with training to enable them to visit other partner institutions and be involved in the moderation of standards across the whole partnership.

1.7 Management Structures

The management of partnership within each course is the responsibility of the Course Director, working with the Course Board of Studies. Course management structures sometimes include members of staff with a significant partnership role who may organise individual placements and conduct most of the day-to-day liaison with partners. Each course makes arrangements for liaison between partnership institutions and the Faculty. Sometimes a link tutor takes responsibility for a group of schools or colleges, whereas in other courses the trainee's personal tutor is the link tutor for each school or college in which the trainee is placed. The Partners' Handbook will clearly define those members of the course team whose remit is to maintain contact with the institution to facilitate placement arrangements and to provide practical advice and guidance.

The Faculty Academic Standards Committee formulates policy on partnership matters and monitors its implementation across all courses, age phases and partnership models. It also has a remit to develop appropriate methods of evaluation and the dissemination of good practice. Three sub-committees of Academic Standards Committee consider specific issues connected with primary/early years, secondary and post-compulsory partnership. Representatives of partnership institutions are crucial members of these sub-committees which draw up working documents to use during placements and determine responses to placement evaluations.

1.8 Quality Assurance

Placement experience is integral to courses of initial teacher training and, as such, is included in the Faculty's processes for module evaluation, annual monitoring of courses and moderation. Placements are a central part of student assessment and, as such, are sampled by external examiners and scrutinised by OfSTED. The contribution of the placement to course content and assessment and the role of partner institutions are fully explained in the definitive course document and explored at the initial approval of the course. However, it would be possible, given the variety of placement settings, for there to be an unacceptable variation in the nature of the placement, the level and quality of support and the application of

assessment criteria, between one placement and another. It is essential therefore that each course adopts a system for moderating provision across the partnership in respect of student experience and achievement. This is particularly important in models of partnership where partners assume significant responsibility for training and assessment of students. Each course will also articulate the process by which an agreement can be reached in those cases where there may be disagreement between the link tutor and the mentor over the level of performance of students.

1.9 Deselection of Partners

There will be circumstances where it is advisable to discontinue temporarily the use of a partner for placement purposes, whilst retaining the partnership links between the Faculty and the provider with a view to future placements. Such temporary suspension of the operation of the partnership may be caused by one or more of the following circumstances:

- i) significant staff changes in the partner institution, or in a particular department within that institution, may mean that there are insufficient experienced mentoring staff or insufficient staff who could provide a good role model;
- ii) poor inspection results where significant weaknesses or failure to meet national standards have been noted in the provider;
- iii) poor evaluation reports by students which have been confirmed by moderators from the Faculty. These would usually relate to insufficient or inappropriate support for students or insufficient opportunities for them to achieve the learning outcomes of placements;
- iv) evidence that a partner does not provide examples of good practice in respect of inclusion or equal opportunities.

In many circumstances close liaison between the Faculty and partner institutions may help to identify problem areas and resolve them, or the internal situation in the school or college may improve so that the placement arrangements can resume. Discussions at the relevant partnership groups may help the partnership to reach a consensus on acceptable levels of provision in both partners. Each course will establish procedures for attempting to resolve difficulties and identify where the responsibility for making the decision to discontinue the partnership will lie.

1.10 Partners' Handbook

Each course or school will work with the relevant partnership committees to produce a partnership handbook which will, in line with Faculty policy, contain the definitive processes and procedures governing the operation of partnership within the college or school. The handbook will contain details of the following:

- criteria for the selection and deselection of partners and the processes by which selection and deselection will take place;
- any partnership models which may be operated within the course[s];
- the partnership agreement to which both partners will subscribe;
- the briefing and training of mentors and other forms of consultation and discussion;
- the management structures governing the operation of partnership

- within the course[s];
- quality assurance procedures, both internal and external including processes for partnership and placement evaluation, moderation and external examining;
- roles, responsibilities and contact details of staff connected with the partnership;
- course content, aims and outcomes;
- assessment criteria for placements, including any relevant external Standards;
- responsibilities of partners for the induction, observation, pastoral care and guidance of students during placements;
- responsibilities of students in terms of professional behaviour and preparation for the placement including preliminary visits, dress codes, punctuality and planning;
- examples of key documentation which will be used during placements.

1.11 Breakdown of Placements

In cases where a student or a partner organisation claims that a placement has become inoperable under the terms of this policy or the particular processes and procedures adopted by individual courses, the Faculty will involve any current University or Faculty procedures governing Fitness for Practice or Breakdown of Placements as may be applicable.

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Fitness for Practice Policy and Procedure

1 Introduction

The academic progress of students is governed by the University's standard assessment regulations; however some programmes prepare students for entry to professions for which academic criteria are not sufficient to ensure suitability for practice. For these programmes the University must also be confident that students are fit to practise their chosen career. The following policy, therefore, applies to programmes where there are compulsory integral periods of professional placement (for example, nursing, radiography, speech therapy, midwifery, teaching and social work) and for which there are behavioural and health requirements to ensure suitability to practise the profession.

2 When the Policy should be used

2.1 The Policy should be followed when there are concerns **at any time** about a student's personal/professional suitability to remain on their programme, for example, when a student

- has physical or mental health problems which may put themselves or others at risk
- demonstrates unprofessional behaviour
- has committed an offence under the University's Student Disciplinary Procedure which raises doubts about professional suitability

This list is not exhaustive and other behaviour may raise concerns about a student's fitness for practice.

2.2 *Failure of a placement where there are concerns about behaviour and/or professionalism*

Examination Boards should ensure that students are not failed on academic grounds alone where there are concerns about fitness for practice. Therefore, the Policy should be used when

- a student is failing or has failed a placement and there are reservations about allowing a further opportunity for professional rather than academic reasons;
- a student has failed a placement more than once (which would normally lead to withdrawal by the Examination Board on academic grounds) and there are also reservations about the student's suitability to follow any professional programme covered by this Policy (see paragraph 1 above).

2.3 *Failure of a placement where there are no concerns about behaviour and/or professionalism*

Failure in such cases should be handled by the relevant Examination Board under the assessment regulations for the programme concerned.

2.4 *Relationship to the University's Student Disciplinary Procedure*

The University's Student Disciplinary Procedure covers general matters of misconduct. The scope of the Fitness for Practice Policy is wider, relating to behaviour or ill health which is thought to put at risk the welfare of others or the student him/herself but may not be covered by the Student Disciplinary Procedure.

If a student is found to have committed a disciplinary offence under the Student Disciplinary Procedure his or her case may be referred to the Faculty Practice Panel if it is considered necessary.

If, at any time, it is considered that the alleged behaviour is sufficiently serious to warrant the permanent exclusion of the student from the University, the case must be referred for consideration under the Student Disciplinary Procedure (see also paragraphs 3.2 and 3.2.3 below). This is because the Student Disciplinary Procedure stipulates that, where it is possible a student may be permanently excluded from the University, the hearing must be conducted by a member of the Directorate and the student must be informed of the possibility of exclusion before the hearing commences (see paragraph 3.2 of the Student Disciplinary Procedure).

Procedure for claiming exceptional extenuating circumstances

Where a student has failed a placement and there are no concerns about behaviour or professionalism, the University's normal procedures will apply (ie students may make a claim of extenuation to the Representations Committee and, if successful, are allowed a further opportunity to undertake the placement).

Students may raise extenuating circumstances at a Faculty Practice Panel. They must normally produce documented and independent proof of these circumstances.

2.5 Student Complaints Procedure

Faculties should have in place mechanisms for dealing with placement breakdown or student complaints about a placement provider. Students should be given written information about the procedure before they undertake their first placement.

3 Procedure to be followed where there are concerns about a student's fitness for practice

3.1 Informal Stage

Faculties should have in place mechanisms for ensuring that students are notified in writing of concerns about their fitness for practice and that, where appropriate, they are given the opportunity and support to rectify the problems before the formal stage of the Policy is invoked.

If concerns about a student's alleged behaviour and/or professionalism persist the case should be referred to a Faculty Practice Panel under 3.2 below.

Where the alleged behaviour is sufficiently serious, the case can be referred directly to the formal stage of the Policy (3.2 below).

3.2 Formal stage – Faculty Practice Panel

Where a programme director has been notified of concerns about a student's fitness for practice either by a member of University staff or a member of staff from a practice provider which are considered to be sufficiently serious for formal action the programme director should inform the Dean of the Faculty or a nominee appointed by the Dean.

If the Dean (or nominee) deems it necessary, the Faculty Registrar will establish a Faculty Practice Panel to consider the student's case and to decide appropriate action. Within three working days of the decision to refer a case to a Faculty Practice Panel the student concerned should be informed in writing of this decision. The Panel should be set up within 20 working days of the programme director's notification to the Dean (or nominee).

If the Dean or nominee judges that the alleged behaviour may be sufficiently serious to warrant the student's exclusion from the University, the Academic Registrar should be consulted immediately. The Academic Registrar will decide whether the matter should be heard under the Student Disciplinary Procedure or by a Faculty Practice Panel (see paragraph 2.4 above).

Suspension of the student from the placement pending the Faculty Practice Panel Hearing.

If the student is on placement, he or she should be suspended from the placement pending the outcome of the Faculty Practice Panel hearing but may be allowed to attend the University for academic classes and any academic assessments.

3.2.1 Membership of the Panel shall comprise

- The Dean or nominee (Chair)
- One member of academic staff who has experience of placements from another Faculty or from the Faculty but unconnected with the student or the programme
- An external practitioner from the profession concerned who is unconnected with the student or with the placement provider

The Union of Students will also be given the opportunity to nominate a Sabbatical Officer to serve as an additional member.

3.2.2 Secretary to the Panel

The Faculty Registrar or nominee will act as Secretary to the Panel.

The Secretary is not a member of the Panel.

3.2.3 Conduct of the Panel

Notice of the meeting

A student whose case has been referred to a Faculty Practice Panel should be given at least seven working days' notice of the date of the meeting.

Documentation for the Faculty Practice Panel, including any submission by the student, must be circulated to the panel **at least three days** before the meeting, unless, exceptionally, the Chair agrees that additional material may be submitted late by, or on behalf of, the student.

Agenda papers sent to the student should identify all those who will be present at the meeting, including any witnesses.

All participants (the student, Panel members, representatives of the Faculty/placement provider) should receive the same papers.

The format of the meeting

The normal format of the meeting should be as follows:

- private meeting of the Panel
- the student, programme director and witnesses should then be admitted to the meeting
- the programme director should present the evidence about the student's behaviour
- the witnesses should be asked to leave and be re-admitted in turn to give their evidence
- the student should have the opportunity to respond to each witness's evidence and to ask questions of the witness, via the Chair of the Panel
- the witness should then leave the meeting (see below)
- the student should have an opportunity to make a closing statement
- the student and programme director should then withdraw from the meeting
- private meeting of the Panel to reach a decision.

Attendance by the student

The student has the right to be present to hear all of the evidence presented.

Student's right to representation

The student has the right to be accompanied by a friend or representative who may speak on behalf of the student. The student must notify the Faculty Registrar of the name and status of any such attendee in advance of the meeting.

Absence of the trainee

The meeting should only proceed in the absence of the student when:

- the student has indicated in writing a wish not to attend and understands that a decision will nevertheless be made.
- the student fails to attend without valid reason on more than one occasion.

Witnesses

The Chair and the student may ask for witnesses to be invited. The student should notify the Faculty Registrar in advance of the meeting of the name and status of witnesses to be invited.

Witnesses will be asked to leave the meeting after giving their evidence but should be asked to remain available in case the Panel needs to call them back into the meeting.

Evidence

Evidence should generally be in writing, although oral evidence is acceptable. Evidence may be anonymised at the discretion of the Chair of the Panel. The student, however, must have the opportunity to hear all the evidence considered by the Panel and be given a chance to respond fully.

Burden of proof

The Panel must reach a reasonable decision based on all of the facts available at the time.

Decision

The Panel need not be unanimous in its decision, but should base its decision on the majority view. Where there is not a majority view, the Chair will have the casting vote.

Referral to the Student Disciplinary Procedure

If, at any time during the hearing it becomes apparent that the alleged behaviour may be sufficiently serious to warrant the permanent exclusion of the student from the University, the Chair of the Faculty Practice Panel should suspend the hearing and ask for the case to be referred for consideration under the Student Disciplinary Procedure (see paragraph 2.4 above). The student must be advised in writing of the reason for the suspension of the process.

3.3 Outcomes

The Faculty Practice Panel may decide one of the following outcomes:

- no further action;
- an extended period of placement at the same provider;
- a new placement at the same or a different provider;
- interruption of studies while receiving appropriate therapy/counselling/medical treatment. In such cases, students should be asked to provide evidence of suitability to resume study and professional practice before being re-

admitted to their programme (a student may be referred to an appropriate Occupational Health adviser for this purpose). This evidence should be submitted to the Faculty Registrar;

- that the student be excluded from the programme. This would normally mean that the student will not be eligible for admission to other professional programmes covered by this Policy (see paragraph 1 above). The Panel's report should specify where such an exclusion is to apply.

This list is not exhaustive and the Panel may agree other outcomes as appropriate.

Exclusion from a Programme

When a Fitness for Practice Panel has decided to exclude a student from a programme the next meeting of the Examination Board following the Panel meeting should formally withdraw the student from the programme and recommend that the student be given the highest award for which he or she is eligible and/or be given a transcript of academic credits achieved on the programme. Where possible, a student who has been excluded from a programme should be offered a place on an alternative programme which does not lead to a professional qualification or accreditation likely to fall under the scope of this policy (see paragraph 1 above).

Failure to find a further placement

The Student Handbook for a programme which includes placements should make it clear that the University cannot guarantee to provide further placements but will use its best endeavours to do so. Where, after all reasonable attempts have been made, it proves impossible to provide a further placement, the student should be offered a place on an alternative programme which does not lead to professional qualification or accreditation likely to fall under the scope of this policy (see paragraph 1 above). Where this is not possible the Examination Board should recommend that the student be given the highest award for which he or she is eligible and/or given a transcript of academic credits achieved.

3.4 Record of the meeting

The Secretary shall produce a formal record of the meeting.

The formal report of the meeting should include

- the nature of concerns about the student's fitness for practice
- the evidence considered and the weight given to it
- the Panel's decision
- the reasons for the decision.

3.5 Notification of the Committee's decision to the student

The student should be notified in writing of the Committee's decision within three working days of the conclusion of the meeting. Where appropriate, the student should be notified of their right of appeal.

3.6 Notification of the Panel's decision to the Examination Board

The Secretary will notify the Chair of the relevant Examination Board of the Panel's decision.

3.7 *The Appeal Procedure*

The Appeal Procedure will be as laid down in Section 7 of the Student Disciplinary Procedure.

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Birmingham City University

Faculty of Education, Law and Social Sciences

Breakdown of Placements

1 Background

The Faculty has experienced a number of difficulties in cases where an assessed placement has broken down for one of a variety of reasons. There is a risk that different courses will adopt different strategies in dealing with this situation, and that, in trying to arrive at a solution to a problem, courses will inadvertently act in contravention of University rules. Additionally the procedures used to terminate a practice may not be transparent to providers and students.

There is a need for a consistent and transparent procedure which addresses the following issues in cases where a practice has broken down or is in danger of breaking down.

Should the student fail the practice?

Should any subsequent practices be regarded as first or final attempts?

Should any subsequent attempts require the student to undertake a full or truncated practice?

2 Faculty Placements Panel

In order to achieve parity of treatment of students who are experiencing difficulties with placements for reasons other than academic failure and where there is not an immediate concern about a student's personal or professional ability to enter the teaching profession, a Faculty Placements Panel shall be convened to decide on the immediate action to be taken.

The Composition of the Placements Panel shall be:

The Dean or nominee (Chair);

One member of academic staff who has experience of placements from another Faculty or from the Faculty but unconnected with the student or the programme;

An external practitioner from the profession concerned who is unconnected with the student or with the placement provider.

Meetings of the Panel to be serviced by the Faculty Registrar or his nominee.

Remit

The Placements Panel will be convened by the Dean in respect of any placement in which the student, the placements co-ordinator, the link tutor or the headteacher/principal of the placement provider has raised issues connected with the placement which has led or threatens to lead to the termination of the practice before the official end of the placement for any reason other than the illness of the student, the voluntary withdrawal of the student for personal reasons or concerns being raised about the student's fitness to enter the teaching profession. The purpose of the meeting will be to collect and evaluate the evidence and to ensure that all available evidence has been considered. The Panel will prepare a report with a clear recommendation for the student and the examination board.

Organisation of the Committee

The Dean will convene a meeting of the Panel and will decide what evidence will be needed.

If the Dean (or nominee) deems it necessary, the Faculty Registrar will establish a Faculty Practice Panel to consider the student's case and to decide appropriate action. Within three working days of the decision to refer a case to a Faculty Practice Panel the student concerned should be informed in writing of this decision. The Panel should be set up within 20 working days of the programme director's notification to the Dean (or nominee).

The student, supervising tutor and relevant staff from the placement provider will be requested either to attend the meeting or to provide written evidence. Any written evidence provided will be made available to all participants in advance of the meeting.

Documentation for the Faculty Practice Panel, including any submission by the student, must be circulated to the Panel **at least three days** before the meeting, unless, exceptionally, the Chair agrees that additional material may be submitted late by, or on behalf of, the student.

Students will be entitled to bring a friend with them to the meeting. The name and status of any such attendees will be notified to the Faculty Registrar in advance of the meeting. The meeting of the panel is not a disciplinary hearing and the student should be reassured that this is the case.

Witnesses will be asked to leave the meeting after giving their evidence but should be asked to remain available in case the Panel needs to call them back into the meeting.

The decision of the Panel will be notified in writing to the student within three working days of the meeting.

Students wishing to challenge the decisions of the Panel will be entitled to appeal to University Representations Committee.

3 Situations which have resulted in the termination of a placement and which do not need to be brought before the Committee

i) The illness or personal situation of a student

This is reasonably straightforward in that a student who fails to complete a practice through ill health or other personal circumstances will fail, just as a student who is unable to sit an exam through illness will fail the exam. Such students may however submit claims to the Representations Committee on the grounds that their failure to complete the practice was due to exceptional extenuating circumstances.

A student who misses a few days of a practice through illness may be able to make up the missed days at the end of the practice, provided that s/he is not permitted any additional time in comparison to the other students. The feasibility of adding additional days to the practice in this way will vary from practice to practice and the final decision will be made by the placement tutor for the course.

ii) A student withdrawing from a practice

A student who decides, for whatever reason, to withdraw him/herself from a practice and who does not subsequently invoke the Breakdown of Placements procedure will be deemed to have failed the practice. Course books should list this as one of the criteria for failure. It is important to ensure that students are not permitted to withdraw from a practice in order to avoid failure.

Students who do have genuine problems which resulted in the decision to withdraw will be able to submit a claim to the Representations Committee which may then uphold the claim. In this case the student's next attempt at the placement will be counted as a first attempt.

iii) Cases where there are concerns about a student's professional suitability for the teaching profession

Such cases should be referred to the Faculty Practice Panel.

4 Situations which have resulted in the termination of a practice or the possibility of a termination and which require the convening of the Panel

i) A placement where the headteacher/principal/manager has asked in writing for the student to be removed from the placement, but where the student's professional or personal suitability for the profession does not appear to be involved. This will include circumstances in which internal events in the placement have led to a situation where the headteacher/principal/manager no longer feels able to support the student.

ii) A placement where the partnership co-ordinator, course manager, or Head of School for the course judges that the placement situation has become untenable and has suspended the placement, pending the decision of the Faculty Placements Panel.

No placement should be terminated by Faculty staff except as in (i) above.

As a result of the enquiry the Panel will usually arrive at one of the following decisions, although variations may be necessary from time to time.

i) One or more circumstances associated with the placement are such that the student has been disadvantaged.

In this case a recommendation should be made to the examination board that the student should be permitted to undertake another placement of equivalent length, or in exceptional cases, to continue the placement with another provider. If the placement was the student's first attempt, then the placement which is subsequently organised will also be regarded as a first attempt. If the placement was the student's final attempt, then the placement which is subsequently organised will also be regarded as a final attempt.

ii) Evidence has been produced to indicate that the student's behaviour and/or performance on the placement is such as to disadvantage the education and/or well-being of the students, or to otherwise disrupt the smooth running of the institution.

In this eventually the case should be referred immediately to the Faculty Practice Panel.

iii) The placement is broken down or is likely to break down as a result of a situation in which, in the opinion of the Panel, neither the student nor the provider is culpable.

A recommendation should be made to the examination board that the student should be permitted to undertake another placement of equivalent length, or in exceptional cases, to continue the placement with another provider. If the placement was the student's first attempt, then the placement which is subsequently organised will also be regarded as a first attempt. If the placement was the student's final attempt, then the placement which is subsequently organised will also be regarded as a final attempt.

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PGCE Secondary

New Technologies – a health warning!

Social Networking Sites such as Facebook, Bebo, MySpace and Instagram provide opportunities for you to link online with like-minded people to share ideas and information, as well as providing another forum for communication. However, communication online is far more informal and lacks the non-verbal clues of face-to-face conversations and it is easy to respond and publish before taking time to think through the implications. A particular issue for trainee teachers is that of maintaining appropriate pupil / teacher boundaries in these more informal forums.

It should be remembered that the publication of private and personal information in any online forum cannot be controlled. Information you may publish may be copied, altered and republished anywhere else or in another format. In addition, search engines can retrieve information that you thought you had removed.

The Teachers' Standards, Part 2: Personal and Professional Conduct state that:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

(DfE 2012)

Trainees must bear these professional requirements in mind when using social networking sites and note that they apply to *personal* conduct *outside* school, as well as conduct in school. Another issue that is often overlooked is that many employers check social networking sites to vet prospective employers. A survey released by Viadeo suggests that "62 per cent of British employers now check the Facebook, MySpace or Bebo pages of some applicants, and that a quarter had rejected candidates as a result. Reasons given by employers included concerns about "excess alcohol abuse", ethics and job "disrespect".

For the reasons outlined above, and others, it is wholly inappropriate to have any kind of contact with pupils or their parents through social networking sites. Even if such contact is well intentioned and, of itself, “innocent”, it is open to misinterpretation and misunderstanding by others.

In summary please remember:

- There are no privacy settings that truly protect your privacy.
- Things you might share with close friends and family may be taken out of context by others.
- Consider the amount of detail you reveal about yourself
- Comments and images posted endure, even after you have deleted them from your account.
- Think carefully about your profile picture.
- Be professional: do not discuss work, schools, colleagues, pupils or parents.
- Watch who comments: although you might be careful with what you are posting, you may still receive inappropriate comments, images or video clips from your contacts.
- Ensure your family, friends and contacts understand your professional role and the standards expected of you.
- Pupils and their parents are not appropriate online friends.
- If others abuse your right to privacy, ask them to remove the material and also contact the site to request that they remove the information.

Digital Images and Taking Photographs/Video

It can sometimes support your professional development to have a record of pupils’ work; this is particularly suggested for some assignments. However, the emphasis is on recording the pupils’ work, rather than the pupils themselves. In subjects such as drama it is almost impossible to separate the two. When recording pupils’ work is required, it is of the utmost importance that appropriate protocols are followed.

Please ensure that you obtain the express permission of the appropriate person in school (your Professional Mentor should be able to direct you here) and explain precisely what you intend to do and what you intend to do with the images taken. Bear in mind that, as a visitor to the school, the procedure that you are required to follow might be different to the custom and practice of established teachers in the school. Following the correct procedure might mean that spontaneously capturing images, on a mobile phone, for example, might be very unwise, however frustrating it might be that an opportunity has been missed!

Whether part of the school protocol or not, it is ethical practice to seek the permission of the individual and to explain why you are taking the images and what you intend to do with them. String images can also be problematic unless managed appropriately. Consider the appearance of holding images on you own camera or mobile phone!

In summary:

- Ensure that you have express permission from the appropriate member of staff at school before taking any photographs. This may require obtaining signed consent from parents before taking photographs of pupils (follow the school procedures in this event).
- Only use photographs in their intended context e.g. if you take a photo to be used in an assignment, ensure that it is used only for that purpose.

- Regularly review stored images and delete them. Never store images on your camera, download them as soon as possible on to a secure site or save as a password protected document on a memory stick.
- Do not model taking photographs with your mobile phone camera, however tempting it may be to just capture an excellent piece of work. If necessary, borrow a school or university camera or ask the school to photograph the evidence for you.

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