**RAPID IMPROVEMENT TARGETS (RIT) PROCEDURE 2021 22**

The Rapid Improvement Targets Procedure will ensure that all trainees are supported and offered intervention where necessary to make satisfactory progress within the BCU ITE Formative Assessment Tracker.

Rapid Improvement Targets will be issued when:

* A trainee does not make the expected progress
* A trainee fails to demonstrate high standards of personal and professional conduct

Rapid Improvement Targets can be raised at any stage of the programme and:

* Can relate to a trainee’s engagement with and attendance at the taught elements of the programme;
* Can relate to specific aspects of the trainee’s teaching and be characterised by a lack of expected progress by the pupils;
* Can be identified against the BCU ITE Formative Assessment Tracker

Rapid Improvement Targets may also be raised if:

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

Rapid Improvement Targets will outline the concerns, set targets, identify intervention strategies, training needs, support strategies and agree review points. **It is an intervention strategy and will result in an agreed increase in school and university support and monitoring to ensure the trainee has an opportunity to address the targets requiring immediate action.**

**Rapid Improvement Target Process on Placement**

**Stage 1**

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

A Rapid Improvement Target Form is completed to:

* Record and identify the issue(s) which give cause for concern in relation to the BCU ITE Formative Assessment Tracker ;
* Record and agree a maximum of three targets which are focused explicitly on areas for improvement;
* Record and agree intervention actions for the trainee;
* Record and agree intervention strategies to support the trainee for the class teacher/mentor/university tutor;
* Record and agree a date which will give enough time for trainees to demonstrate progress, to review outcomes.

The trainee and the class teacher/mentor/university tutor sign the form and a **copy is sent** to [PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk](mailto:PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk)

If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.

**Stage 2**

In a professional discussion between the trainee and the class teacher/mentor and/or the university tutor the Rapid Improvement Targets Form is used to:

* Review the targets using the full range of evidence;
* If sufficient progress has been made by the trainee, normal training routines resume;
* **A copy** of the completed Rapid Improvement Targets Form **is sent to** [PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk](mailto:PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk)

If insufficient progress has been made a Rapid Improvement Target Form is used to agree:

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

The trainee and the mentor/university tutor sign the form and a **copy is sent to**: [PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk](mailto:PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk)

If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.

**Stage 3**

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

1. If sufficient progress has been made, the Rapid Improvement Targets ends and the normal training routines resume;
2. If limited progress has been made, the mentor/university tutor and trainee review the issues, revise the targets and the rapid improvement targets are extended and **Stage 3** can be repeated. If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.
3. If insufficient progress has been made proceed to Stage 4.

**Stage 4**

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

1. It is agreed that a further Rapid Improvement Target Form would be appropriate, and targets and intervention support are agreed and Stage 3 repeated;
2. It is agreed that the trainee has failed to meet the expectations for the placement identified in the BCU ITE Formative Assessment Tracker at the appropriate level so has failed the placement. Proceed to **Stage 5**.

**Stage 5**

The mentor/senior school leader meets with the trainee so that the trainee understands the evidence that was used to judge their performance against the BCU ITE Formative Assessment Tracker.

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

The placement records are reviewed by the course team and the decision is referred to the Placement Review Panel for review.

The Placement Review Form is sent to the trainee, class teacher, mentor, university tutor to complete.

The Placement Review Panel reviews the evidence.

The Placement Review Panel decisions:

* Trainee has passed the placement as there was sufficient evidence to demonstrate that they had met the requirements of the BCU ITE Assessment Tracker for this placement.
* Trainee will be offered an opportunity to undertake this placement as a first attempt.
* Trainee will be offered an opportunity to undertake this placement as a first attempt with a RIT in place to address identified targets.
* Trainee has failed the placement and will be offered a second and final attempt with a RIT in place to address identified targets.
* A referral has been made to Student Governance under the FTP/FTS/FTT procedures.

An email is sent to the course team, the school, the trainee, the Professional Development Tutor and the university tutor to confirm the decision.

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

Resitting a placement, as a consequence of a failed first attempt, will incur a cost to the trainee of £1125. The trainee may be eligible for funding, but this should be discussed with Student Finance England direct to confirm details and determine whether there is eligibility.

There may be exceptional circumstances where this fee can be waived; however the course team will confirm this in writing to the trainee where such a circumstance will apply.