**Queen Margaret University**

**Division of Psychology, Sociology & Education**

**Placement Handbook[[1]](#footnote-2)1**

**BA (Hons) Primary Education**

**For Students, Schools, School Based Educators and University Based Educators**



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# 1. Introduction

Welcome to the BA (Hons) Primary Education / BA (Hons) Education Studies (Primary) School Experience (Placement) Handbook. Please note: the programme is transitioning to the new title of BA (Hons) Primary Education in session 2025/26. All new students will be on this route title. BA (Hons) Education Studies (Primary) will be retired as the programme title on graduation of the 2024-2028 cohort. For ease of reference the programme will be referred to by the new title throughout this handbook.

This handbook provides an overview of partnership and placement arrangements for the QMU BA (Hons) Primary Education and the processes and support mechanisms involved in placement provision. The handbook is intended for ITE students, schools hosting placements, School Based Educators and University Based Educators.

School Experience is a compulsory part of the ITE learning process, giving students the opportunity to carry out a journey of personal and professional development within an educational setting. It is a series of placements in which students are mentored and supported for a specified period of time to achieve professional competence as a teacher, as assessed against the General Teaching Council for Scotland's Standards for Provisional Registration.

School Experience enables the acquisition of new knowledge and skills as well as the application, consolidation and reflection on learning gained in the university environment. School and University Based Educators, working in collaboration, have a crucial part to play in supporting ITE students’ progress to meet the required [General Teaching Council, Scotland (GTCS) Standard for Provisional Registration (SPR)](https://cdn.prod.website-files.com/653fc30601a80aefd5668009/65de10ce9d1436edbc53b787_GTCS_The%20Standard%20for%20Provisional%20Registration.pdf) by the end of their programme. The success of School Experience is highly dependent on a clear and supportive interchange between ITE students, university, local authorities and schools.

Herein, School Experience will be referred to as ‘placement’.

## 1.1 Aims

Placements will provide opportunities and support students, over time, to:

* + 1. *Apply* theory and evidence in original and creative ways to support inclusive learning in the practice setting and develop original and creative responses to problems and issues.
		2. *Manage* complex issues and make informed judgements in situations in the absence of complete or consistent data/information.
		3. *Design, develop, implement and evaluate* strategies and programmes or a series of opportunities which support all pupils to optimally participate in the curriculum and school life using a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments.
		4. *Demonstrate and facilitate* collaboration, discussion and debate within the group of learners to extend the individual’s and groups’ perspective. This will include exploration of the views of pupils, teachers and parents/carers and require demonstration of the facilitation of respectful exchange with less verbal / nonverbal participants.
		5. *Communicate* effectively and collaboratively in various media to a range of audiences (e.g. peers, tutors, research community, pupils, parents/carers, allied professionals)
		6. *Engage in increasingly critical reflection* to develop skills of self and peer appraisal and enable insights and application to practice.
		7. *Demonstrate* originality, creativity, independence, autonomy and accountability in relation to personal and professional practice and development.

Throughout the course, university inputs and placements are designed progressively around the SPR which outlines what is required of all new teachers, thus providing strands for students to evaluate their developing abilities. Each placement has a unique set of learning outcomes, which articulate with prior and future university studies and previous placements. Learning outcomes increase in complexity as students progress through the programme because **each placement provides the building block** for future ones. Please see the Placement Rubric in Section 10 for an overview of progression.

## 1.2 Partnership between Local Authorities, Schools and University

QMU has established partnerships with the following local authorities: Edinburgh, East Lothian, Midlothian, West Lothian, Scottish Borders and Fife. Educational representatives from these authorities have been closely involved in the design and development of the Education programmes. From 2020-2021 QMU’s partnership with these authorities forms part of the wider Edinburgh Early Phase Partnership along with Napier University and Moray House. Whilst each university will retain its distinctive programme partnership elements, the wider partnership will enable all stakeholders to meet regularly to discuss school experience and partnership related developments including the sharing of good practice with local authority partners.

Here are some of the people involved in supporting students directly and indirectly:

|  |  |
| --- | --- |
| **Head(s) of Division** | Ensures consistency across ITE programmes and represents placement matters externally on bodies that discuss national level placement policy (or delegates this appropriately). |
|  **Programme Leader** | Leads on the overall placement provision in BA (Hons) Primary Education programme.  |
|  **Year Tutor** | Leads a particular year in the BA (Hons) Primary Education programme, including being the module coordinator for the placement-focused module and the lead for the subsequent placement. |
| **University Based Educator (UBE)** | An academic member of staff who acts as a contact person for a group of students and their SBE throughout a placement. The UBE is also responsible for co-ordinating and carrying out the Joint Observation visits. |
| **Placement & Partnership Officer** | The administrator who co-ordinates all the operational aspects of placement across specific schools, carrying out placement matching, communicating to students and schools and overseeing the general day to day issues arising from placement. |
| **School Based Educator (SBE)** | The person facilitating students’ learning whilst they are on placement. The School Based Educator is a class teacher jointly responsible for the assessed outcome on placement and who acts as a professional guide and mentor to students. |
| **Student**  | The enrolled student on the ITE programme. |
| **Pupil/s** | Young people in schools (learners). |

Students will be supported, observed and assessed in practice by a designated School Based Educator (SBE) (a teacher/mentor) on each of their placement settings. These are GTCS registered teachers. The SBE will work with students to identify current strengths and aspects of their practice which can be built on and enhanced. They will facilitate their learning in practice. To support this process, from the start of the programme, the student and the SBE will discuss and agree on the expectations and learning for the placement.

## 1.3 The GTCS Standard for Provisional Registration (SPR)

The GTCS Standard for Provisional Registration (SPR) (2021) can be found here: <https://www.gtcs.org.uk/wp-content/uploads/2021/09/standard-for-provisional-registration.pdf>

**Student Teacher Code** (<http://www.gtcs.org.uk/web/FILES/teacher-regulation/student-teacher-code-0412.pdf>) provides direction for programme-related practice experience.

In addition, the GTCS have a dedicated site for students with added support and advice specifically tailored to support students through the provisional registration process and their probationary service, whether it is via the Teacher Induction Scheme (TIS) or the Flexible Route. See: <https://www.gtcs.org.uk/probationer-teachers/>

Based on the Standards, students are required to use a series of self-evaluative tools on placement to keep a record of their teaching experience and key moments of learning that have been meaningful, detailing what went well and what can be improved. As part of this learning students ought to think about why these experiences are relevant to them as future teachers

## 1.4 QMU Placement Team Contact Details

**Name & Address of Institution**

Queen Margaret University, Queen Margaret University Drive, Musselburgh, East Lothian, EH21 6UU.

ITEPlacements@qmu.ac.uk

## 1.5 Email Etiquette

Students ought to be judicious in the emails they send. Academic staff, and staff in schools, receive a very high volume of mail and may be unable to respond to their email if it requests information that can be found elsewhere. Check the relevant placement module site on Canvas, cohort announcements on Canvas and handbooks to see if the information is available elsewhere first.

Staff will endeavour to respond to emails within 3 working days (i.e. not including weekends, public holidays and annual leave).

Please ensure that you use your QMU email account for any correspondence relating to your programme of study and placement. When sending emails to academic and support staff within QMU and school staff externally it is good practice to adopt a professional tone and to be clear about the issue being addressed. This tone of course reflects the professional etiquette expected of teachers and is in line with Standard 1.1 and the Student Teacher Code: <https://www.gtcs.org.uk/wp-content/uploads/2021/10/student-teacher-code.pdf>

Students should check their university e-mails *at least once* every two working days while on placement and in university.

Students must get into the habit of clearing out their email inbox regularly. The inbox has limited capacity and if students do not regularly delete emails, especially those with large attachments, emails sent to students will not reach their inbox and students may miss important information. Alternatively, Outlook has an Archive function (which can be found in “Mailbox Clean-up” under the “File” tab), which allows students to hold on to their old emails in a separate folder. Please ask in the Learning Resource Centre (LRC) for help with this option.

*More details on staff roles and responsibilities can be found in Section 9.*

# 2. Reflective Practice and Situated Learning

Learning is a lifelong process experienced through connections that are embodied through diverse learning situations. Through cognitive, practical and emotional experiences, transformation occurs through stages, resulting in a continually changing or more experienced person (Jarvis 2009[[2]](#footnote-3); Illeris 2014[[3]](#footnote-4)).

Central to this strategy is the need for students to engage in learning experiences, a readiness to listen and explore, preparedness to be open to experiences and a resolve to keep going. This requires an effective learning environment based on intellectual and communicative space to learn, with shared values of honesty, trust, authenticity, respect and reciprocity. The environment should generate a culture of engagement and criticality where students can creatively explore and question theories, practices and different sources of knowledge in an atmosphere of high challenge and high support.

As part of this process students will find themselves reflecting on their learning and development as a student teacher, and as part of a team, while on placement (also known as a *situated learning experience*). Think about what supports and strengthens their situated learning experience.

Students will be supported to challenge their thinking, values and beliefs; through the posing of complex activities and questions and develop resilient and sustainable approaches to their learning and practice in response to these.

Critical to this process is the use of diverse knowledge, scholarly inquiry processes and evidence-informed materials to engage and enliven the processes of learning. On this programme of study students have a responsibility:

* As a representative of the teaching profession and the University
* Towards the organisation providing practice experience, and its pupils and employees for managing their learning and professional relationships.

The engagement in life-long learning and co-creation of communities of practice is integral to this process.

Further study will increase breadth and depth, nurturing and connecting both research and enquiry-based approaches to professional practice. As part of this process the situated/practice-based (the placement) element of the programme is key to their learning.

# 3. Preparing Students for Placement

A range of learning and teaching approaches are used to support students on the programme. These include lectures, seminars, directed reading, and e-learning. Key aspects to support the preparation process are described in more detail below.

## 3.1 Canvas

All of the Placement modules are supported by a designated area in the University’s virtual learning environment – Canvas. Through this medium, students are given clear time frames and deadlines for completion of preparatory tasks and activities associated with placement.

The Placement Module area houses a bank of useful placement learning resources and materials for students. Resources include web links, handbooks, assessment forms, templates for reflection and reading materials. Students must check this area for required information before emailing staff.

Canvas provides a forum for group support, and communication throughout each of the placements. Year Tutors, acting as the Placement Lead, may provide discussion boards, optional online drop ins and cohort announcements to provide support.

## 3.2 Protection of Vulnerable Groups Scheme (PVG)

As students will be doing regulated work with pupils during placement, they must apply to register with the Protection of Vulnerable Groups Scheme (PVG). It is the responsibility of each student to fill in the detailed application form, provide the necessary documentation and to pay for this to be carried out prior to the first placement. The University ensures that all PVG membership applications are appropriately checked and countersigned and that the whole process has been completed satisfactorily prior to the commencement of placement.

Some placement providers require additional checks before accepting students on placements and make this known to the University when making placement offers. Further information on the PVG Scheme is available at: <https://www.disclosurescotland.co.uk/disclosureinformation/pvgscheme.htm>

**IMPORTANT: PVG Certificates are put in place during Year 1. Failure to have a PVG Certificate in place will result in the deferral of a school placement****.**

## 3.3 Insurance Cover for Motor Vehicle Use

Students using their own motor vehicle during placement will be expected to obtain confirmation from their insurers that adequate cost cover is in place for all costs and claims and no liability is placed on the University and/or placement provider. **This is usually business cover**. The vehicle must be in a roadworthy condition with valid road tax and MOT (if applicable). Under no circumstance should students carry pupils, parents, teachers, or others employed by the school in their own vehicle

## 3.4 Dress Code

Dress code on placement ought to be *smart casual*. The main thing to remember when dressing up for smart casual is trying to look smart but not overly formal, and make sure that their clothes are neat and clean. If in doubt, ask the University or School Based Educator. As a guide:

|  |  |
| --- | --- |
| **Smart Casual Do’s**jacket or blazer cardigan or jumper  trousers (dark preferable) long sleeved shirt (tie is optional)  blouse closed shoes, flat shoes, pumps  mid-length dress or skirt  | **Smart Casual Do Not’s*** jeans
* denim jacket
* shorts
* flip flops or sandals or stilettos
* caps
* sports wear
* logos and slogans on the top
 |

A student whose personal appearance is deemed to be inappropriate by the School Based Educator or Head Teacher may be asked to leave the educational setting and reported absent until they return dressed appropriately. Placement hours may be deducted for this absence.

## 3.5 Preparation Lectures and Seminars (via Placement Modules)

The University will prepare students for placement covering topics such as:

* Child protection.
* Review of the learning outcomes and specific tasks for each placement, and exploration of how these will facilitate the integration of theory and practice.
* Professional conduct during school experience.
* Reviewing SPR for each placement.
* Preparation for, and review of, self- evaluation on placements.
* Developing, and using, a Professional Development Portfolio.

Attendance and engagement with learning must be at a satisfactory level to proceed to placement. See Section 6.1 for details.

## 3.6 Confidentiality Issues

Ensuring confidentiality is not just good practice; it is a right owed to all individuals and is central to the maintenance of trust between schools, teaching staff, parents and pupils. They have the legitimate expectation that students will respect their privacy and act appropriately.

Students are expected to adhere to and comply with guidance provided by the regulatory body GTCS COPAC: <https://www.gtcs.org.uk/fitness-to-teach/code-of-professionalism-and-conduct/>

Any written work completed by students during placement must also be stored as a confidential record. Students are expected to maintain boundaries of confidentiality outside placement both in discussions, presentations and written course work for the University. At all times, the identity of anyone connected with the placement must be protected, and permission for the use of sensitive material must follow the policies and guidelines of the placement school.

**It is important that students do not specifically name staff, or work placement areas on any documents, or in assignments submitted to the University. Students are advised to describe placements in general terms for example, “planning team”, “additional support service”. Pupils may be given initials.**

School Based Educators are an important part of the assessment process and should demonstrate good practice when reviewing students’ written placement work. It is important to recognise that students are in a learning situation and formative feedback is an essential part of supporting students to comply with good practice. School Based Educators will report actual, and possible, student breaches of security or confidentiality to the University as a matter of priority.

## 3.7 Social Justice and the Individual on Placement

QMU has a s[trong commitment both to social justice and on valuing the individual](https://www.qmu.ac.uk/about-the-university/purpose-and-values/). We want to encourage you, in your professional journey, to be who you are as a teacher. This includes developing your confidence to bring your unique identity to the classroom, regardless of your age, disability, ethnicity, sexual orientation or gender identity.

If you would value a discussion about the support that QMU can provide for you to be who you are in the classroom, as you get ready for or during placement, please speak with your university-based educator (UBE) or another member of staff that you feel comfortable approaching.

If you encounter any negative reaction from school staff or pupils regarding your identity whilst on placement, please speak with your school-based educator (SBE) and your UBE. If, for any reason, it is not possible to speak with your SBE/UBE you should contact another member of university staff that you feel comfortable approaching.

Students should be assured that where disclosures of negative reactions or incidents are raised appropriate action will be taken to address their concerns, in line with placement school/local authority and/or university policies.

Students are also reminded that QMU’s *Report and Support* platform is available for reporting any form of harassment or violence. This also provides access to advice and support. There are two ways that students can report something, either by Reporting Anonymously or Reporting with Contact Details.

Please see more information online: <https://www.qmu.ac.uk/study-here/services-for-students/report-and-support/report-and-support/>

In line with national priorities, school-based mentors and placement schools will recognise the importance of social justice in the context of professional practice and adopting actively inclusive and anti-discriminatory dispositions. Where SBEs or placement schools would like to discuss such areas in relation to supporting students (including discrimination, anti-racism, inclusive practice, social justice) they are also welcome to contact a students’ UBE.

# 4. Placement

## 4.1 Placement Timings

Placements take place at the following times on the ITE programme. Please note that the specific dates will vary each year and schools and students will be made aware in advance of these:

Year 2: 4 weeks, one day per week + one full week Nov-March (4 weeks); Semester 2 (6 weeks)

Year 3: Semester 2 (11 weeks, inclusive of the half term break)

Year 4: Semester 1 (11 weeks, inclusive of the half term break)

Students are expected to plan in advance for these accordingly and should be available to attend placement fully.*Holidays and other events should not be booked into the placement window.*

## 4.2 Placement Expectations

* + - Complete the **Health & Safety Induction checklist** by the end of week 1.
		- Read and summarise the School or Local Authority’s **Child Protection Policy** by the end of week 1.
		- Become familiar with other significant policies in place at the school, such as the Positive Relationships Policy.
		- Gather other relevant information about the school as detailed in Week 1 of the PDP.
		- Through focused observation develop an understanding of building relationships with children and young adults and the **pedagogy that informs practice** in education establishments.
		- Identify the use of educational principles and practice i.e., **active learning.**
		- Reflect on the role of the teacher.
		- Recognise the importance of working in **partnership with parents.**
		- Identify the roles of professionals working in **integrated children’s services.**
		- Establish and maintain a Professional Development Portfolio which should be made available to the class teachers to view at any point during the placement (see Section 3.2 below).
		- Reflect on the **transition processes** from nursery to primary to secondary school, where appropriate.
		- Gain understanding of how young people learn and consider inclusive approaches to integrated learning.
		- Gain more understanding of how teachers plan for **inclusive practice** making use of individual lesson plans. Some lessons may stand alone, but with time, students will learn to create lessons as part of a sequence.
		- Observe how teachers plan, implement, assess and evaluate teaching and learning daily.

## 4.3 Placement Overview

Each placement (Years 2, 3 and 4) has its own set of guidelines outlining for both student and school what is expected each week, mirrored in the PDP. These will be made available to students and SBEs before commencement of placement.

Please also see the Placement Rubric for an overview of how knowledge and skills should develop and progress over time. Schools should adjust their expectations of students accordingly to align with the stage of development and be mindful of the whole journey throughout both ITE and the probationary period.

## 4.4 Professional Development Portfolio (PDP)

As part of their placement and professional development, students will compile a Professional Development Portfolio (PDP) during placements using proformas developed by the programme team. The use of the portfolios gives students opportunities to evidence and reflect on their learning in relation to the SPR when on placement. Students are encouraged to reflect on their practice in relation to particular strands and identify the professional actions needed to make satisfactory progress towards the SPR. This process prepares students for using portfolios to evidence their continuing professional development informing their completion of the Teacher Education Profile in preparation for probation: <https://www.gtcs.org.uk/wp-content/uploads/2023/05/ITE-profile-info-for-students.pdf>

The PDP is also part of the relevant Placement Module assessment (Year 2: X2048; Year 3; X3110; Year 4: X4147). A satisfactory PDP, together with a satisfactory placement, is required to pass this module and gain the required university credits for progression (see Section 7.13).

It is mandatory for all lesson planning and weekly self-evaluations to be **uploaded to the PDP** and **electronically signed by the SBE via Pebble Pocket.** The following examples can also be placed in your PDP as evidence of your professional development such as timetables, blogs, paperwork, feedback, evidence of learning such as examples of resources, photographs, displays and reports.

SBEs should complete formal weekly observations where feasible and directed by each placement.

# 5. Organisation of School Experience, Administration, Processes and Procedures

## 5.1 Placement Matching Process

From 2024/25 placement matching has moved to a manual system due to the closure of SPS. Placements are now organised via requests from universities for offers of placements via Local Authorities.

## 5.2 Allocation of School Placements

Students will complete a pre-placement form and the information they provide will be shared with the relevant local authority to match them appropriately. Please see the University’s Privacy Statement here:

<https://www.qmu.ac.uk/about-the-university/qmu-student-privacy-statement/>

**Under no circumstances should students attempt to organise their own placement directly with a school.**

While we try to bear in mind any preference a student might have, there are other considerations, which may well take precedence when placing students. In particular, the centralised procedures for placing students, the induction programmes for newly qualified teachers and the recent increases in the numbers of student teachers across Scotland have placed pressure on school capacity. **Students may be required to travel to a placement in an outlying area** and should be prepared to travel up to 90 minutes each way. The placements will be made based on a student’s **term time address and mode of transport. Students are required to indicate if their term time address is their home address or an address close to QMU.**

**Students must also declare if they have personal connections to staff or pupils in any school.** Failure to do so presents significant concerns around professionalism. If students are placed in such a school they must alert iteplacements@qmu.ac.uk immediately in order to be rematched**.**

The Placement & Partnership Officer will have the final decision on which school students will attend. Placement enquiries should be sent to ITEplacements@qmu.ac.uk using their student e-mail account.

Allocations will be made known to students as soon as possible before commencement of placement. Students must however note that placement allocations can and do change due to a range of factors beyond the university's control and this may, in some cases, mean that the notice period for placement allocations is much shorter in individual cases.

Placement allocations are non-negotiable. Students do not have the right to exchange allocated placements with their peers. Normally, the programme teams do not enter into third party communications about allocated placements. The responsibility lies with the student to raise reasonable and relevant concerns directly with the relevant Year Tutor. The following are **not** considered valid reasons to request a change in placement:

* Personal preference - allocated placements are deemed relevant and will offer appropriate learning experiences.
* Financial hardship - students should consider the cost of school experience as being a necessary and integral part of the programme and plan for this in advance.

Students may only request a change in placement allocation for extenuating circumstances not identified on the school experience information form, e.g. changes to health or well-being requiring reasonable adjustments. Relevant supporting evidence must be provided to the Placement & Partnership Officer (e.g. medical certificate) before any such request can be considered. Requesting a change of school placement allocation does not guarantee that it can be made.

## 5.3 Religious and/or Cultural Observances

A student’s identity, such as their religious / cultural practices, can have a significant impact on teaching, learning and assessment in practice. However, it is a statutory requirement that the university and placement providers address these through establishing relevant policies and guidance which address diversity and inclusion.

These policies include a commitment to:

* Promoting equal opportunity and diversity during employment.
* Ensuring all employees are treated fairly and valued equally.
* Valuing religious and cultural needs and practices and meeting these where possible.

Students may have particular religious or cultural needs in terms of requests which may appear to “conflict” with existing working requirements in the practice setting. Such issues may include:

* Health and safety issues relating to dress code.
* Request for flexible working related to religious/belief-related festivals.
* Adjustments for prayer time, and space.

Whilst it may not always be possible to accommodate every student’s religious or cultural observance, every effort will be made to find a mutually agreeable solution**. Our guiding principles:**

* In these circumstances, negotiation between the student, the university, and school is essential. Students should speak with their university-based educator at their earliest opportunity to ensure that a proactive approach can be adopted.
* Established policies that apply to employed staff in schools also apply to students accepted on placement. It is vital that discussion takes place on the religious and cultural needs of the student and how they will be valued and/or met whilst on placement.
* Agreements between the student and placement provider may occur prior to, or at the outset of any placement as part of the induction process. These should be reviewed and discussed with the student at the midway point of the placement.

## 5.4 Religious Beliefs

Students may be placed in schools that do not align with the religious beliefs. For example, a student with no religious affiliation may be placed in a Roman Catholic primary school.

In such cases, students are *not expected* to take part in or lead any aspect of religious observance activities. This will remain the responsibility of the SBE. Students should, however, become involved with aspects of the wider life of the school which are not explicitly religious in nature.

The Religious and Moral Education (RME) curriculum remains part of any teacher's responsibility to deliver within CfE. Where Religious Education - Roman Catholic (RERC) guidelines are used in schools, the learning should only be delivered by a fully qualified member of staff. Students are not obligated to deliver denominational religious education.

## 5.5 Catholic Teachers’ Certificate

Students who are eligible and wish to obtain the Catholic Teachers’ Certificate must complete the online CREDL (Certificate in Religious Education through Distance Learning) programme. This Certificate is recognised by the Bishops of Scotland as a preliminary qualification in generalist Catholic religious education for those who wish to teach religious education in Catholic primary or secondary schools. For eligible ITE students who wish to complete this programme, further information can be found at:

<http://www.gla.ac.uk/postgraduate/taught/religiouseducationbydistancelearning/>

Please note that QMU does not offer funding nor allocated time within the university week for students to complete this.

For further information on eligibility and the requirements generally see the Scottish Catholic Education Service: <https://sces.org.uk/>

## 5.6 Students with Disabilities

QMU is committed to equality of opportunity and believes in a culture of diversity and inclusion.

<https://www.qmu.ac.uk/study-here/student-services/disability-service/>

Disabled students should experience the same broad range of practice settings to enable them to demonstrate that they have achieved the learning outcomes for each placement. At QMU, the term ‘disabled’ relates to the impact of an illness, impairment, developmental disorder or specific learning difficulty on the specific tasks associated with university level study. The Disability Service works with a broad range of students including those with long term medical conditions (such as MS, epilepsy, diabetes, chronic fatigue etc), mental health difficulties, sensory impairments, physical impairments, those on the autism spectrum and those with specific learning difficulties (such as dyslexia).

**ILPs and Support on Placement**

The QMU Disability Service develops an Individual Learning Plan (ILP) following a disability needs assessment. The ILP details the reasonable adjustments and supports recommended by the disability service. The ILP is developed and expected to be implementing in all on campus and online teaching and assessment.

Students should note that the provisions of the ILP do not apply to placement.

When a student is on placement the placement provider is responsible for any reasonable adjustment. Reasonable adjustments are determined by the context of the placement and the providers’ policies and guidance need to be followed.

It is the student’s responsibility to discuss their needs regarding reasonable adjustments on placement with the Academic Disability Student Co-ordinator (ADSC) for the programme ahead of each placement. Following this discussion, it is the students' responsibility to communicate with their placement school and/or take forward the agreed actions from the discussion with the ADSC as appropriate.

Where the student experiences difficulties with respect to reasonable adjustments they should contact the ADSC, copying in their UBE, in the first instance.

**QMU services remain available to students while on placement, including Disability, Student Services, Wellbeing and your PAT.**

## 5.7 Travel and Accommodation

There is no direct provision by QMU for the cost of accommodation or travel expenses whilst on placement. Students should consider the cost of placement as being a necessary and integral element of the programme and plan for this in advance.

The University Student Finance Service administers two discretionary funds provided by the Scottish Government. These are the Childcare Fund, which is aimed at students who incur childcare costs whilst studying, and the Discretionary Fund, when students find themselves facing exceptional financial problems. An application form is completed and submitted with supporting evidence which is then considered. It is useful to make an appointment to see the Student Funding Adviser before submitting an application. More information here:

<https://www.qmu.ac.uk/study-here/services-for-students/student-funding/student-funding-service/>

## 5.8 Attendance

Students are expected to arrive at their placement school in good time to ensure lessons are well prepared and resourced before pupils arrive. They should also expect to stay on after the end of the school day to tidy up, mark pupils’ work, put up displays, attend any staff or planning meetings, plan and prepare lessons or activities for the next day or help with after school clubs. As a guide, student teachers are expected to arrive at school between 8.00-8.30am and leave 4.30-5pm.

If difficulties arise with placement hours, School Based Educators, and the student are actively encouraged to draw this to the attention of the school and university so that a mutually acceptable plan of action can be developed.

The University is aware that many students now find it essential to find work whilst studying. **However, employment outside of the programme must not adversely affect student’s work during school experience**. Students are expected to mirror their working patterns to those in operation at the school. They must recognise that flexibility on the part of the school is not to be expected.

Similarly, all requests for pre-arranged absence from placement must be discussed with the University. Planned absences from placement may be approved by the University in exceptional circumstances only.

**IMPORTANT: Students do not have the right to negotiate holidays, or other leaves of absence during a placement, directly with the School Based Educator.**

## 5.9 Absence from Placement

Students are expected to comply with the attendance and reporting sickness policies of the University and must familiarise themselves with these policies within the first week of placement. If absence is before the start of a placement the student must contact the School Based Educator and Placement & Partnership Officer to report any sickness or absence. Every student is required to inform the school and the University should they be unable to attend their placement on any given day. Students should:

* Contact the placement school as a matter of urgency so they can plan for the absence.
* Students **must** also contact the Placement & Partnership Officer at ITEPlacements@qmu.ac.uk to report the absence, copying in their UBE.
* Students must also log all absences via the Student Portal in the usual manner.
* If absent for more than one day, students should contact both the placement school and the ITEPlacements@qmu.ac.uk on each day of absence.
* If absent for more than 5 working days students must submit a medical certificate to the Student Portal and to ITEplacements@qmu.ac.uk
* When students return to school they should advise the Partnership and Placement Officer, again, via ITEplacements@qmu.ac.uk copying in their UBE.
* If students cannot return due to valid reasons covered under the Extenuating Circumstances (EC) policy, such as for serious medical /health reasons, students can opt to withdraw subject to an approved EC request. An EC should be applied for in the usual manner via the Student Portal. Robust evidence **must** be provided, e.g. a letter stating that a student is currently unfit to undertake placement from a GP or relevant medical professional.
* If students choose not to return for any reason not covered under ECs this is treated as an unsuccessful placement. Students would then be referred to Fitness to Study (see section 6).
* Any days missed due to absence may be required to be made up at the end of the placement, if the school is in agreement, or by undertaking an additional placement. This is to be arranged by the Placement & Partnership Officer, the SBE and the UBE. Students should **not** arrange this themselves.
* Appointments, i.e. dentist, doctor, driving test etc should all be rescheduled out with of placement time.

**IMPORTANT: Failure by students to inform the School Based Educator, and the University via** **ITEPlacements@qmu.ac.uk** **that they are not attending placement will be regarded as unprofessional behaviour and students may be referred to Fitness to Study.**

A School Based Educator should only report unauthorised absences, but these should be notified to the University’s Placement & Partnership Officer - ITEplacements@qmu.ac.uk as soon as practicable, and certainly within 48 hours.

Attendance must be monitored throughout the placement and all absences from placement must be recorded by School Based Educators on the Final Report form.

## 5.10 Acceptable use of Social Media, ICT & Other Mobile Devices

### 5.10.1 Using Social Media

The University acknowledges that social media (e.g. Facebook, X, Linked-in, Blogging, YouTube, Pinterest, Instagram, Tik Tok) is a significant part of people’s lives and is a positive way to keep in touch and share information.

Student teachers could be putting their registration at risk if posting inappropriate comments about pupils, parents, teachers, schools, others employed by the school, as well as other students or posting any material that could be considered explicit. See ‘Engaging Online: A Guide for Teachers (GTCS): <https://www.gtcs.org.uk/wp-content/uploads/2021/10/professional-guide-engaging-online.pdf>

As a student-teacher, be cautious about the information posted on-line. Students should remember that:

* The law around defamation and harassment, and confidentiality applies at all times.
* Anything posted on-line to a social networking site is in the public domain, even with the strictest privacy settings.
* The more personal lives are exposed through social networking sites, the more likely it is this could have a negative impact.
* What may be considered as “letting off steam” about a situation at placement could potentially be seen by another person as unprofessional behaviour.

The following points are offered to students as guidance:

* Make use of appropriate etiquette when posting materials to social networking sites.
* Act responsibly at all times upholding the reputation of the profession, and QMU.
* Protect their own privacy, think through the kinds of information students want to share and with whom, and adjust their privacy settings.
* Observe placement providers’ bullying, harassment and dignity policies when posting on-line (including e-mail, and text messaging) with colleagues, and peers.
* Do not post information to social networking sites that may lead to the identification of service users.
* Do not make disparaging remarks about the placement, service users, or employees on a social networking site (even when anonymised these are likely to be inappropriate).

### 5.10.2 Using official ICT Facilities, and Mobile Devices

Educational settings offering placements have policies regarding the use of mobile devices (e.g. smart phone, iPad, Android tablet, lap top computer) stating where and in what circumstances such devices are permitted or prohibited.

It is important therefore that when students go out on placement that they make it a priority to familiarise themselves with the local regulations. This will give students a better understanding of what is permitted and what is not.

Any ICT/official mobile devices offered to students during placements are provided for use in learning and/or pursuit of their studies. Students should keep usernames and passwords private at all times. Students must not abuse ICT facilities for any other purpose, e.g. use of social networking sites or for recreational internet use. Students should be aware that organisations hosting placements may have auditing systems in place that can identify who is looking at what, and where, and when this activity took place.

Service user confidentiality, privacy, and dignity must be maintained at all times. Students should **never** use their own mobile devices or QMU ICT to create or send official school records (including photographs, videos, audio recording).

### 5.10.3 Keeping Safe

As an ITE student studies may involve internet searches relating to young people. This may generate unwanted links to objectionable websites. Students are advised to use, wherever possible, specific education related search engines.

Even if students are careful they may accidentally access internet sites they did not mean to. This might happen because they clicked on a misleading link, clicked on a link by accident, or because a site has been ‘hijacked’. Students may also find that they get bombarded by unsolicited and explicit ‘pop-up’ advertising. If any of these things happen whilst a student is on placement, they should:

* Take a note of the URL (web address) of the site and the time it was accessed.
* Tell someone immediately.
* If possible, show them what happened.
* Record the details of the site accessed, before logging off the computer).
* Tell their School Based Educators as soon as possible.
* Tell local ICT staff (any alerts regarding inappropriate internet use will go to them first).
* Contact their Personal Academic Tutor at the University to advise them of what has happened.

There may be an investigation into their on-line activities, but if the accident was legitimate and these steps are followed, it will be resolved quickly.

The University does not discourage students from using such services. However, students should be aware the University will take seriously any occasions where these services are used inappropriately. If occasions arise of what might be read to be on-line harassment, or materials deemed to contravene professional conduct these will be dealt with in the same way as other such instances.

## 5.11 Formal Complaints Handling Procedure

The University has implemented a Complaints Handling Procedure (QMU 2014a) which can be found here [complaints at QMU](https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/complaints-procedure/).

Any queries about the complaints procedure or any complaints written on the Complaints Form may be e-mailed to complaints@qmu.ac.uk

# 6. Fitness to Practice / Study: Placement

## 6.1 Fitness to Undertake Placement

Please see information regarding Fitness to Study here: <https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/fitness-to-study/>

At QMU we must ensure that all students maintain proper professional and teaching standards whilst on placement. This is about safeguarding that our students are fit to practice so that public trust and confidence in teachers is maintained and the learning of our children and young people is protected. Before commencing a placement a student must demonstrate readiness to undertake placement, in the following ways:

1. Are of sound medical fitness to safely undertake placement - see section 6.2.
2. Have demonstrated acceptable levels of attendance and engagement with learning.
3. Completed all requirements for progression into the current placement year.

If there are concerns about students’ integrity or ability to practice on placement the Programme Leader reserves the right to refer to Fitness to Study / Practice, with potential for a deferred placement, as appropriate. Please see the Programme Regulations in the Programme Handbook (section 14) for details.

## 6.2 Fitness to Study / Practice: Placement Considerations

### 6.2.1 Prior to Placement:

* Any student experiencing ill health (including mental health) and/or personal issues prior to a placement should discuss this with the ADSC, with support if wished from their PAT. It is recommended that students also inform their UBE prior to placement commencing.
* If a student has an existing ILP in which they consent to information being shared with placement this is the responsibility of the student to do so, with support from the ADSC / UBE. See Section 5.6 for further details on ILPs and placement.
* The Programme Leader may recommend the student consults a medical practitioner to obtain a medical assessment of fitness to commence the placement. A supporting medical certificate must be obtained by the student and forwarded to the Programme Leader.
* If the student is unable to commence a placement they should apply for Extenuating Circumstances on the Student Portal in the usual manner. If accepted this will result in placement being deferred and the student will undertake another placement once she/he is in sound health, subject to confirmation of fitness to resume.
* If concerns arise around a student’s performance or ability to meet the Standards for Provisional Registration prior to placement a *Cause for Concern* may be raised (see section 14: *Regulations* in the Programme Handbook for details). A Cause for Concern Action Plan is completed with the student to agree the necessary steps and timeframe for remedying concerns.
* Safeguarding school children and upholding GTCS SPRs always remains paramount. The Cause for Concern process is designed to support students to take responsibility to address areas of professional weakness, in sufficient time, ahead of school placements. In exceptional cases, where the programme team is of the view that Cause for Concern actions cannot be satisfactorily addressed prior to the commencement of placement, the Programme Leader has the authority to place a *stop* on the student’s placement; such decisions are usually taken in conjunction with the Head of Division and/or School Manager and will also result in immediate referral to Fitness to Study or ITE Fitness to Practice procedure.

### 6.2.2 During Placement:

* Students developing a health (including mental health) issue or experiencing a worsening of an existing / chronic condition during placement that significantly impacts on their performance, safety of self or others are advised to discuss their situation with the SBE and UBE as soon as possible.
* Following discussions with all relevant parties the student may be advised to pause placement, consult a medical practitioner to obtain a supporting medical certificate providing confirmation of their current health status and submit an Extenuating Circumstances (EC) request in the usual manner.
* This may result in the placement being terminated and deferred, with the student commencing another placement when she/he is of sound health, subject to confirmation of fitness to resume. The matter may be referred to [Fitness to Study Policy and Procedure](https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/fitness-to-study); or [Fitness to Practise Policy:  Initial Teacher Education](https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/fitness-to-practise-ite) if the Programme Leader deems it appropriate to do so.

# 7. Assessment of Placement: Processes and Paperwork

## 7.1 Professional Working Relationships

### 7.1.1 University Based Educator (UBE)

When on placement students will be allocated a UBE who will be the university point of contact if students have any questions or concerns about their placement.

The UBE will also visit the student on certain placements\* to carry out observations with the SBE.

Any general enquiries about placements can be directed to ITEplacements@qmu.ac.uk.

### 7.1.2.School Based Educator (SBE)

Students should work closely with their SBE during placement. It is important to remember that SBEs’ first responsibilities are to pupils in their class and that in addition to facilitating their learning they have many additional responsibilities to deal with on a day-to-day basis. Giving consideration and thought to SBEs’ responsibilities should enable the establishment of an effective working relationship. **Students are advised to put the safety and well-being of pupils before personal concerns**. SBEs will collaborate with students to identify how the University learning outcomes for each placement will be achieved and help students to determine a clear pathway for achieving these through discussion and negotiation.

In addition to ongoing informal observation and discussion from the School Based Educator, normally, students will receive a regular formal observation and feedback based on an agreed focus. An SBE and UBE will make one joint observation, usually in the latter half of the placement.

**School Based Educators assess a student’s performance on placement using the Standard for Provisional Registration (SPR) and will also discuss their Professional Development Portfolio (PDP) throughout placements.**

Please note that there is no external access to the PDP, however SBEs can ask students to show them their PDP at any point.

Feedback and assessment by SBEs is based on their experience as classroom practitioners and their wider professional experiences. Students must ensure that they adopt a positive disposition towards receiving feedback and recognise that assessment judgements are made in line with the GTCS SPR.

## 7.2 Supervision of Students on Placement

School-based educators (SBEs) have overall responsibility for the learning and welfare of their own class. The student teacher has the privilege of planning, resourcing, and teaching the pupils in their placement class.

As placements progress, and the students develop their practice, mentors may provide the student with opportunities to teach the class without their direct support. However, as the students are not in employment, they should not be left in their class without the appropriate level of immediate supervision from their SBE or replacement teacher (if the SBE is absent). ‘Full responsibility’ in placement overviews refers to planning, teaching, learning and assessment and not the legal responsibility for safeguarding, wellbeing and supervision of learners.

Supervision of students is also required to ensure that SBEs can provide students with ongoing formative feedback on their professional development and progress towards the GTCS Standards for Provisional Registration.

**Students should not be asked to cover lessons for absent teachers in any circumstances.**

## 7.3 Assessment of Placement

School Based Educators, University Based Educators and students have access to paper and electronic copies of the SPR statements and relevant placement documentation necessary for formative and summative assessment. These can be used throughout the placement as a basis for discussion to help students with self-reflection on their own performance. The purpose of formative assessment process is to:

* To generate feedback for students about their teaching.
* To identify strengths and weaknesses in their professional practice and modify learning accordingly.
* To provide a basis for professional dialogue and discussion in relation to their practice.
* To provide a documented record of their level of competence in relation to achieving the SPR by the end of their programme.

Formative assessment of learning on placement may be by direct observation of teaching, informal and formal discussion, written evidence, feedback from School Based and University Based Educators and other suitably qualified professionals working within the placement setting, as well as their own self-evaluation.

## 7.4 Midway Review (Formative)

The Midway Review takes the form of a discussion between students and the SBE halfway through each placement, highlighting areas of progress across the specific SPR and University learning outcomes for each placement. It guides the professional actions to be taken by the SBE and the student during the remainder of the placement. Areas requiring further development and priorities to be addressed in the second half of the placement should be highlighted, agreed and documented on the Midway Review form, giving students the opportunity to modify and/or further develop specific aspects of their practice before completing the placement.

The Midway Review is also an opportunity to assess whether the student, at the halfway point, is:

1. On Track: no further action required at this time.
2. Not Yet On Track: UBEs will be alerted by the Placement & Partnership Officer that this has been returned. UBEs should contact the SBE via email to enquire about progress and offer support if required.
3. Concern (early visit required): UBEs will be alerted by the Placement & Partnership Officer that this has been returned. UBEs should contact the school to have a Cause for Concern (CfC) notification raised (see Section 7.6) and arrange an early visit to observe and set / review a CfC Action Plan. UBEs should liaise with the relevant Year Tutor if they require support with this.

## 7.5 Completing the Midway Review

The following list of points is intended to assist School Based Educators in the compilation of the above.

Feedback should be:

* **Individualised and relevant***,* demonstrating attention to the particular development needs of the student.
* **Goal-directed,** providing assistance and increased understanding of what is expected or required, with a focus on the needs of pupils and relationship to the learning goals of the student.
* On the Midway Review and/or cause for concern forms it is helpful to **summarise the**

**key points** in the form of a development/action plan.

* **Behaviour-focused**, rather than personality focused. Feedback that refers to what the student does, allows scope for change.
* **Respectful,** demonstrating mindfulness of acceptable boundaries, respecting confidentiality and using language that is non-judgmental.
* **Balanced**, comment on strengths and what the student did well with areas of further development.
* **Written feedback** should be constructive and structured so that students are clear about specific aspects of their practice requiring further development.
* **Collaborative***,* inviting student involvement and agreement in identifying strengths and areas of development, in seeking solutions, reaching conclusions and formulating plans for future action, facilitating self-evaluation.
* **Change focused (non-evaluative**), exploring specific strategies to maintain strengths and support areas of development and facilitating a problem-solving approach that highlights the consequences both positive and negative of particular behaviours or actions.
* **Encourage improvement** with practical and specific suggestions and evidence required from the student to demonstrate further achievement.
* **Factual (not generalised**), providing evidence-based examples based on observed practice that highlight actual strengths and weaknesses of modifiable behaviours that have been observed.
* **Aligned** to the SPR.

## 7.6 Supporting Students at Risk of an Unsatisfactory Placement

Whilst being relatively rare, an unsatisfactory outcome of placement does happen and can be a very stressful situation for all concerned. These guidelines are aimed at reducing some of the stresses and ensuring that a fair process is in place to help support the student and the School Based Educator.

One of the key aspects in managing this is early detection – the sooner a student’s performance can be identified as **a cause for concern (CfC)** then the more opportunity available to the student to attempt to address the key areas for improvement (see Cause for Concern forms).

**The student needs to be informed whether their progression on placement is a cause for concern as soon as this has been identified.**

* Inform the student as soon as possible if their practice is a cause for concern.
* The word unsatisfactory and/or cause for concern at this stage must be clearly used in this discussion.
* All attributes/knowledge gaps where the student is not satisfactory must be clearly indicated to the student and examples must be given by the SBE and related to the SPR.
* Inform the UBE as soon as possible if their performance is causing concern – preferably no later than the midway review – and encourage the student to talk with their UBE at the earliest opportunity.
* SBEs must complete a cause for concern notification form (see Section 10) and return to the UBE, who will share a copy with ITEPlacements for record keeping.
* A discussion will then ensue to decide the most appropriate form of action to ensure support for both student and the SBE.
* An Action Plan will be put in place by the UBE, and a copy shared with ITEPlacements for record keeping, which sets targets to resolve the CfC.

Whilst each situation will vary and requires to be handled appropriately, there are key aspects as how to best work forward. Honesty is paramount and requires both SBE and student to be open within the learning relationship. Clarity is important, make sure the student is very clear about areas of concern and how they might best address these. This will involve an action plan setting targets for the rest of the placement so that the student has an agreed plan to move things forward. The UBE should support in this process. In some cases, this might trigger an additional visit by the UBE.

**Guiding principles:**

* Ensure that the student receives honest, non-judgmental feedback which focuses on the key areas causing concern.
* Document these discussions have taken place on the weekly reflection record. Both SBE and student should sign this.
* Set targets with the student for the remainder of the placement – making these realistic and achievable. Both SBE and student should sign this.
* Schedule weekly feedback sessions indicating progress on the set goals/targets and document discussions on the weekly reflection record.
* Encourage the student to use reflection as much as possible to allow them to assess their own practice – giving some focus to where things go well as well as those where practice has not been so good.
* Keep in touch with the student‘s UBE to feedback on progress.

If the student has not been able to retrieve their practice by the Final Report then ensure that all verbal and written comments are in line with the SPR so that the student is left with a clear picture of where their practice did not meet expected levels.

All relevant documented evidence will then feed into a grading meeting at the end of the placement at QMU, where a decision will be made regarding the final grade for submission to the Board of Examiners. Ultimately, the Board of Examiners will determine whether the student may progress or whether they may be offered a retrieval placement.

If a student is offered a retrieval placement they will begin with an Action Plan already in place, based on the unsuccessful SPRs from the first attempt.

See the Cause for Concern Flowchart (see Section 10) for a simple guide to the CfC process.

## 7.7 Discontinuation of School Experience

In some situations it may be necessary for a placement to be discontinued. It is important that all involved in this decision be as objective as possible, are clear about the relevant evidence that they have, follow the relevant procedures, seek advice and record decisions and outcomes.

A placement may be terminated for the following reasons:

### 7.7.1 Reasons related to the student:

* Professional misconduct.
* Serious detriment to children’s learning and progression.
* Serious risk to children’s safety.
* Issues related to competency and/or fitness to practice. The Programme Leader, acting on advice from the UBE and Year Tutor, can terminate a placement on these grounds and refer the student to Fitness to Practice.
* Health and safety issues and mandatory programme requirements.
* Personal issues.

### 7.7.2 Reasons related to the School Based Educator:

* SBE’s competency, and/or concerns regarding their conduct.
* Personal issues.

### 7.7.3 Reasons related to the school:

* Staffing shortages.

If a placement is terminated, ITEPlacements@qmu.ac.uk, the UBE, Year Tutor and Programme Leader must be notified at the earliest opportunity, so that an appropriate action plan or alternative placement can be developed. A Placement Withdrawal Form (see Section 10) must be completed to detail the reason(s) for withdrawal.

### 7.7.4 Possible actions

* Issue is resolved. Placement continues with extra support from the school, and the University.
* Another SBE is able to facilitate the placement for the student in a different class.
* The terminated placement is rescheduled.

In the instance of a satisfactory standard being unachievable, resulting in an unsatisfactory placement, a not yet satisfactory mark may ultimately be presented to the Board of Examiners for the placement module; at which point a decision will be taken as to whether a retrieval placement may be offered to the student. All outcomes from Boards of Examiners, regarding progression or potential retrieval are made available to students via the QMU Student Portal: <https://www.qmu.ac.uk/study-here/learning-facilities/it-services/qmu-portal/>

## 7.8 Student Withdrawal / Removal from School Placement

If a student chooses to withdraw from a placement without prior discussion with the SBE, and approval of the University, normally the student is deemed to have failed the placement module. However, if extenuating circumstances occur which preclude prior discussion (such as serious illness, or a sudden family bereavement) then a course of action will be agreed.

There may be rare occasions when the school and/or SBE feels it appropriate to remove a student from the placement immediately and they have the authority to do so. On these rare occasions the placement school will report the matter at immediately to the University. The student is also required to inform their UBE and Personal Academic Tutor (PAT) immediately if any such event occurs.

## 7.9 Joint Observation Visit Procedures (Formative)

**The University Based Educator pre-school visit procedures:**

* The school visit should be arranged between the UBE and SBE at a mutually convenient time during the visit weeks.
* The student should send the lesson plan to both the SBE and UBE at least two days before the visit.
* The UBE should confirm that the student’s PDP is up to date prior to making the school visit and write a brief comment in the box provided on the Joint Observation form. If this is not up to date the UBE will contact the student to discuss why and possibly contact the SBE and Year Tutor.

The visit would normally last approximately 90 mins.

* The UBE should arrive 10-15 minutes before the start of the arranged school visit schedule.
* The UBE will jointly observe the student teaching in conjunction with the SBE. Both observers will use the joint observation form to record their thoughts of the student’s teaching during the lesson observation.

|  |
| --- |
| ***Lesson observations of students****During their time in school a student might be observed teaching by several people during their school placements. The list includes School Based Educators/class teachers, headteachers and University Based Educators.* ***Aims of lesson observations:*** *Lesson observations are conducted as formative classroom assessment to:* * *identify the student’s strengths and areas for development*
* *offer strategies and ideas to help the student improve*
* *develop the student's knowledge and skills through analysis and discussion of classroom performance.*

***In general, observers should:*** * *comment on what is seen objectively*
* *focus on any specific areas perhaps discussed pre the observation*
* *consider any contextual information*
* *try to understand the rationale for the student’s methodology*

***Observations can provide good evidence of curriculum knowledge. To address curriculum knowledge, observers could focus on issues such as:*** * *What sorts of questions are being asked, e.g. open/closed?*
* *How does the student get the pupils to think?*
* *What starting points are being used? Is the student able to use allusions, analogies, and anecdotes to make curriculum knowledge available and accessible to learners?*
* *Is the student capable of differentiating questions for individual learners and encouraging them to develop their own ideas?*
 |

* Following the lesson both the UBE and SBE will discuss the student’s teaching and to agree on what the feedback to the student should be. This is also time to discuss progress generally and the expected outcome of the Final Report at this point.
* Feedback on the lesson observation should then be provided to the student. It would be excellent practice for both the UBE and SBE to jointly provide feedback to the student. This may not always be possible and may depend on whether the SBE has availability/cover has been arranged. It may therefore be the UBE who will primarily provide the agreed joint feedback to the student alone.

|  |
| --- |
| ***When feeding back, observers should:*** * *encourage the student to analyse the lesson and to identify strengths and areas for development*
* *focus on strengths initially*
* *consider the student’s stage of development*
* *report on the main foci of the observation*
* *set realistic and achievable targets*
* *advise on and discuss alternative approaches (especially if the student has encountered difficulties)*
* *conclude by summarising main points, revisiting strengths*
 |

* Following the lesson feedback, the UBE should provide discussion time which should be personalised and linked to the needs of the student. This could include any additional advice post lesson or discussing future targets where necessary and providing advice and guidance regarding paperwork for the PDP. This is recorded on the joint observation form.

**The University Based Educator post-school visit procedures**

The UBE should then write up the joint observation and email a signed copy of the completed lesson observation form to the SBE. The SBE should then be asked to feedback if required and add their signature. The SBE should be asked to email the updated version of the completed observation form to the student who should then upload to their PDP.

## 7.10 Completing the Final Report Form (Summative)

The Final Report Form should be completed by the SBE by the notified deadline and discussed with the student. This provides the student with the opportunity to review the report with the SBE and be made fully aware of its contents.

SBEs must refer to the SPR benchmark statements when completing the Final Report Form. **In making a judgement, it is important to bear in mind the extent to which the placement has given the opportunity to demonstrate the criterion being considered, and what can be realistically expected from students in relation to their stage of the programme.** Please see the Placement Rubric to support with this.

In Year 2 students must achieve a satisfactory grade in a minimum of 6/8 areas of the SPR.

In Years 3 and 4 students must achieve a satisfactory grade in all 8 areas of the SPR.

Students have two attempts at each placement: a first attempt, and if this is unsuccessful a second attempt via a retrieval placement (if agreed by the Board of Examiners). There are no further attempts.

## 7.11 Successful Completion of ITE Placements

For successful completion, as per GTCS regulations, students ought to achieve **8 out of 8 satisfactory grades based on the Standards for Provisional Registration** on the final placement. Failure to do so could lead to a retrieval placement on conclusion of the University semester in April, as agreed by the Board of Examiners. To be eligible to graduate and progress into probation it will first be necessary to successfully complete any retrieval placement(s).

## 7.12 Deferring a School Placement

Students who are unable for legitimate reasons to undertake the placement at the allotted time or who withdraw from a placement due to ill health and/or personal issues will have a placement arranged at a deferred time. This will count as a first attempt.

## 7.13 Scheduling of a Deferred or Retrieval Placement

Deferred or retrieval placements are dependent on the University sourcing another placement. Students should be aware that it may not be possible for a retrieval placement to take place until the next academic year (which may impact the student’s ability to progress to the next year of study).

Students must not schedule holidays, work or periods of unavailability in advance during retrieval points of the year, in case they require one. Retrieval points are normally (but not always, depending on circumstances):

Year 2: August - September (4 weeks, or as set by the Grading meeting)

Years 3 and 4: April – June (8 weeks, or as set by the Grading meeting)

## 7.14 Submission of Assessment Paperwork and PDP

Students are responsible for ensuring they receive a copy of their Final Report from their SBE and that the school submits an electronic version of the completed Final Report to the University. A submission date for the Final Report will be communicated to students and SBEs, which ordinarily will be on or just before the final day of placement.

At the conclusion of each placement students should reflect on their practice against the SPR and, informed by their Final Report, set targets for the next placement or for the completion of their GTCS induction profile at the end of the final placement.

*Submission of the PDP:*

Students are responsible for ensuring that their PDP is up to date and completed to a satisfactory standard, as outlined by the University. The PDP is part of the summative assessment for the relevant placement module. Credit cannot be obtained for the module without a satisfactory PDP, which has implications for a student’s progression on the course.

* PDPs should be maintained appropriately throughout placement, as these can be viewed at any time by the SBE or UBE.
* Failure to do so may be considered unprofessional conduct and considered to be a Cause for Concern.

**PDPs must be completed by the submission date given in the relevant placement module handbook.**

## 7.15 Appeals Procedure

A student wishing to appeal against a decision made by the Board of Examiners about the outcome of a placement may do so by following the procedures, and practices set out in the Academic Appeals Regulations (QMU, 2014a). Information available at: <https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/academic-appeals-regulations/>

## 7.16 Student Evaluation of School Experience

At the conclusion of each placement, students will have an opportunity to reflect on their placement. Constructive feedback on placement experience can be communicated via the Class Reps and raised at the relevant SSCC (Staff Student Consultative Committee) meeting.

# 8. Contact and Support Mechanisms

## 8.1 Student

Support from the programme teams is provided in different ways throughout placement, reflecting current demands for sustainable practices including face to face meetings as well as the use of digital technologies.

University Based Educators act as the first point of contact for an identified group of students and School Based Educators throughout each placement, responding to initial requests for advice and support from SBEs and their students normally within 3 working days.

Support is offered face-face, via email or MS Teams. A student will normally receive one visit per placement from the UBE and a further visit if a cause for concern is raised. All communications and follow-up actions agreed with SBEs and students are documented and copies of completed reports and action plans are retained in their file. The relevant Year Tutor and Programme Leader are kept informed of any issues.

###  8.1.1 Problems on Placement

If a student is experiencing difficulties on school experience or needs to discuss any aspect of the placement with a member of academic staff, they should contact their University Based Educator initially. Students may choose to discuss problems of a personal nature with their Personal Academic Tutor (PAT).

If necessary, the UBE or PAT will liaise with the Year Tutor in attempts to resolve the issue. If an unsatisfactory outcome cannot be found, or it is deemed necessary, the Programme Leader will then be notified.

However, if an incident occurs outside of normal working hours, where there is an urgent need to contact the University, please telephone: (0131)-474-0000. When prompted, ask for School Office or the Placements team.

###  8.1.2 Student Wellbeing Service

Students experiencing any personal difficulties during their placement are encouraged to make use of the Wellbeing Service. This service is confidential, and sessions can be arranged to suit their timetable. All students are welcome to use the service, which can also provide information on other sources of help that may be more appropriate. The website also provides signposting to various other information and support services. <https://www.qmu.ac.uk/study-here/student-services/wellbeing-service/>

###  8.1.3 School Experience Reflection Seminars

Reflections are held post placement in relevant seminars, providing students with an opportunity to discuss with peers and reflect on their school experience in line with the SPR, enabling them to individually identify strengths and areas of development.

## 8.2 School and SBE

A variety of systems and mechanisms are currently in operation to ensure that support for placement providers and SBEs is monitored and continuously reviewed thereby contributing towards enhancement of the experience for all involved.

###  8.2.1 SBE Placement Briefings

Placement briefings will be held prior to each placement enabling SBEs to gain an overview of the placement, expectations and paperwork; and ask any questions. SBEs will be advised where and in which format these will be held.

###  8.2.2 Individual Support

A student’s UBE is available to answer any queries during placement. Meetings (e.g., face-face or video conferencing) can be arranged at the request of the SBE. The UBE acts as the first point of contact throughout a student’s school experience responding to requests for information, or advice, normally within 3 working days (UBE’s working days). Where an incident occurs outside of normal working hours, where there is an urgent need to contact the University, please telephone: (0131)-474-0000. When prompted ask for reception.

# 9. Roles and Responsibilities during School Experience

The QMU partnership with schools is built on values of trust and mutual respect which is the basis of our community of professional learning. An effective working partnership depends on *shared accountability, responsibilities, tasks and a mutual understanding*.

The main aim of these shared responsibilities is to make available appropriate information, resources, staff and experiences to foster student teachers’ attainment of the GTCS Standards for Provisional Registration (SPR).

## 9.1 Student Teacher Responsibilities

Students at all times must take seriously their responsibilities within placement. Failure to do so will adversely affect their placement experiences and learning and could lead to the termination of the school placement.

### 9.1.1 Prior to placement it is expected that the student will:

* Ensure that they have a PVG Scheme Membership for working with Children which is linked to Queen Margaret University in place.
* Make contact with the school no earlier than 2 weeks before placement begins to arrange a pre-visit if practical, and pass on relevant documents if necessary.
* Share the name and email address of their SBE with ITEPlacements and their UBE as soon as possible, and no later than the end of Day 1 of their placement.
* Have adequate arrangements in place to support travel and attendance for

school experience.

* Monitor their student e-mail accounts and respond promptly to any enquiries from the University.
* Attend all pre-placement briefings and/or participate in all mandatory preparatory activities as required by the University.
* Read all documentation provided by the university for placement including assessment requirements, procedures, and regulations.
* Read all pre-placement information provided or recommended by schools.
* Revise relevant taught information, and skills in preparation for school experience.

### 9.1.2 At the start of the placement and throughout placement students must:

* Complete Health & Safety checklist and abide by the school policy on Health & Safety
* Observe the Student Teacher Code <https://www.gtcs.org.uk/wp-content/uploads/2021/10/student-teacher-code.pdf> and Code of Professionalism and Conduct <https://www.gtcs.org.uk/wp-content/uploads/2021/09/code-of-professionalism-and-conduct.pdf> (COPAC) at all times.
* Be punctual at all times and dress appropriately for the placement setting and the work involved.
* Plan a programme of experience with the School Based Educator which takes into

account placement opportunities.

* Make available all school-based learning related documentation for their University and School Based Educators at any time.
* Ensure all documentation is up to date and presented in an organised and easy to follow fashion.
* Undertake the specified teaching responsibility and reflect on their progress as a teacher.
* Organise and maintain the Professional Development Portfolio as per the university requirements specified.
* Support the teacher with the on-going work of the class and learn from observation of the teacher’s interactions with the class.
* Negotiate with the class teacher the timing and content of lessons and share lesson planning at least a day in advance with the class teacher.
* Work with the class teacher to complete the Midway Review to identify strengths, development needs and progress.
* Participate in learning observations and professional discussions.
* Communicate closely with all relevant staff and peers, in advance of the dates of learning observations and professional discussions.
* Participate in school continuing professional development activities and in-service programme as and when appropriate.
* Reflect the status of a team member and respectfully engage with other members of staff at the placement setting as appropriate.
* Contact their University Based Educator at the earliest opportunity if any significant matters arise during the placement, including any areas of concern relating to their own welfare and personal safety, or well-being.
* Contact the university if circumstances of their placement changes.
* At all times follow the procedures of the placement setting, and QMU regarding absence and sickness.
* Be fully prepared for teaching and contribute to the feedback process in a critically reflective and professional manner.
* Contribute towards and actively participate in the midway review, and final evaluation of their performance displaying openness to, respect and acknowledgement of other people’s ideas reflect on the school experience enabling personal and professional development. Complete selected items of evidence to add to their Professional Development Portfolio.
* Abide by the placement’s policy on Safeguarding and other mandatory policies.
* Act in accordance with guidance provided by the university in respect of professionalism and avoidance of situations making them vulnerable to allegations.

### 9.1.3 At the end of the placement students must:

* **Ensure the SBE submits the Midway Review on the specified submission date.**
* **Ensure the SBE submits the Final Report on the specified submission date.**
* **Ensure their PDP is up to date and completed to a satisfactory level.**
* **Ensure they obtain a copy of their Final Report from their SBE and upload to their PDP.**

## 9.2 School Responsibilities

* A commitment from the Head Teacher and staff to provide a programme in placement which facilitates progression towards meeting the GTCS Standards for Registration.
* Ensure student teachers have an awareness of and comply with placement policies in relation to Equality and Diversity, which relate to latest legal requirements. Where these are not applicable university policies would be invoked.
* Ensure that student teachers are treated in accordance with Equal Opportunities Policies based on the most recent legal requirements. Where these are not applicable University policies would be invoked.
* Fulfil its legal duties with regard to Health and Safety policies and have procedures in place which are made available to student teachers.
* Forward to the university a copy of any accident or incident report in relation to a student teacher.
* Ensure that student teachers will be treated with due care, consideration and respect as befits a beginning professional.
* Allowing student teachers to gather evidence from their professional activities within the placement, which they will keep confidential and report anonymously within assignments prepared for University assessment. Such evidence must be within the normal expectations for professional use by teachers working within placement settings.
* Ensuring that student teachers are supported and mentored by a suitably qualified teacher.
* Provide the student teacher with a variety of teaching and learning experiences and wider opportunities appropriate to their stage of professional development.
* Assess each student teacher’s progress towards the GTCS Standards for Registration both formatively and summatively.
* Complete observations and give written and verbal feedback.
* Alert both the student teacher and university at the earliest opportunity of any cause for concern with regards to progress or professional conduct.
* Complete written reports as stated in the appropriate handbook.
* Ensure that school experience meets the needs of the student teacher and provides opportunities for progression.

## 9.3 School Based Educator Responsibilities

School Based Educators play a key role in the professional development of student teachers. SBEs are experienced teachers who are responsible for the assessed outcome on placements.

##### 9.3.1 Prior to the placement starting:

* + - Attend the appropriate School Based Educators briefing where possible.
		- Review the provided documentation for additional information and support.
		- Prepare an induction for the student’s first day.

##### 9.3.2 At the start of and throughout the placement:

* Meet and carry out an induction with the student, including:
	+ Location of appropriate literature such as policies, books etc
	+ Tour of school and location of relevant resources etc
	+ Emergency procedures and policies in the event of fire etc
	+ Contact details in the event of an emergency and reporting sickness absence
* Collaborate with the student to plan a programme of experience which takes into account placement opportunities and requirements.
* Schedule formal observations and record using the relevant form.
* Discuss with the student and complete the midway review and final reports via the MS Form emailed directly by the University Placement & Partnership Officer.
* Monitor student attendance throughout the placement – please remind student to log any absence in the QMU student portal – and record on the Final Report. Inform the University Placement & Partnership Officer immediately if the student has an unauthorised or unexpected absence from placement which lasts for more than 48 hours.
* Inform the University Based Educator as soon as possible if any concerns arise regarding the student’s wellbeing, professionalism and/or quality of performance overall.

## 9.4 University Responsibilities

* Ensuring the course meet the requirements of academic validation and accreditation and comply with latest GTCS regulations.
* Co-ordinating all aspects of course administration including advertising, admissions, placements, documentation, maintenance of student records, partnership committees, assessment boards, issuing course awards.
* Providing a structured and varied programme which facilitates progression towards meeting the standards for provisional registration and probation.
* Sharing accountability for the quality of ITE through quality assurance procedures including provision of external examiners.

Ensure student teachers have knowledge of and apply policies in relation to equal opportunities, inclusion policies and safeguarding.

* Ensure that student teachers are made aware of University Equality and Diversity Policies and Procedures.
* Ensure that the University provides a structure for reporting any non-compliance during school placements.
* Ensure that student teachers have applied for and gained membership of the PVG scheme for the length of the course.
* Provide guidance for student teachers with regard to Child Protection/safeguarding and appropriate teacher behaviour.
* Provide for the student teacher a code of responsibility regarding professional behaviour.
* Invoke its disciplinary, Fitness to Practice/Study or Cause for Concern procedures should a student teacher behave inappropriately during placement.

## 9.5 University Based Educator Responsibilities

The University Based Educator is a teacher educator from the university who acts as a first point of contact for an identified group of students, and School Based Educators during the school experience placement.

### 9.5.1 Key responsibilities:

* Arrange a suitable date and time with the School Based Educator and the student to visit the school to assess the student’s teaching, offer advice and support throughout the placement, to both teachers and students.
* Negotiating an appropriate plan of action, and subsequent contact with the School Based Educator and student **if there is a cause for concern** pertaining to the quality of their performance, well-being, and/or professional behaviour.
* Maintaining accurate records of the nature and time of all contacts with the student, School Based Educator, and school.
* Monitoring a student’s work and submissions online via the PDP.
* Alerting the Year Tutor, and the Placement & Partnership Officer to any concerns arising about a student’s well-being, professional behaviour, or performance during a school experience.

# 10. Appendices

## 10.1 - BA (Hons) Primary Education – Placement Rubric of Progression

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **CBE (Year 1)** | **Placement 1 and 2 (Year 2)** | **Placement 3 (Year 3)** | **Placement 4 (Year 4)** |
| **Curriculum and Pedagogy** | Apply an understanding of professional guidance and agreed approaches to working in the CBE context to contribute meaningfully to the work of the organisation. Develop an understanding of the organisation’s impact on the lives of young people. | Apply an understanding of early / first level primary curriculum guidance, teaching approaches and assessment strategies to plan and implement learning experiences that meet the needs of learners in an early primary context, with a focus on Expressive Arts. | Apply an understanding of curriculum guidance, teaching approaches and assessment strategies to plan and implement sequenced learning experiences with elements of differentiation in first / second level primary stages, with a focus on PE, Science and Technologies. | Apply an understanding of curriculum guidance, teaching approaches and assessment strategies to plan and implement sequenced and differentiated learning experiences across a range of areas of the school’s curriculum. |
| **Learning Context** | Demonstrate professional commitment and values through identifying and following key policies, procedures and processes that shape and support the work of the CBE organisation and be able to identify the links to education. | Demonstrate professional commitment and values through investigating then implementing key policy priorities and school procedures across their professional practice in the primary school context. | Demonstrate professional commitment and values by actively embedding key policy priorities and procedures across their professional practice in an inclusive, socially just and equitable manner. | Demonstrate professional commitment and values by evaluating and critiquing policy priorities and procedures to ensure their professional practice is inclusive, socially just and equitable.  |
| **Assessment** | Evaluate the organisation’s impact on the local community and the lives of young people. | Implement some observed assessment strategies and develop understanding of their role in teaching, learning and progression. Review assessment evidence to make informed judgements about the quality of their teaching and identify next steps for learning. | Implement a range of assessment strategies to inform teaching, learning and progression. Evaluate assessment evidence systematically to identify learners’ next steps, adapt planned learning and direct their own professional learning. | Implement a range of assessment strategies to inform teaching, learning and progression. Evaluate a range of assessment evidence across blocks of learning systematically to identify learners’ next steps, adapt planned learning, implement interventions to mitigate barriers to learning and direct their own professional learning.  |
| **Reflective Practice** | Engage in critical reflection to develop skills of self-appraisal and enable insights and application to practice. | Reflect on professional development using the GTCS Standards for Provisional Registration, describing areas for improvement and justifying actionable next steps. | Reflect on their professional development using the GTCS Standards to critically examine underlying values and how these shape emerging professional practice and identity. Analyse connections between the classroom, whole school, community, and national policy. Justify approaches to addressing areas for improvement. | Reflect on their own professional development using the GTCS Standards to critically examine their professional and personal values, analyse connections between their practice and institutional, policy, cultural and political change; and develop strategic approaches to addressing areas for improvement.  |
| **Professionalism** | Demonstrate professionalism through clear and timely communication, effective organisation and use of resources, professional conduct, positive engagement with all members of the university and organisations, and by upholding all aspects of the GTCS Student Code.  | Demonstrate professionalism through clear and timely communication, effective organisation and use of resources, professional conduct, and engagement with all members of the university and school community, and by upholding all aspects of the GTCS Student Code | Demonstrate professionalism through clear and timely communication, effective organisation and use of resources, professional conduct, and engagement with all members of the university and school community, and by upholding all aspects of the GTCS Student Code. | Demonstrate professionalism through clear and timely communication, effective organisation and use of resources, professional conduct, and engagement with all members of the university and school community, and by upholding all aspects of the GTCS Student Code. |

## 10.2 – Health and Safety Checklist



**School of Arts, Social Sciences & Management**

**Division of Psychology, Sociology & Education**

**BA (Hons) Primary Education**

**Placement**

**HEALTH & SAFETY INDUCTION CHECKLIST**

* Complete this checklist during your induction into the placement school (i.e. on your initial visit or within the first few days of the placement) and **retain it in your portfolio.**
* The following aspects of health and safety must be included in your induction into your host school. Please check off the items below as they are dealt with.

NB: This list is not exhaustive and other health and safety arrangements, or regulations and risk assessments may be covered during your induction into the host school, such as manual handling, protective clothing, electrical and other equipment, control of substances hazardous to health (COSHH regulations). You should note these in the space provided on the checklist below.

* Remember, you should follow all the guidelines for health and safety as laid out by the host school and/or local authority. If you have any concerns about Health and Safety matters, speak to your SBE and contact your UBE or the Year Tutor.

Name of student:

Placement dates:

Name of placement school:

Local Authority:

|  |  |  |
| --- | --- | --- |
|  | **Health and Safety Issues** | **Date covered** |
| 1. | Emergency procedures |  |
| 2. | First Aid arrangements |  |
| 3. | Fire procedures |  |
| 4. | Accident reporting and location of accident book |  |
| 5. | Health and Safety policy/file seen and location known |  |
| 6. | Other issues covered |  |
|  |  |  |

Student signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

## 10.3 – SBE Observation Form



**Division of Psychology, Sociology & Education**

**BA (Hons) Primary Education**

School-Based Educator (SBE) Observation Form

|  |
| --- |
|  |
| Date Completed: | Stage / Class: |
| Student Name: | SBE Signature: |

[Refer to Placement Rubric for suggested areas of focus relevant to stage of programme.]

1. Lesson focus:

|  |
| --- |
|  |

1. Strengths – with SPR code (maximum of three):

|  |
| --- |
|  |

1. Next steps – with SPR code (maximum of three):

|  |
| --- |
|  |

1. Any additional comments:

|  |
| --- |
|  |

|  |
| --- |
| **Being a Teacher in Scotland** |
| **1.1 Professional Values** |
| * Social Justice
* Trust and Respect
* Integrity
 |
| **1.2 Professional Commitment**  |
| * Developing deep knowledge of learning and teaching
* Critically examining how our teaching impacts on learners
* Using evidence collaboratively to inform teacher judgement and next steps for learners
 |
| **1.3 Standard for Provisional Registration**  |
| * Learning for Sustainability
* Leadership of and for learning
* Engaging with the Standard to demonstrate developing professionalism
 |
| **Professional Knowledge and Understanding** |
| **2.1 Curriculum and Pedagogy**  |
| * Have knowledge and understanding of Pedagogical Theories and professional practice
* Have knowledge and understanding of Research and Engagement in Practitioner Enquiry
* Have knowledge and understanding of Curriculum Design
* Have knowledge and understanding of planning for Assessment, Teaching and Learning
 |
| **2.2 Professional Responsibilities**  |
| * Have knowledge and understanding of Education Systems
* Have knowledge and understanding of learning Communities
 |

|  |
| --- |
| **Professional Skills and Abilities** |
| **3.1 Curriculum and Pedagogy** |
| * Plan effectively to meet learners’ needs
* Utilise pedagogical approaches and resources
* Utilise partnerships for learning and wellbeing
* Employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning
 |
| * 1. **The Learning Context**
 |
| * Appropriately organise and manage learning
* Engage Learning participation
* Build positive, rights respecting relationships for learning
 |
| **3.3 Professional Learning**  |
| * Engage critically with literature, research, and policy
* Engage in reflective practice to develop and advance career long professional learning and expertise
 |

## 10.4 – Cause for Concern Flowchart

|  |  |
| --- | --- |
| Timing of CfC | A CfC can be raised at any point during a placement as a school sees fit.  |
| Midway Review | SBE completes with student. SBE to tick as ‘On track’ (where expected at midway point), ‘Not yet on track’ (needs more time but not a CfC at this point – UBEs should contact SBE to discuss and offer support)‘Concern – early visit required (please contact UBE)’. (SBEs who tick the final box should contact the UBE to discuss – and UBE can then support to raise a formal CfC).Early visit should then be arranged asap. |
| CfC Notification | Completed by school (SBE) if a CfC is being raised and sent to UBE. This triggers an action plan. Notification should be shared with Year Tutor (YT) and ITEPlacements. |
| CfC Action Plan | Completed by UBE, in conjunction with SBE, and shared with student. Has achievable targets linked to SPR to be worked towards over an initial 2 week period. Copy sent to ITEPlacements for storage. |
| School visits | On visit – SBE and UBE have an opportunity to discuss progress. Mark on Joint Observation form if student is on track / not yet on track/ CfC where indicated. If student is not already a CfC at this point it is formally raised and discussed with student during the visit (please complete forms as detailed above in due course). |
| 2 weeks post CfC Action Plan implementation  | Progress towards targets are reviewed.If achieved / back on track to pass – Action Plan is signed off and YT / ITEPlacements informed.If not yet on track – Action Plan is continued on to end of placement. |
| Placement Withdrawal | At any point: if student or school withdraws placement (see section 7.7. of the Handbook) a Placement Withdrawal Form must be completed and kept as a record and a copy shared with ITEPlacements. A withdrawal counts as a fail at first attempt of placement and triggers retrieval (unless a student has ECs, in which case they will undertake placement at the next attempt for their year group as a first attempt).Debrief meeting between student and YT to discuss details of withdrawal and next steps. **Meeting to be minuted and shared with student.**  |
| Final Report  | Areas of Final Report are graded as ‘S’ (satisfactory) or ‘NYS’ (not yet satisfactory). This language avoids talk of failing (as there is retrieval to follow) and suggests that the student may simply need more time to demonstrate meeting the standard and does not sound so final at this point.If Action Plan is not successfully achieved = Relevant areas will be marked as ‘NYS’ on the Final Report and trigger retrieval, in agreement with Board of Examiners. A Grading Meeting will be held in lieu of the Board of Examiners to agree placement results and next steps, including retrieval and length of these. |
| Retrieval | An Action Plan is created in advance of placement commencing, informed by the Final Report, which student agrees to and is shared with the retrieval school. A copy should be shared with ITEPlacements for storage.YT acts as UBE (with support from PL where needed).Action Plans are reviewed throughout to monitor progress. |
| Retrieval Final Report | Areas of Final Report are graded as ‘S’ (satisfactory) or ‘U’ (unsatisfactory). There are no further attempts. |

## 10.5 – Cause for Concern Notification



**Division of Psychology, Sociology and Education**

**BA (Hons) Primary Education**

Cause for Concern Notification

|  |  |
| --- | --- |
| **Student:**  |  |
| **School:** |  |
| **SBE:** |  |
| **UBE:** |  |
| **Person raising concern:** |  |
| **Date:** |  |

A ‘Cause for Concern’ is an area for development which has been identified and discussed with the student and despite targeted support and guidance over a period of time, this continues to be at risk of not being satisfactory by the end of the placement. It may also be due to extenuating circumstances.

A cause for concern may be triggered by:

* A pattern of absence and/or lateness
* Lack of thorough preparation for lessons
* Inability and/or unwillingness to act upon advice/feedback given
* Unprofessional conduct including inappropriate interaction with staff, pupils and members of the wider school community
* Unusual pressures and/or burdens on the student

This is not an exhaustive list. Please highlight any circumstances that may have a detrimental impact on the student’s progress, complete and return to the UBE.

|  |
| --- |
| **Please give as much detail as possible about the cause for concern.** |
|  |
| **Please provide details about any action and/or discussions already had with the student.** |
|  |
| **Initial actions to be taken (to be completed by UBE):** |
|  |

## 10.6 – Cause for Concern Action Plan



**Division of Psychology, Sociology and Education**

**BA (Hons) Primary Education**

Cause for Concern Action Plan

|  |  |
| --- | --- |
| **Student:** | **School:** |
| **SBE:** | **UBE:** |
| **Person raising concern:** | **Date:** |
| **What is the concern?** |
|  |
| **How can this be addressed?** |
|  |
| **Date to be reviewed:**  | **Date to be completed:** |
|  |  |

|  |  |
| --- | --- |
| **I understand the actions set for me and what is required to resolve this Cause for Concern.** | **Student Signature:** |

|  |  |
| --- | --- |
| **Has the Cause for Concern been resolved?**  | **YES / NO** |
| ***Comments:*** |
| **SBE Signature & Date:** | **UBE Signature & Date:** |

## 10.7 – Joint Observation Form



**Division of Psychology, Sociology and Education**

**BA (Hons) Primary Education**

Joint Observation Form

|  |
| --- |
|  |
| Student Name: |
| Date Completed: | Stage / Class: |
| School: | SBE Signature: |
| Student Signature: | UBE Signature: |

1. Lesson focus:

|  |
| --- |
|  |

1. Strengths – with SPR code (maximum of three):

|  |
| --- |
|  |

1. Next steps – with SPR code (maximum of three):

|  |
| --- |
|  |

**On track / not yet satisfactory / concern (please circle)**

1. Any additional comments:

|  |
| --- |
|  |

1. PDP comment:

|  |
| --- |
|  |

Summary of the GTCS Standards for Provisional Registration (SPR)

|  |
| --- |
| **Being a Teacher in Scotland** |
| **1.1 Professional Values** |
| * Social Justice
* Trust and Respect
* Integrity
 |
| **1.2 Professional Commitment**  |
| * Developing deep knowledge of learning and teaching
* Critically examining how our teaching impacts on learners
* Using evidence collaboratively to inform teacher judgement and next steps for learners
 |
| **1.3 Standard for Provisional Registration**  |
| * Learning for Sustainability
* Leadership of and for learning
* Engaging with the Standard to demonstrate developing professionalism
 |
| **Professional Knowledge and Understanding** |
| **2.1 Curriculum and Pedagogy**  |
| * Have knowledge and understanding of Pedagogical Theories and professional practice
* Have knowledge and understanding of Research and Engagement in Practitioner Enquiry
* Have knowledge and understanding of Curriculum Design
* Have knowledge and understanding of planning for Assessment, Teaching and Learning
 |
| **2.2 Professional Responsibilities**  |
| * Have knowledge and understanding of Education Systems
* Have knowledge and understanding of learning Communities
 |

|  |
| --- |
| **Professional Skills and Abilities** |
| **3.1 Curriculum and Pedagogy** |
| * Plan effectively to meet learners’ needs
* Utilise pedagogical approaches and resources
* Utilise partnerships for learning and wellbeing
* Employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning
 |
| * 1. **The Learning Context**
 |
| * Appropriately organise and manage learning
* Engage Learning participation
* Build positive, rights respecting relationships for learning
 |
| **3.3 Professional Learning**  |
| * Engage critically with literature, research, and policy
* Engage in reflective practice to develop and advance career long professional learning and expertise
 |

## 10.8 – Student Teacher Weekly Self-Evaluation Form (Completed and signed electronically on PDP)



**Division of Psychology, Sociology and Education**

**BA (Hons) Education Studies (Primary**)

Student Weekly Self-Evaluation Form

|  |
| --- |
|  |
| Date Completed: | Stage / Class: |
| Student Name: | SBE Signature: |

|  |
| --- |
| **Reflect On Your Practice** |
| **Pick one lesson from this week (*not your SBE observation lesson*) and reflect as follows:***Year 2 - Critically reflect on your practice, drawing on module learning.**Year 3 - Critically reflect on your practice, drawing on theory, literature, policy and discussions from your university courses.**Year 4 - Critically reflect on your practice, drawing on theory, literature, policy and the SPR.***What was successful about the lesson and *why (critically reflect as per above)*?**1.2.3.**What did not go as well in the lesson and *why (critically reflect as per above)*?**1.2.3.**How could you improve this lesson?***Be specific and detailed about what you would do next time.* 1.2.3. |

## 10.9 – Placement Withdrawal Form



**Division of Psychology, Sociology and Education**

**BA (Hons) Primary Education**

Placement Withdrawal Form

|  |  |
| --- | --- |
| **Student:**  |  |
| **School:** |  |
| **SBE:** |  |
| **UBE:** |  |
| **Withdrawal by:** |  |
| **Date:** |  |

A placement may be terminated for the following reasons (see Section 7.7 of the Placement Handbook):

*7.7.1 Reasons related to the student:*

* Professional misconduct.
* Serious detriment to children’s learning and progression.
* Serious risk to children’s safety.
* Issues related to competency and/or fitness to practice. The Programme Leader, acting on advice from the UBE and Year Tutor, can terminate a placement on these grounds and refer the student to Fitness to Practice.
* Health and safety issues and mandatory programme requirements.
* Personal issues.

*7.7.2 Reasons related to the School Based Educator:*

* SBE’s competency, and/or concerns regarding their conduct.
* Personal issues.

*7.7.3 Reasons related to the school:*

* Staffing shortages.

|  |
| --- |
| **Please give as much detail as possible about the reason for withdrawal and who enacted by:** |
|  |
| **Please provide details about any action and/or discussions already had with the student:** |
|  |

## 10.10 – Retrieval Action Plan



**Division of Psychology, Sociology and Education**

**BA (Hons) Primary Education**

Retrieval Action Plan

|  |  |
| --- | --- |
| **Student:** | **School:** |
| **SBE:** | **UBE:** |
| **Date:** |  |
| **Placement Targets (with SPRs):** |
|  |
| **How can this be achieved?** | **When will this be completed?** |
|  |  |
| **Date to be reviewed:**  | **Date to be completed:** |
|  |  |

|  |  |
| --- | --- |
| **I understand the actions set for me and what is required to achieve these targets:** | **Student Signature:** |

|  |
| --- |
| **Communication / Progress Notes:** |
|  |
| **SBE Signature & Date:** | **UBE Signature & Date:** |

1. 1 ***This Handbook is to support FAQs and is designed to be used on a need to know basis. There is no need to print or read the whole document.*** [↑](#footnote-ref-2)
2. Jarvis, P. (Ed.). (2009). *The Routledge international handbook of lifelong learning*. Routledge. [↑](#footnote-ref-3)
3. Illeris, K. (2014). Transformative learning and identity. *Journal of Transformative Education*, *12*(2), 148-163. [↑](#footnote-ref-4)