**Queen Margaret University**

**Division of Psychology, Sociology & Education**

**Placement Handbook**

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

**SBE Guidance Booklet**





The School Based Educator (SBE) acts as a mentor for the student and are responsible for the assessed outcome on placements, thus they play a key role in the professional development of student teachers.

Placement Coordinators are the Year Tutor for the relevant Year Group:

Year 2 – Katie Thomas: [KThomas1@qmu.ac.uk](mailto:KThomas1@qmu.ac.uk)

Year 3 – Louise McGlynn [LMcGlynn@qmu.ac.uk](mailto:lmcglynn@qmu.ac.uk)

Year 4 – Lorna Anderson [LAnderson@qmu.ac.uk](mailto:LAnderson@qmu.ac.uk)

SBEs will normally be in contact with the University Based Educator (UBE) throughout, who will contact SBEs via email once placement commences to establish communication. The UBE is a teacher educator from the university who acts as a first point of contact for an identified group of students and their SBEs during placements.

**Please do contact the UBE in the first instance at any point if you require information or support regarding the student’s placement.**

# Key responsibilities (taken from the Placement Handbook)

* Liaise and remain in close communication with the University Based Educator (UBE).
* 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 (see the Placement Overview emailed direct). Align expectations to the Placement Rubric (**Appendix 1**).
* Have overview of / review student planning for progression of learning and give feedback.
* Review, and sign off electronically, students’ Weekly Self-Evaluations.
* Schedule formal observations and record using the SBE Observation Form (**Appendix 2**).
* Discuss with the student and complete the midway review and final reports (**Appendices 3 and 4**), following submission guidance below.
* 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 UBE as soon as possible if any concerns arise regarding the student’s wellbeing, professionalism and/or quality of performance overall. The Cause for Concern process is outlined in **Appendix 6** and the Notification Form is **Appendix 5**.
* Inform the UBE as soon as possible if placement potentially requires to be terminated. The placement termination form is **Appendix 7**.

# Structure of placements

* **Year 2:** 10 weeks delivered over November – May in the same school in a Primary 1 – 3 setting, structured as follows:
  + One day per week November – March (totalling 3 weeks)
  + 1 week in a nursery setting (normally the school’s nursery class) in January
  + 6-week placement block Mar/April – May
* **Year 3:** 10 - week placement Jan - Mar in a Primary 4-5 setting.
* **Year 4:** 10 - week placement Oct - Jan in a Primary 6-7 setting.

*Retrieval placements (second attempts) are normally 4 weeks (Year 2) or 8 weeks (Year 3 and Year 4) but final allocation is determined by the Exam Board. These normally take place in April – June (Year 3 and 4) or August – Sept (Year 2) but is dependent on circumstances and may differ.*

# Supervision of students on placement

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

For more information see Section 7.2of the Placement Handbook.

# Documentation

SBEs will need to access the:

1. Placement Handbook (will be emailed directly to SBE)
2. Overview of Placement (will be emailed directly to SBE)
3. Placement Rubric (**Appendix 1**)
4. SBE Observation Form (**Appendix 2**)
5. Midway Review Form (**Appendix 3**)
6. Final Report Form (**Appendix 4**)
7. CfC Notification Form (if required) (**Appendix 5**)
8. CfC Process Outline (if required) (**Appendix 6**)
9. Placement Termination Form (if required) (**Appendix 7**)

As part of their school experience 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 school experience. Students are encouraged to reflect on their practice and identify the professional actions needed to make satisfactory progress against the relevant Standard. This process prepares students for using portfolios to evidence their continuing professional development. SBEs are not expected to monitor the PDP but they can request access to it as necessary. The PDP is a repository; all planning and evaluations should be seen and fed back on by SBE before upload.

# Assessment

## The Midway Review (Formative):

This is completed at the halfway point of placement and should be done in conjunction with the student. Please note that SBEs must complete the progress indicator at the bottom of the form. Once complete the SBE emails the form to both student and UBE (on the same email). Students will then upload to their PDP; UBEs will check the form and contact SBE if necessary. The progress indicators are as follows:

*On track*: Progressing as expected at that point.

*Not yet on track*: Not progressing as expected at that point - but does not yet warrant a formal cause for concern or early visit. The midway review should be clear on the next steps for students to develop any identified areas not yet on track and students will continue to work on these during the second half of their placement. If this option is chosen UBEs will contact SBEs via email to offer any appropriate support and keep lines of communication open.

*Concern – early visit required*: There are serious concerns over one or more areas at this point, warranting an early visit. If this option is chosen UBEs will contact SBEs via email to arrange. A Cause for Concern (CfC) may be resulting, in which case a CfC notification (**Appendix 5**) would be required to be completed by the SBE to formally action the process.

*Please note that a CfC can be indicated or actioned at any point of the placement. Communication is key to ensuring the right support(s) are put in when needed so please do discuss any concerning aspects of student progress with the UBE at any time, thank you!*

## The Joint Observation (Formative) with UBE

The UBE visit must include a joint lesson observation and time for a discussion regarding student progress/areas for development. The UBE writes this up and will send to the SBE and student to sign and upload to the PDP.

## The Final Report (Summative)

This is completed at the conclusion of placement and submitted in two parts. Please use the Placement Rubric (**Appendix 1**) to guide with expectations at each level and help support completion of the Final Report. If an SBE would benefit from discussion around any aspect / area / judgement of the Final Report, please contact the UBE.

1. Grades (selecting *Satisfactory* or *Not Yet Satisfactory* for each of the 8 areas of the SPR) are submitted online. The link will be emailed direct to the SBE by the University Placement & Partnership Officer. Students require to pass 6/8 SPRs in Year 2 and 8/8 SPRs in Years 3 and 4.
2. The Final Report Form (**Appendix 4**) is for written feedback supporting judgement of the SPR grades submitted online. Once complete the SBE emails the form to both student and UBE (on the same email). Students will then upload to their PDPs and UBEs will store within QMU.

The Final Report should be discussed with the student before submission. If a Final Report will return an unsuccessful result (not met the 6/8 (Y2) or 8/8 (Y3 and Y4) requirement to pass) please alert the UBE.

# Submission of Final Report grades

QMU uses an electronic form for submitting Final Report grades, hosted via a platform called Jisc. A link to it will be sent to SBEs via email by our Placement & Partnership Officer. This form consists of tick options to indicate *outcome only* (Satisfactory / Not Yet Satisfactory). This should be done after the Final Report Form (written feedback) has been completed and outcomes for each area of the SPR are known.

Please note all deadlines indicated, thank you.

*We at QMU very much appreciate your support and partnership – thank you for hosting and supporting one of our students! Please do contact the student’s UBE any time you need to and / or to ask any questions.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **CBE (Year 1)** | **School Experience 1 and 2 (Year 2)** | **School Experience 3 (Year 3)** | **School Experience 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. |

# Appendix 1: BA (Hons) Primary Education – Placement Rubric of Progression

# Appendix 2: SBE Observation Form



**Division of Psychology, Sociology and 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:

|  |
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| --- |
| **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 |

# Appendix 3: Midway Review Form



**Division of Psychology, Sociology and Education**

**BA (Hons) Primary Education**

Midway Review Form

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

Students are asked to complete the midway review form with their School Based Educator (SBE). Please list a maximum of three key strengths and three key areas of development below. SBEs must complete the final section to indicate current progress.

1(a) My areas of strength are:

1(b) These strengths can be further developed by

2(a) My areas for development are:

2(b) My next steps are:

Any additional comments:

Student progress at midway point (SBEs please highlight as appropriate to indicate):

On track / Not yet on track / Area(s) of concern; early visit required

# Appendix 4: Final Report Form:



**Division of Psychology, Sociology and Education**  
**BA (Hons) Primary Education**

Final Report

Please provide evidence of the student’s progress to date. The student should be assessed against the Standard for Provisional Registration but with consideration given to the stage that they are at in their ITE programme.

Please provide an overall grade for each of the eight sections using the following descriptors as a guideline and submit these via the online submission (link provided via email):

* **S** - Satisfactory: student is making expected progress towards this Standard.
* **NYS** – Not yet satisfactory: student is not making the expected progress towards this Standard.

The comments contained in this report should support the grades submitted online. If progress is *not yet satisfactory* this should be clearly communicated to the student and supporting documentation indicated (e.g., Midway Review Form, SBE Observation Forms, Notification of Cause for Concern, etc.).

|  |  |  |
| --- | --- | --- |
| **Student Name:** | **School:** | **Date:** |
| **Year of Study:** | **Names of person(s) completing the report and role (e.g. Class Teacher, PT, etc):** | |

|  |  |
| --- | --- |
| **Being a Teacher in Scotland** | |
| **1.1 Professional Values** | **Comments on progress to date drawing on evidence** |
| * Embracing the values of social justice * Trust and Respect * Integrity | **S / NYS** |
| **1.2 Professional Commitment** | **Comments on progress to date drawing on evidence** |
| * 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 | **S / NYS** |
| **1.3 Standard for Provisional Registration** | **Comments on progress to date drawing on evidence** |
| * Learning for Sustainability * Leadership of and for learning * Engaging with the Standard to demonstrate developing professionalism | **S / NYS** |
| **Professional Knowledge and Understanding** | |
| **2.1 Curriculum and Pedagogy** | **Comments on progress to date drawing on evidence** |
| * 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 | **S / NYS** |
| * 1. **Professional Responsibilities** | **Comments on progress to date drawing on evidence** |
| * Have knowledge and understanding of Education Systems * Have knowledge and understanding of learning Communities | **S / NYS** |
| **Professional Skills and Abilities** | |
| **3.1 Curriculum and Pedagogy** | **Comments on progress to date drawing on evidence** |
| * 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 | **S / NYS** |
| * 1. **The Learning Context** | **Comments on progress to date drawing on evidence** |
| * Appropriately organise and manage learning * Engage Learning participation * Build positive, rights respecting relationships for learning | **S / NYS** |
| **3.3 Professional Learning** | **Comments on progress to date drawing on evidence** |
| * Engage critically with literature, research, and policy * Engage in reflective practice to develop and advance career long professional learning and expertise | **S / NYS** |

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| --- |
| **Any Additional Comments:** |

# Appendix 5: Cause for Concern (CfC) Notification Form



**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):** |
|  |

# Appendix 6: Cause for Concern (CfC) Process

|  |  |
| --- | --- |
| 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 Termination | At any point: if student or school terminates placement (see section 7.7. of the Handbook) a Placement Termination Form must be completed and kept as a record and a copy shared with ITEPlacements. A termination 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 termination 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. |

# Appendix 7: Placement Termination Form



**Division of Psychology, Sociology and Education**

**BA (Hons) Primary Education**

Placement Termination Form

|  |  |
| --- | --- |
| **Student:** |  |
| **School:** |  |
| **SBE:** |  |
| **UBE:** |  |
| **Termination 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 termination and who enacted by:** |
|  |
| **Please provide details about any action and/or discussions already had with the student:** |
|  |

Debrief meeting between student and Year Tutor will be held to discuss termination and next steps on conclusion of placement.