Welcome to the BCU PCET Partnership 2018

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

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

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

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

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

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

Partnership Responsibilities

We would like to draw your attention to the Partnership Agreement document which identifies responsibilities in supporting PCET Trainees on placement (see Appendix 1). This agreement is normally signed by the Head of Service or a senior manager acting on their behalf. We need to have an up-to-date agreement in place before Trainees can start their placement activities.
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Current University policy on safeguarding, DBS, Fitness to Practice, Cause Concerns and other course related issues may be requested from the course team or accessed through the BCU website.

Course materials, specifically those relating to partnership support and mentor development can be found on the PCET Partnership website listed overleaf.
Post-Compulsory Education and Training
Staff Contact Details

<table>
<thead>
<tr>
<th>BCU Contacts</th>
<th>Postal Address:</th>
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<tbody>
<tr>
<td>Name: Stuart Mitchell</td>
<td>PCET Partnership Administrator</td>
</tr>
<tr>
<td>Contact: T: 0121 202 8550</td>
<td>School of Education</td>
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<td>Role: PGCE PCET Course Leader</td>
<td>City South Campus</td>
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<td>Email: <a href="mailto:stuart.mitchell@bcu.ac.uk">stuart.mitchell@bcu.ac.uk</a></td>
<td>Birmingham City University</td>
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<td>Role: Programme Administrator</td>
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<td>Email: <a href="mailto:soraya.mannan@bcu.ac.uk">soraya.mannan@bcu.ac.uk</a></td>
<td></td>
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<tr>
<td>Name: Dariusz Uzarewicz</td>
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<tr>
<td>Contact: T: 0121 331 7150</td>
<td></td>
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<tr>
<td>Role: PCET Partnership Administrator</td>
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<tr>
<td>Email: <a href="mailto:dariusz.uzarewicz@bcu.ac.uk">dariusz.uzarewicz@bcu.ac.uk</a></td>
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</tbody>
</table>

Programme Aims and Overview

The course seeks to train and support you, as student teachers, in the field of post-compulsory Education and training (PCET) and wider. This includes Further Education colleges, Vocational Centres, 6th Form colleges; Adult Education; work-based training, schools/academies, community and prison education.

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

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

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

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

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

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

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

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

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

Overview of School Experience

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

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

In addition to their placement experience trainees are expected to complete four credit-based modules, all of which are based heavily around their teaching practice experience.
### Year Plan 2018 - 19

<table>
<thead>
<tr>
<th>week beginning</th>
<th>University/placement activity</th>
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<tbody>
<tr>
<td>17-Sep-18</td>
<td>University Induction Week</td>
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<tr>
<td>24-Sep-18</td>
<td>University Induction Week</td>
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<tr>
<td>01-Oct-18</td>
<td>University classes - all week</td>
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<tr>
<td>08-Oct-18</td>
<td>University classes - all week</td>
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<tr>
<td>15-Oct-18</td>
<td>University classes – to include placement visits</td>
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<tr>
<td>22-Oct-18</td>
<td>University classes – to include placement visits</td>
</tr>
<tr>
<td>29-Oct-18</td>
<td>Reading week</td>
</tr>
<tr>
<td>05-Nov-18</td>
<td>University classes (Mon &amp; Thu); Placement (Tue, Wed &amp; Fri)</td>
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<tr>
<td></td>
<td>Trainees are available to begin placement at a time arranged with mentor</td>
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<tr>
<td>12-Nov-18</td>
<td>University classes (Mon &amp; Thu); Placement (Tue, Wed &amp; Fri)</td>
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<tr>
<td>19-Nov-18</td>
<td>University classes (Mon &amp; Thu); Placement (Tue, Wed &amp; Fri)</td>
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<tr>
<td>26-Nov-18</td>
<td>University classes (Mon &amp; Thu); Placement (Tue, Wed &amp; Fri)</td>
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<tr>
<td>03-Dec-18</td>
<td>University classes (Mon &amp; Thu); Placement (Tue, Wed &amp; Fri)</td>
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<td>10-Dec-18</td>
<td>University classes (Mon &amp; Thu); Placement (Tue, Wed &amp; Fri)</td>
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<td>17-Dec-18</td>
<td>Reading Week; Placement (Tue, Wed &amp; Fri)</td>
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<tr>
<td>24-Dec-18</td>
<td>Christmas Break</td>
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<tr>
<td>31-Dec-18</td>
<td>University class (Thu); Placement (Wed &amp; Fri)</td>
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<tr>
<td>07-Jan-19</td>
<td>University class (Mon); Placement (Tue, Wed &amp; Fri)</td>
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<tr>
<td>14-Jan-19</td>
<td>University class (Mon &amp; Thu); Placement (Tue, Wed &amp; Fri)</td>
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<tr>
<td>21-Jan-19</td>
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<tr>
<td>28-Jan-19</td>
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<tr>
<td>04-Feb-19</td>
<td>University class (Mon); Placement (Tue, Wed &amp; Fri)</td>
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<tr>
<td>11-Feb-19</td>
<td>University class (Mon); Placement (Tue, Wed &amp; Fri)</td>
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<tr>
<td>18-Feb-19</td>
<td>Reading Week</td>
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<tr>
<td>25-Feb-19</td>
<td>University class (Mon &amp; Thu); Placement (Tue, Wed &amp; Fri)</td>
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<td>04-Mar-19</td>
<td>University class (Mon); Placement (Tue, Wed &amp; Fri)</td>
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<td>11-Mar-19</td>
<td>University classes (Mon); Placement (Tue, Wed &amp; Fri)</td>
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<td>18-Mar-19</td>
<td>University class (Mon); Placement (Tue, Wed &amp; Fri)</td>
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<td>25-Mar-19</td>
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<tr>
<td>01-Apr-19</td>
<td>University class (Mon &amp; Thu); Placement (Tue, Wed &amp; Fri)</td>
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<td>08-Apr-19</td>
<td>University class (Mon &amp; Thu); Placement (Tue, Wed &amp; Fri)</td>
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<td>15-Apr-19</td>
<td>Reading Week</td>
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<tr>
<td>22-Apr-19</td>
<td>Reading Week</td>
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<td>29-Apr-19</td>
<td>University class (Mon); Placement (Tue, Wed &amp; Fri)</td>
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<tr>
<td>06-May-19</td>
<td>University class (Thu); Placement (Tue, Wed &amp; Fri)</td>
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<tr>
<td>13-May-19</td>
<td>University class (Mon); Placement (Tue, Wed &amp; Fri)</td>
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<tr>
<td>20-May-19</td>
<td>University class (Mon); final week of Placement (Tue, Wed &amp; Fri)</td>
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<tr>
<td>27-May-19</td>
<td>Reading Week</td>
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<tr>
<td>03-Jun-19</td>
<td>Course Evaluation (Mon)</td>
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Strategic Partnership Committee Meetings

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

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

We would ask that at least one representative from each of our partners attend the meetings which are held across the region. Further details will be circulated closer to each meeting however the dates for meetings in 2018-19 are as follows:

- **Wednesday 10th October 2018**
- **Wednesday 30th January 2019**
- **Wednesday 6th June 2019**

Mentor Training and Support

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

**Mentor Briefing**

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

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

**Online Mentor Training**

In addition to the briefing session, we also offer an initial online mentor training course, which is free to take and offers access to support materials and activities designed to help you understand or consolidate what it is to be a Mentor. This is available at [http://goo.gl/T473T1](http://goo.gl/T473T1) with an enrolment key of BCU_Mentor_14

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

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

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

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

**Masters’ level qualifications**

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

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

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

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

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

Funding for placements:

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

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

Duties of the trainee in placement

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

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

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

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

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

A summary of our expectations of Trainees includes:

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

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

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

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

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

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

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

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

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

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

PDTs will carry out the following tasks:

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

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

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

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

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

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

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

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

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

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

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

- Monitor attendance and identify Trainees who are deemed to be ‘at risk’ and take action where circumstances lead to the trainee being withdrawn from placement.
The Role of the Mentor

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

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

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

**The Mentor will normally be expected to:**
- Attend a Mentor Briefing session and undertake Mentor Training (see below for further details);
- be observed teaching so Trainees can learn from experienced professionals;
- meet the Trainee regularly, give support and guidance regarding curriculum issues, planning and target setting;
- provide advice on teaching and learning in their field and related matters and encourage reflective thinking and self-analysis;
- carry out up to seven formal teaching observations, two of which will normally be observed jointly with the Trainee’s PDT;
- give oral and written feedback to the Trainee on the outcome of the observation, using the Professional Standards, as set out on the Professional Development Profile (PDP);
- record this feedback using the university’s observation feedback forms;
• complete three termly reviews for each trainee at set points in the course;
• alert the Trainee’s PDT as and when any causes for concern occur;
• where necessary, provide supporting evidence to go forward to a Triage process where concerns regarding the Trainees behaviour in placement are unable to be resolved.

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

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

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

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

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

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

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

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

**Professional Standards**
Whether you are an experienced mentor or just starting out in your mentoring career, guidance is always available to you in supporting both the trainee teacher under your supervision and your own professional development.
As a subject specialist in your own area we do not presume to tell you how the trainee should be shaped towards becoming an outstanding teacher in their subject area. We are, however, governed by a set of professional standards that all trainees need to meet in order to complete their course, and to illustrate that the required skills, knowledge and attitudes pertaining to teaching in lifelong learning have been demonstrated.

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

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

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

While further information might be sourced from the following documents:

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

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

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

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

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

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

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

Internal Quality Processes
These include:

- Course approval process, managed by the Executive Dean of the Faculty on behalf of Senate;
- External Examiner system;
- Annual monitoring process, in which an annual report written by the Programme Director, including information about evaluations, course changes, statistics on applications and completion rates, is reviewed within the Faculty and a report on the outcomes is submitted to Senate;
- Academic audit which is managed by the Pro-Vice Chancellor (Academic) and administered by the Quality Assurance and Audit section of the Academic Registry on behalf of Senate and the Board of Governors;
- Student Satisfaction Survey, a central University system of gathering feedback on students’ perceptions of their educational experience. The Executive Dean has to provide a management response to the outcomes of the survey, which is followed up by the Vice-Chancellor and the Pro-Vice Chancellor (Academic).

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

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

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

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

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

Develop your own judgement of what works and does not work in your teaching and training
1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners
2. Evaluate and challenge your practice, values and beliefs
3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
4. Be creative and innovative in selecting and adapting strategies to help learners to learn
5. Value and promote social and cultural diversity, equality of opportunity and inclusion
6. Build positive and collaborative relationships with colleagues and learners
7. Maintain and update knowledge of your subject and/or vocational area
8. Maintain and update your knowledge of educational research to develop evidence-based practice
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
10. Evaluate your practice with others and assess its impact on learning
11. Manage and promote positive learner behaviour
12. Understand the teaching and professional role and your responsibilities

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

Source: http://www.et-foundation.co.uk/
Formative Feedback Guidance

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

**Descriptive Example - Guide**

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<tr>
<td><strong>Attainment at this level towards the start of the placement indicates an 'emerging' but not yet secure achievement of this standard.</strong></td>
<td><strong>Attainment at this level indicates that there are some areas for improvement within the Standard.</strong></td>
<td><strong>Attainment at this level indicates achievement of this standard at a 'good' level.</strong></td>
<td><strong>Attainment at this level indicates achievement of this standard at an 'outstanding' level.</strong></td>
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The descriptors above are used to offer generic feedback and guidance on how the Trainee is measuring against a particular Professional Standard.

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

**Descriptive Example – Professional Standard 15**

**S15: Promote the benefits of technology and support learners in its use**

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

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<tr>
<td><strong>You display limited ICT skills, are unaware of how or when to use ICT to assist your professional role and have little confidence in using ICT to enhance the quality of learners’ experience.</strong></td>
<td><strong>You display adequate ICT skills, have some understanding of how or when to use ICT to assist your professional role and how begun to use ICT to enhance the quality of learners’ experience. Occasionally ICT might be used inappropriately.</strong></td>
<td><strong>You display competent ICT skills and have a clear understanding of how or when to use ICT efficiently and effectively to enhance the quality of learners’ experience as well as to fulfill your professional role.</strong></td>
<td><strong>You display competent and creative ICT skills and have a clear understanding of how or when to use ICT efficiently and effectively to enhance the quality of learners’ experience as well as to fulfill your professional role.</strong></td>
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<tr>
<td><strong>Planning displays limited opportunities for learners to develop ICT skills.</strong></td>
<td><strong>Planning displays adequate opportunities for learners to develop ICT skills.</strong></td>
<td><strong>Planning displays creative opportunities for learners to develop ICT skills.</strong></td>
<td><strong>Planning displays creative and innovative opportunities for learners to develop ICT skills.</strong></td>
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</tbody>
</table>

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

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

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

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

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

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

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

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

Assessment of evidence

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

Mentors will need to make professional judgements in the context in which the trainee is working. Mentors may need to look for the “best fit” rather than an exact description and such judgements must be made in discussion with the trainee so that appropriate targets can be set. Current grades for each of the Standards will be monitored by University tutors and mentors at three ‘assessment points’ during the year in order to set targets and monitor progress more directly to move the trainee forward.
The example below offers an idea of how evidence might be presented, summarised and assessed.

### PGCE Post-Compulsory Education and Training Professional Development Profile

<table>
<thead>
<tr>
<th>S5: Value and promote social and cultural diversity, equality of opportunity and inclusion</th>
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<tbody>
<tr>
<td><strong>Brief summary of evidence and how it addresses this Standard</strong></td>
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<tr>
<td><strong>Evidence Item No.</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1. When planning my lesson for 6th April with a Year 12 BTec Performing Arts class I planned the groups in advance, making sure that I had a mixture of abilities and gender in each group. My mentor commented in my observation feedback that this had encouraged the students to work more collaboratively with students who they may not have chosen to work with. During my Year 12 A Level lesson on 8th May I used a differentiated worksheet to support the students in their learning of key signatures and the circle of fifths to support their analysis work as some students were very weak in this area. As part of my university assignment for Analysis of Inclusive Learning Resources, I designed a resource using GarageBand software to support the Year 12 BTec Music students in analysing texture and structure. The resource included a step-by-step help guide available in printed format and electronically and I also used a resource station at the front of the room for students to independently access additional materials. The resource included clear diagrams and pictures, this also supported one student in particular who has dyslexia.</td>
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<td>2.</td>
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...continue over the page if required

**Key:**
1. Brief description of evidence and how it demonstrates achievement against the Standard.
2. Refers to documents that are inserted at the back of the PDP. Documentary evidence is not always necessary— a mentor’s observation of teaching is perfectly acceptable. A single piece of evidence can be used against more than one Standard.
3. Refers to the formative feedback guidance and feedback available next to each Standard in the PDP. A grade is provided based on the formative descriptor for each Standard Prompt.
4. Signed and dated by a mentor (only needs to be signed if the graded evidence does NOT come from a lesson observation).

### Placement assessment and evaluation report

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

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

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

Trainees are asked to select 5 professional standards that they feel are appropriate to both the observed session and their own professional development. These might be generated by previous feedback from tutors, mentors, peers or students, or after reading a journal article or attending a session at University. Likewise they may be suggested from your own knowledge, knowing that the session that has been planned would be, from your experience, an excellent opportunity to develop and illustrate professional growth.

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

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

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

Assessment and Moderation of Teaching Practice Experience

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

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

External Moderation of Teaching Practice Experience

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

Trainees have been asked to let their Programme Director know if there is anything that will disrupt the organisational timetable and their teaching during these weeks. If a Trainee is to be visited, they and the host organisation, will receive ample warning. External Examiners will expect to have access to the Trainee’s portfolio. They will observe the Trainee teaching and discuss this teaching with the Trainee as well as meeting the Mentor.
Tutorials
During placements, the progress made by Trainees towards the achievement of Professional Standards needs to be reviewed on a regular basis. Trainees should consider the achievement of Standards to be an on-going, cumulative process and they are required to present evidence, recorded in the appropriate portfolio, to module tutors on a regular basis for verification. Some Trainees will need to be actively encouraged to do this, particularly in the early stages of the course. They will continue to need guidance as to the range and quality of evidence required in order to fully meet the requirements of each standard.

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

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

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

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

Cause for Concern

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

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

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

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

The Cause for Concern Procedure is contained in Appendix 6.
Equal Opportunities: Policies and Codes of Practice

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

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

Professional values and attributes

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

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

Equal Opportunities Policy

Colleges, Schools, Training Organisations and Prisons will have their own equal opportunities policies and Trainees should be supplied with copies/details of these as part of their general introduction to organisations in which they are placed. Trainees must ensure that all aspects of their work in these organisations conform to the requirements of current legislation and to organisational policies and procedures. In addition, Trainees are students of the University and must conform to Birmingham City University's own equal opportunities policy statements.

Complaints regarding Equal Opportunities

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

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

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

If Mentors are concerned about any aspect of a Trainee’s work in relation to equal opportunities and race equality policies and procedures, they should in the first instance bring this to the attention of a university tutor or the Course Leader so that a decision can be taken about how to proceed. In some instances it may be necessary to invoke the University’s Fitness for Practice Policy and Procedure. Similarly, any concerns that a university tutor may have about a Trainee’s work in their placement should be communicated to the Mentors, and appropriate action discussed.

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

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

Breaches of Equal Opportunities by pupils and students

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

Complaints about Equal Opportunities from pupils, students or parents

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

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

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

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

**Sexual orientation**

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

The aim of all equal opportunities and race equality policies in schools, colleges and other educational establishments is a relatively simple one, although effective implementation is far from straightforward. The purpose of this document is to assist the partnership in establishing an environment in which a positive approach to equal opportunities enhances teaching and learning.
Appendix 1:
Partnership Agreement between Birmingham City University and its Post-Compulsory Partnership Institutions

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

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

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

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

The partnership institution will undertake to:

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

Signed

[Signature]

Date

Karen McGrath, Head of Department
Secondary & Post-Compulsory Education & Training Department

Signed

[Signature]

Date

Head of Institution,
Partnership Institution

Please complete and return to:
Dariusz Uzarewicz - PCET Administrator
Appendix 2:
Mentors’ Frequently Asked Questions (FAQs)

Q: Do you provide any training to help me better understand the mentor role?
A: Yes, there is an array of support on offer to you as a mentor for the PCET course. These include:

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

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

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

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

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

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

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

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

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

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

Q: How many observations does the mentor carry out?
A: The trainee will be observed at least eight times across the course, seven of these will involve you as their mentor. The first and the last will usually be a joint observation, carried out in conjunction with the trainee’s University Professional Development Tutor (PDT). For full-time trainees the first joint observation will usually take place in December or January and the last of the eight
observations should be completed by the end of May. Observations should ideally be spread out across the placement, allowing the trainee time in between observations for reflection, evaluation and further development.

**Q:** Apart from the observations, what other paperwork will I be expected to complete?

There are three ‘term reviews’ (1st term, 2nd term and end of placement) that need to be completed in discussion with the trainee. We will also ask you to complete a short evaluation at the end of the placement. All of this will be explained in the mentor briefing session.

**Q:** Where can I get copies of forms, handbooks and other information?

**A:** The trainee will usually provide the necessary paperwork, however you can view and download copies of the paperwork and other documents from the PCET partnership website: [http://www.bcu.ac.uk/education/partnerships-and-collaborations/pcet-partnerships](http://www.bcu.ac.uk/education/partnerships-and-collaborations/pcet-partnerships)

If there is anything specific that you are looking for, or if you are unable to locate the form required please do not hesitate to contact the partnership administrator.

**Q:** What counts as teaching hours?

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

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

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

**Q:** How soon should we let trainee teachers start teaching?

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>October/November:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction</td>
<td>10</td>
<td>(1-2 hours per week)</td>
</tr>
<tr>
<td>Mainly observing and supporting staff, working towards teaching episodes, such as starter activities and plenaries.</td>
<td>35 hours</td>
<td>(4-5 hours per week)</td>
</tr>
<tr>
<td><strong>November/December:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin taking individual responsibility for small groups, start teaching whole lessons supported by another teacher’s scheme of work.</td>
<td>56 hours</td>
<td>(7 hours per week)</td>
</tr>
<tr>
<td>Preparing and planning for teaching linked to a SOW.</td>
<td>100 hours</td>
<td>(9-12 hours per week)</td>
</tr>
<tr>
<td>Teach at least one group (unit/class) exclusively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>March/April/May:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All trainees should, by now, be building towards teaching 9-12 hours independently; some or most without mentor present where possible.</td>
<td>100 hours</td>
<td>(9-12 hours per week)</td>
</tr>
</tbody>
</table>

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

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

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

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

As detailed above, taking on a mentoring role can help you in developing new skills, and even offers links to gaining further qualifications. Speak to our team for further details on the Master’s level qualifications available.

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

Q: Who should I contact if I need help, have a problem or need any more information?
A: The first point of call will be the trainees’ Professional Development Tutor (PDT), followed by the Course Tutor, Stuart Mitchell (stuart.mitchell@bcu.ac.uk). For general mentoring information you might also contact the PCET Partnerships administrator, Dariusz.

Q: I have colleagues who would like to offer teaching placements and act as mentors, what should they do?
A: We are always keen to develop new links, partnerships and placements so please ask them to contact the PGCE PCET Course Leader, Stuart Mitchell (stuart.mitchell@bcu.ac.uk).

Q: I cannot see the answer to my question in this document, what should I do?
A: Please contact the Partnership Administrator Dariusz Uzarewicz (dariusz.uzarewicz@bcu.ac.uk)