

Secondary Partnership Handbook

for

Postgraduate Certificate in Education (PGCE)

and

Undergraduate BA/BSc (Hons) with QTS



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Aims of the Course and Mission Statement



Who we are and the communities we serve

Thank you for engaging with the Birmingham City University ITE Partnership Handbook for our Secondary training routes, which will provide the essential information about our Secondary ITE programmes and ways of working in partnership. Our vision aims to transform the prospects of individuals, organisations, and society through excellence in practice-based education, research, and knowledge exchange and our Initial Teacher Education courses are key contributors to this.

Partnership working is at the centre of ensuring our Associate Teachers receive high quality teaching, learning opportunities and support through close collaboration between Associate Teachers, school and university staff whilst ensuring that the well-being of Associate Teachers and the pupils that they teach within our partnership takes priority. Our dynamic ITE curriculum provides a diverse variety of opportunities that equip BCU Associate Teachers with the essential knowledge and skills to motivate and inspire learners in a wide range of school contexts. The ITE curriculum clearly identifies the essential and unique subject knowledge that Associate Teachers should learn so that they continuously undergo the cycle of planning, delivering, and evaluating lessons with impact as they consider how their subject specialist teaching supports the progress of pupils that they teach to overcome disadvantage and barriers to learning.



The programme aims to develop teachers who embody our four professional core values:

Committed to: Being outstanding teachers Creating a vibrant learning environment in which all learners will thrive Meeting the needs of all learners and their communities
Creative in: Inspiring and motivating all learners Developing learning and teaching through research and evidence
Confident to: Act as leaders of learning Adapt flexibly and proactively to change
Collaborative by: Understanding that authentic and effective collaboration is an essential element of professional practice Working effectively with expert teachers across partner organisations

Mentoring is of upmost importance in being central to bringing together complementary forms of knowledge from the ITE curriculum and practice in the school setting. Multidisciplinary knowledge generation between Associate Teachers, school and university staff enables a co-constructed inclusive, diverse and challenging climate for learning. High-quality mentoring enables Associate Teachers to receive high-quality clear and structured feedback from expert colleagues as they apply knowledge and understanding of the evidence in the classroom to understand how practice can be improved.

We highly value our partnership with you as a foundation and strength of our ITE courses and look forward to continuing to work with you this year.

Essential Information



Key Contacts

Professional Academic Lead for Secondary ITE	Karen McGrath	karen.mcgrath@bcu.ac.uk
PGCE Secondary Course Leaders	Kerry Taylor and Jennifer Whitford	PGCESecondarySLT@bcu.ac.uk
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Secondary Partnership Lead	Helen Lowther	helen.lowther@bcu.ac.uk
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College Academic Lead for Accreditation	Leanne Gould	leanne.gould@bcu.ac.uk
Secondary Education Partnerships Team	hels.placements@bcu.ac.uk	
Education Placement Payments	helsplacementpayments@bcu.ac.uk	



Postgraduate Subject Contacts

Art and Design	Joanna Fursman	joanna.fursman@bcu.ac.uk
Computer Science	Christine Swan	christine.swan@bcu.ac.uk
Design and Technology	Tracey Goodyere	tracey.goodyere@bcu.ac.uk
Drama	Chris Bolton	christopher.bolton@bcu.ac.uk
English	Babita Ginda	babita.ginda@bcu.ac.uk
Geography	Paul Sanders	paul.sanders@bcu.ac.uk
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MFL	Kerasia Lefkaditou	kerasia.lefkaditou@bcu.ac.uk
Music	Alys Wilding	alys.wilding@bcu.ac.uk
Physical Education	TBC	TBC
Religious Education	Jennifer Whitford	jennifer.whitford@bcu.ac.uk
Science	Kerry Taylor	kerry.taylor@bcu.ac.uk
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Undergraduate Subjects Contacts:


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Undergraduate Placement Dates:

The year 1 Placement start on Monday 18th November 2024 and finish on Friday 16th May 2025. Undergraduate placements comprise Mondays or full weeks.

Week Beg	YEAR 1				
	Mon	Tue	Wed	Thur	Fri
18 Nov	1				
25 Nov	2				
2 Dec	3				
9 Dec	4				
16 Dec	ITAP	ITAP	7	8	9
23 Dec	Christmas Break				
30 Dec					
6 Jan	10	11	12	13	14
13 Jan	15	16	17	18	19
20 Jan	20				
27 Jan	21				
3 Feb	22				
10 Feb	23				
17 Feb	Feb Half-Term				
24 Feb	24				
3 Mar	25				
10 Mar	26				
17 Mar	27				
24 Mar	28				
31 Mar	29				
7 Apr	ITAP	ITAP			
14 Apr	Easter Break				
21 Apr					
28 Apr	32				
5 May	BH	33	34	35	36
12 May	37	38	39	40	41

Key

	University day		Bank holiday
	Holiday		Placement day

The Year 2 placement dates start on Tuesday on 6th May 2025 and finish on Friday 4th July 2025. The Associate Teachers will be in 5 days a week for 8 weeks.

Week Beg	YEAR 2				
	Mon	Tue	Wed	Thur	Fri
5 May	BH	1	2	3	4
12 May	5	6	7	8	9
19 May	10	11	12	ITAP	ITAP
26 May	May Half-Term				
2 June	15	16	17	18	19
9 June	20	21	22	23	24
16 June	25	26	27	28	29
23 June	30	31	32	33	34
30 June	35	36	37	38	39
7 July					
14 July					
21 July					
28 July					

Key

	University day		Bank holiday
	Holiday		Placement day

The Year 3 placements start on Monday 13th January 2025 and finish on Friday 11th April 2025. The Associate teachers will be in 5 days a week for 8 weeks.

Week Beg	YEAR 3				
	Mon	Tue	Wed	Thur	Fri
13 Jan	1	2	3	4	5
20 Jan	6	7	8	9	10
27 Jan	11	12	13	14	15
3 Feb	16	17	18	19	20
10 Feb	21	22	ITAP	ITAP	UNI
17 Feb	Feb Half-Term				
24 Feb	25	26	27	28	29
3 Mar	30	31	32	33	34
10 Mar	35	36	37	38	39
17 Mar	40	41	42	43	44
24 Mar	45	46	47	48	49
31 Mar	50	51	52	53	54
7 Apr	55	56	57	58	59
14 Apr	Easter Break				
21 Apr					

Key

	University day		Bank holiday
	Holiday		Placement day

Postgraduate Placement Dates

School 1 - Wednesday 2nd October 2024 until Friday 14th February 2025

School 2 - Thursday 27th February 2025 until Friday 4th July 2025

Week	Mon	Tue	Wed	Thur	Fri
2 Sept	Pre-course Tasks	Pre-course Tasks	Pre-course Tasks	Pre-course Tasks	CBT
9 Sept	CBT	CBT	CBT	CBT	CBT
16 Sept	CBT	CBT	CBT	CBT	CBT
23 Sept	CBT	CBT	CBT	CBT	CBT
30 Sept	CBT	CBT	School 1 induction	School 1 induction	School 1 induction
7 Oct	ITAP	ITAP	ITAP	ITAP	ITAP
14 Oct	CBT	CBT	SBT 1	SBT 1	SBT 1
21 Oct	CBT	CBT	SBT 1	SBT 1	SBT 1
28 Oct	School Half-Term				
4 Nov	CBT	SBT 1	SBT 1	SBT 1	SBT 1
11 Nov	CBT	SBT 1	SBT 1	SBT 1	SBT 1
18 Nov	ITAP	ITAP	ITAP	ITAP	ITAP
25 Nov	CBT	SBT 1	SBT 1	SBT 1	SBT 1
2 Dec	CBT	SBT 1	SBT 1	SBT 1	SBT 1
9 Dec	CBT	SBT 1	SBT 1	SBT 1	SBT 1
16 Dec	CBT	SBT 1	SBT 1	SBT 1	SBT 1
23 Dec	Christmas Break				
30 Dec	Christmas Break				
6 Jan	ITAP	ITAP	ITAP	ITAP	ITAP
13 Jan	CBT	SBT 1	SBT 1	SBT 1	SBT 1
20 Jan	CBT	SBT 1	SBT 1	SBT 1	SBT 1
27 Jan	CBT	SBT 1	SBT 1	SBT 1	SBT 1
3 Feb	CBT	SBT 1	SBT 1	SBT 1	SBT 1
10 Feb	CBT	SBT 1	SBT 1	SBT 1	SBT 1
17 Feb	School Half-Term				
24 Feb	CBT	CBT	CBT	SBT 2	SBT 2
3 Mar	CBT	SBT 2	SBT 2	SBT 2	SBT 2
10 Mar	CBT	SBT 2	SBT 2	SBT 2	SBT 2
17 Mar	ITAP	ITAP	ITAP	ITAP	ITAP
24 Mar	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
31 Mar	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
7 Apr	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
14 Apr	Easter Break				
21 Apr	Easter Break				
28 Apr	CBT	SBT 2	SBT 2	SBT 2	SBT 2
5 May	Bank Hol	SBT 2	SBT 2	SBT 2	SBT 2
12 May	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
19 May	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
26 May	School Half-Term				
2 Jun	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
9 Jun	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
16 Jun	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
23 Jun	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
30 Jun	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
7 July	CBT	CBT	CBT	CBT	CBT

Key

- University day
- Holiday
- Bank holiday
- Placement day

ITAP - Intensive Training and Practice

SBT - School-based Training

CBT - Centre-based Training



Information about the BCU Curriculum and our Curriculum Maps

All Associate Teachers will engage with a carefully designed and sequenced curriculum which includes subject-specific knowledge and pedagogy. The BCU curriculum for each subject is represented through a curriculum map and this will be stored in each Associate Teacher's OneDrive. The curriculum map refers to the sessions which will be taught at the University highlighting by identifying 'learn that...' and 'learn how to'... statements relevant to each taught session. Associate Teachers will share their OneDrive link with their Subject and Professional Mentors so that both have access to the curriculum map for each Associate Teacher working at the school. The curriculum map should be a feature of mentor meeting discussions, and supported by the Professional Mentor where appropriate, links should be identified between the Centre-Based curriculum and opportunities to apply this within School-Based Training.

Mentor Training and Model

BCU Mentor Training Overview

	Programme Units	Unit Title	Content
Optional Units 1-4 CPD for all mentors All mentors are encouraged to engage with these units, especially those new to the role or those who mentor across multiple ITE institutions	Unit 0 Tier 1 Training	Assessment of Prior Learning & Diagnostic Audit	Asynchronous content on Brightspace
	Unit 1 Tier 1 Training	Effective Mentoring	Credited across the West Midlands ITE partnership
	Unit 2 Tier 1 Training	Mentoring and Coaching	Tier 1 training certificate provided
	Unit 3 Tier 1 Training	Mentor & Coaching Conversations	Ideal for new mentors as part of the BCU New Mentor training package
	Unit 4	Initial Subject/ Phase Mentoring	Asynchronous content on Brightspace
Required Mentor Training for BCU mentors Units 5-7 All mentors should undertake the training of units 5-7 and these units mirror Mentor training provision in previous years.	Unit 5	The BCU Mentor/ Coach Model	Asynchronous content on Brightspace
	Unit 6	Placement CPD The BCU Approach to Mentoring incl. BCU Subject/Phase Curriculum	MS Teams Synchronous briefings supported by Asynchronous content on Brightspace & Face-to-face in-school visit (during placement)
	Unit 7	Intensive Training and Practice (ITaPs)	Asynchronous content on Brightspace

Brightspace

Our asynchronous mentor training will be delivered on Brightspace, a platform that facilitates learning through short videos, written content and reflective activities. An account will be set up for all mentors using their agreed email address. The platform can be accessed on laptops, phones and computers to allow the flexibility for mentors to complete training at a time that fits around their workload. The platform is very easy to navigate and can be completed at a pace to suit mentors, whether this be in short bursts of activity or lengthier progression through each unit. For mentors who have completed NPQs or similar courses through asynchronous online platforms, the layout and structure of our content will be similar, providing reassurance for mentors that the workload is manageable.

The link to register for Brightspace is here: [Registration Link](#)

BCU ITE Mentor Model

The BCU ITE Mentoring Model has been created by connecting what we hope to be familiar existing models, with the purpose of appearing coherent across a range of settings, subject areas and phases.



Essentially, this is one model that fits every need of the mentoring relationship. To paraphrase JRR Tolkien, this is one model to rule them all. Firstly, you will recognise the reflective model created by Borton (1970) and developed further through the work of Driscoll (1994) and Rolfe (2001), that of What, So What and Now What.

This standard of reflective practice serves to situate our model within a familiar cycle of inquiry and practice, allowing both mentor and mentee to follow a well-structured but simple path of reflection.

The further elements of the model are designed in such a way that experienced mentors will recognise the individual stages and be able to align our approach to their own mentoring knowledge and expertise. We also recognise that the model itself maps across Knight's Instructional Coaching model, familiar with those supporting Early Career Teachers.

Likewise, if a school is hosting Associate Teachers from other ITE providers, this model will not further complicate expectations, instead offering a universal approach to all settings and scenarios.

Added to the What, So What and Now What structure, we have incorporated Bambrick-Santoyo's Coaching model (2018) to support more detailed approaches to investigating the development of practice.

This offers step by step guidance to support both mentor and mentee in moving through the intricate stages of identifying areas for development, discussing potential strategies for improvement and supporting effective practice that will result in positive outcomes for all.

We recognise however that many existing reflective, mentoring or coaching models do not offer or explain an essential element of the process required to support a developing teacher through the requirements of an ITE course. Mentor models rarely make a connection to the Initial Teacher Education requirements of recording, tracking and monitoring progress over time.

To ensure that our mentors and mentees are supported at this stage of the development process, we have extended each model to represent the need for recording progress and offering opportunity to recognise the impact that our actions have made on the range of areas that such a course is based upon.

The What, So What and Now What model is supplemented with an additional layer exploring What Impact this work has made the associate teachers progress, while the See it, Name it, Do it model has been extended to include the Review it stage, to capture and enhance the impact and opportunities for reflection following any number of interactions across the course.

What?

the descriptive stage

- recognise success
- identify next step
- signpost expectation


See it 

- * Offer specific praise
- * Ask simple follow-up questions
- * Identify the gap or development area
- * Encourage the AT to identify their next step
- * Show a model of the expected action
- * See what highly effective teaching looks like

So What?

the interpretive stage

- name the 'what'
- name the 'why'
- name the 'how'

Name it 

- * Encourage the AT to name the target
- * What will they work on?
- * Elicit the reason behind this target
- * Discuss the impact it might have
- * Set out the approach to improve
- * How will the AT do this?

Now What?

the activity stage

- perfect the plan
- practise the action
- follow up & feedback

Do it 

- * ATs create a plan, script the action
- * Compare this with their mentor's version
- * Create a simulation of the targeted area
- * Model and practise the action
- * Set dates for review
- * Plan for 'in-observation' feedback

What Impact?

the evaluation stage

- assess the impact
- discuss development
- reflect on progress

Review it 

- * Consider the impact of the completed target
- * How effectively was the action step completed?
- * Discuss what has emerged in their teaching
- * How has this improved the classroom environment?
- * Consider what lesson has been learnt
- * How will they take this forward into future practice?



BCU Unit 6 Mentor Training Dates

Undergraduate

Year 1 - Tuesday 5th November or Thursday 14th November (4-5pm)

Year 2 - Tuesday 10th April or Thursday 1st May (4-5pm)

Year 3 - Tuesday 10th December or Thursday 19th December (4-5pm)

PGCE – Please only attend 1 date for each of Sessions

Mentor Session 1:

26th September 3:30pm - 5:30pm or 30th September at 4.30pm to 6:30pm

Mentor Session 2:

6th February 3:30pm 5:30pm or 11th February at 4.30pm to 6:30pm

Mentor Session 3:

1st May 3:30pm - 5:30pm or Tuesday 6th May at 4.30pm – 6:30pm

Safeguarding



DBS and Safeguarding Letter

All staff and Associate Teachers go through the Disclosure and Barring Service and these checks are verified to our school partners via a safeguarding letter.

As an Accredited ITE provider, Birmingham City University operates robust selection procedures that are designed to assess applicants' suitability to train to teach as detailed in the ITT Criteria and Supporting Advice. All interviewers complete Safer Recruitment training to fully meet the guidance set out in Part 3 of Keeping Children Safe in Education 2024 (DfE, 2024).

We ensure that all applicant selection processes give due regard to the relevant aspects of Part 3 of Keeping Children Safe in Education. We conduct appropriate DBS checks as necessary and all Associate Teachers must apply, via the university, for an enhanced DBS check with barred list. This is the most in-depth criminal record check that can be carried out. Once cleared, Associate Teachers are issued with a safeguarding letter that they take to the placement school, which confirms that safeguarding checks have been carried out.

Disclosure and Barring Service

In 2012, the Criminal Records Bureau and the Independent Safeguarding Authority merged and became what is now known as the Disclosure and Barring Service (DBS). Our external Provider, 'Know Your People', will provide the University of confirmation that the Associate Teacher's DBS checks have been completed.

If any concerns are raised via the relevant DBS checks, a DBS panel will be held via BCU's Student Governance department. The DBS panel will determine whether the Associate Teacher can



continue to be enrolled onto the course and whether the Associate Teacher can engage with a placement.

If an Associate Teacher has lived outside of the UK for six months or more in the past five years, we will need to see a criminal record check from the country that they were living in. The Associate Teacher applies for an overseas criminal records check through 'Know Your People'.

Occupational Health Medical Form

Birmingham City University requires an Occupational Health Form to be completed prior to enrolment. The occupational health checks are completed by our provider, OH Works, who will review and work with Birmingham City University to inform them directly if the Associate Teacher has passed the Occupational Health assessment. To be successful, Associate Teachers must be both, 'cleared for placement' and 'cleared for enrolment'. OH Works communicate this directly to Birmingham City University.

Prohibition Check

Associate Teachers are required to have a prohibition check against the Department for Education Government portal. This is completed internally by Birmingham University staff and will be completed up to 4 weeks prior to their enrolment to ensure they are not prohibited from working with children. This check will look at prohibitions, sanctions and restrictions that might prevent an applicant from taking part in certain activities or working in specific positions.

The prohibition list will identify the following:

- Teachers who have failed induction or probation
- General Teaching Council for England (GTCE) sanctions
- Teachers and others prohibited from the profession

If an Associate Teacher is found to be on the database, the Head of College and Student Governance will invite them in for a panel interview to discuss the disclosure.

Children's Individual Safeguarding Authority (ISA) Barred List

Universities, colleges, and schools must perform several checks. One of these checks is to ensure that no one is listed on the Children's Barred List and therefore are not allowed to work with children.

This list is usually checked as part of a new applicants enhanced Disclosure and Barring Service (DBS) check which the University will carry out.

Universities, colleges, schools and local authorities can check the children's barred list where their applicants/new employee(s) will either:

- Start working with children while pending the result of an enhanced DBS check



- Not require an enhanced DBS check because they have worked with children in a school or college within the last 3 months
- Check whether any candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State who will be engaging in 'regulated activity'

The barred list comprises:

- People in England and Wales children's barred list, kept by the Disclosure and Barring Service (DBS) under the Safeguarding Vulnerable Groups Act 2006 (SVGA)
- People in the Northern Ireland children's barred list, kept by the DBS under the Safeguarding Vulnerable Groups Order 2007 (SVGO)

Keeping Children Safe in Education

With the removal of Disqualification by Association in 2018, the Department for Education has introduced the Keeping Children Safe in Education policy (2022) which forms part of Safer recruitment in schools and colleges. This enables Associate Teachers to disclose information to Birmingham City University prior to a DBS being issued.

Schools and colleges in England must ensure this check is completed when carrying out duties to safeguard and promote the welfare of children. This includes engagement of everyone under the age of 18 within teacher training. Further guidance can be found [here](#).



Safeguarding training for Associate Teachers

All Associate Teachers must attend a safeguarding briefing before they can begin a school placement.

In that session Associate Teacher's learn the following:

Learn that ...

- ...building effective relationships is easier when pupils believe that their feelings will be considered and understood
- ...there are a range of responsibilities (their own and others') in-line with current safeguarding policies and procedures.
- ...there are factors which may indicate a child is at risk
- ...there are issues around information sharing and multiagency working.
- ...effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
- ...safeguarding is a compulsory duty of all communities in a school setting.
- ...we have a duty to safeguard all the members of a community and to identify concerns to others who need to know

Learn how to ...

- ...contribute positively to the wider school culture and develop a feeling of ...shared responsibility for improving the lives of all pupils within the school.
- ..have a deeper understanding of ways in which we can support the schools safeguarding policy to act, quickly, efficiently and correctly in response to safeguarding issues that may occur.
- ...contact the right colleagues with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report.

Partnership Roles and Responsibilities



Subject Placement Mentors and Professional Mentors

Subject Placement Mentors

Each of our Associate Teachers will continue to be supported by an assigned mentor employed by the placement school. Under the new reforms these mentors are the mentors who can access the General Mentor Training Grant and will be called Subject Placement Mentors in the BCU partnership agreement. All Subject Placement Mentors will be school-based staff who work with the Associate Teacher, being responsible for their day-to-day development and learning whilst on placement, and therefore are the colleagues who will be expected to complete the required mentor training. The Subject Placement Mentor will ensure that each Associate Teacher receives at least 1.5 hours of mentoring each week, including the 1-hour weekly mentor meeting and other support e.g. checking lesson plans or informal meetings as required. Although 1.5 hours of mentoring has been stated as the minimum in the ITE reforms we are confident mentors are already providing this for BCU Associate Teachers.

Professional Mentors

Each school placement will have a named Professional Mentor employed by the placement school who will have accountability for the selection and quality of mentoring within their school, supporting their Subject Placement Mentors with the time and resources to dispense their role with effect. As part of our moderation processes, each Associate Teacher will require a joint observation during the placement for internal moderation purposes.



The Professional Mentor will support the welfare and wellbeing of the Associate Teacher whilst in the placement school. The Professional Mentor will not be able to access the DfE mentor training funding unless they are also a named Subject Placement Mentor for at least one Associate Teacher. The requirements for Professional Mentor CPD will exist as it does currently as one pre-placement briefing. Professional Mentors will have access to the mentor training units that are completed by their colleague Subject Placement Mentors for information and their own CPD as required and Placement Link Tutors from BCU will be assigned to new Professional Mentors for further support.

Attendance

Associate Teachers report any absences through the BCU **MySRS** portal: [Birmingham City University - Log in to the portal, welcome \(bcu.ac.uk\)](https://bcu.ac.uk)

If the Associate Teacher is reporting an absence from university, they should select '**teaching**' under the absence notification section. If an Associate Teacher is reporting an absence from placement, they should select '**placement**' under the absence notification section.

Any absences from placement should be communicated to the Professional Mentor and Subject Placement Mentor and absence policies applicable to the school should also be followed.

Associate Teachers will need to extend their time in school in the summer term if they have had absences that exceed 10 working days. If an Associate Teacher's absence becomes a concern at any time, the BCU Lead Mentor linked to the Associate Teacher should be contacted and the RIT (Rapid Improvement Targets) process can be put in place if necessary.

Associate Teacher Code of Conduct

The requirements and expectations of those who are training to teach are set out in the separate Student Learning Agreement and Associate Teacher Code of Conduct which can be found in the Introductory Review Meeting section of Moodle. This additional agreement is in line with the requirements of all teachers set out by the Department for Education. All Associate Teachers will be asked to sign a copy of the Student Learning Agreement and Associate Teacher Code of Conduct document so that they know and understand what is expected of them. The Code of Conduct can be found in [Appendix 1](#).

As well as engaging with the BCU Student Learning Agreement and Associate Teacher Code of Conduct, Associate Teachers need to always be mindful of their professional behaviour both during their time in school and in university-based sessions.

The Associate Teacher must make sure they are:

- professional at ALL times.
- a good role model.
- making pupils your key concern.
- promoting the education of pupils.



- open and honest, and act with integrity.
- always showing respect for others.

Concerns about Associate Teachers progress whether that is related to professional conduct or performance (regarding assessment against the BCU ITE Core Curriculum) will be addressed through the Rapid Improvement Targets system (a period with additional support and the opportunity to improve). If progress has not been shown after this process has been put in place, this could result in a failed placement. In exceptional circumstances the Associate Teacher could be withdrawn from the PGCE. The achievement of QTS is not guaranteed – QTS is achieved if the Associate Teacher demonstrates the required standard regarding the Teachers’ Standards (through the BCU ITE Core Curriculum) and if they meet the requirements to pass all three assignment modules.

Fitness to Practice

Some of the University’s courses prepare students for entry into professions where they must meet certain behavioural and/or health requirements if they are to practise the profession. As Secondary Education falls into this category, Associate Teachers are aware of the University’s Fitness to Practise procedures, available on iCity at <https://icity.bcu.ac.uk/Student-Affairs/Appeals-andResolutions/Fitness-to-Practise> or via the Student Contract section of BCU website. We have a [RIT processes](#), which would be the first intervention to support the Associate Teacher. In cases where there may have been a significant incident demonstrating to lack professionalism an Associate Teacher may be taken directly to Fitness to Practice.

The Course Content



Curriculum Themes

The BCU curriculum is outlined by the six themes below. These are interwoven into every part of our course and are referred to within the curriculum maps and all school placement documentation. Our curriculum design ensures that all Associate Teachers engage with all aspects of the Initial Teacher Training and Early Career Framework and beyond.

A	Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning
B	Associate Teacher’s classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing
C	Associate Teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to impact on pupils’ progress
D	Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress
E	Associate Teacher implements effective adaptive teaching approaches to meet all learners’ needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language) learners.
F	Associate Teacher demonstrates professional behaviours and contributes effectively to the wider life of the school.

Intensive Training and Practice weeks (ITaPs)

Through the academic year 24/25 our postgraduate and undergraduate curricula will be enriched with four areas of Intensive Training and Practice (ITaP). As you can see from the grid below, each of these areas of focus are supported by key questions to encourage our Associate Teachers (ATs) to develop an enquiring and critical approach to these foundational professional issues, first a broad consideration of the issue and then more specifically the relevance within their own subject. The structure of each ITaP is informed by Grossman’s (2018) five-stage model: introduce, analyse, prepare, enact, and assess; for our PGCE ATs this will be a week within their curriculum whilst our Undergraduate ATs will benefit from a strategically sequenced series of days across several weeks. Each ITaP will be divided between time at the university in workshops and seminars and then time observing and enacting in a school setting, whilst these school settings may often be the ATs placement school this time is in addition to placement blocks and AT focus will be on the topic of the ITaP. Before each of these ITaP experiences additional information will be communicated to schools and mentors to make sure that everyone is confident with the expectations.

Focus	Key Questions	Teaching window
Behaviour: Rules, Routines, and Relationships	Q- How can rules and routines help me to set the context for learning? Q- How can rules and routines help me to support behaviour for learning in my subject?	UG Year 1 Term 1 PG October
Inclusive Teaching: Modelling and Scaffolding	Q- How do I use scaffolded opportunities to ensure all pupils make progress? Q- How do I plan modelling opportunities to support learning in my subject?	UG Year 2 Term 3 PG November
Language: Language for Learning in your subject	Q- How do I promote high quality oracy and literacy to support pupil learning? Q- How do I support multilingual pupils with language for learning in my subject?	UG Year 1 Term 2/3 PG January
Assessment: Questioning and Verbal Feedback	Q-How do I use effective questioning techniques to support pupil progress? Q-What does high quality verbal feedback look like in my subject?	UG Year 3 Term 1/2 PG March



Assignments

Assessment

Our secondary ITE provision combines university-based modules delivered and assessed as part of centre-based training, and school-based training with time spent on placement. Modules within centre-based training focus on Professional Studies, Professional Enquiry, and Subject Studies, and within our Undergraduate programme this is supplemented by work within their subject departments. Modules delivered within the School of Education are taught through whole-cohort lectures, subject/mixed-group sessions and workshops and are assessed through formal submissions (in mixed formats of written work and presentations). These draw not only on what they have been taught through centre-based training and what they have read or research independently, but also require them to professionally and critically evaluate their own experience and activity on placement. Throughout their course our Associate Teachers (ATs) are supported by a Lead Mentor who will meet with them for timetabled review meetings as well as being available as a first port-of-call for both them and their mentors.

Whilst on their placements our Associate Teachers are systematically assessed against the six BCU themes to ensure that they are supported towards confidence and competence at the standard of QTS, with opportunities for enrichment and challenge to ensure they and their mentors are ready to reflect positively on their progress against the Teachers' Standards by the end of the course.

Indicative modules: PGCE

Professional Studies

Professional Enquiry

Subject Pedagogy

School 1 Experience

School 2 Experience

Indicative modules: BA (Hons) Secondary Science (Biology) with QTS

YEAR 1

Physical Sciences 1

The Emerging Teacher

Biochemistry

Fundamentals of Cell Biology

Introduction to Human Anatomy and Physiology

Microbiology

YEAR 2

The Inclusive Teacher

Physical Sciences 2

Subject Studies



Clinical Biochemistry and Cellular Analysis

Fundamental Principles of Pharmacology and Drug development

Infectious disease

YEAR 3

The Professional Teacher

Professional Enquiry Project (40 credits)

Subject and Curriculum Leadership

Molecular basis of disease

Neuroscience

Indicative modules: BA (Hons) Secondary Physical Education with QTS

Year 1

The Emerging Teacher

Introduction to Secondary PE

The Physically Educated Child

Applied Anatomy

Children's development: physical, emotional, health and well-being.

Sport and Exercise: Biomechanics

YEAR 2

The Inclusive Teacher

Subject Studies

Applied Pedagogy in PE

Sport, Physical activity and Health in practice

Applied Pedagogy in Sports Coaching and Physical Education

Contemporary issues in Sports Coaching and Physical Education

YEAR 3

The Professional Teacher

Professional Enquiry Project (40 credits)

Subject and Curriculum Leadership

Subject Knowledge Enhancement Portfolio (Bio)

Alternative and Outdoor Activities



Academic Regulations

Change of Circumstances

The process for students who may wish to either take a temporary break from their studies or permanently withdraw from the University is set out in the Change of Circumstances Policy. It deals specifically with student-initiated breaks in study and permanent withdrawal. This is distinct from University-initiated permanent or break in study based on an academic decision, for example where a student is taking a reduced study load and will need to be placed on a break in studies for part of the academic year and break in study based on fitness to study, which is governed by the Fitness to Study Procedure.

Attendance and Engagement

Students are expected to participate fully in their course by attending regularly, engaging actively with learning opportunities and by taking responsibility for their learning and independent study.

The University monitors attendance and engagement. If there is cause for concern, students will be contacted and offered support. See the Student Attendance and Engagement Policy for more details.

Passing a School Placement Module

School placement modules are assessed as a pass or fail and therefore will not have a percentage mark. Pass/fail modules do not contribute to the calculation of the overall mark required for progression or for award classification.

Module outcomes are provisional until they have been confirmed by Examination Boards.

Further information on the next page explains the assessment process whilst on placement.

Number of attempts

Students who fail a module at the first attempt are permitted one further opportunity to pass the module and this is the case for school placement modules. This is referred to as a resit or reassessment attempt (without attendance). An exception to this is where a student is permitted to trail one module (up to 40 credits) into the next level of study. In this circumstance, the student is permitted a second resit or reassessment attempt for that module (without attendance).



Awarding QTS (Qualified Teacher Status)

To gain the award of Qualified Teacher Status (QTS) an Associate Teacher must evidence that they have demonstrated proficiency of the Teacher Standards (DfE 2014). This is evidenced through meeting all BCU curriculum themes at a minimum of 'working at' (via the BCU Assessment tracker). They must also achieve the required pass mark for all course assignments, have taught in two different schools and have suitable attendance throughout the course.

Subject Knowledge Tracking and Development

The Associate Teachers will have a subject knowledge tracker. This will be reviewed throughout the course to ensure the Associate Teachers have clear action plans on the next steps for their subject knowledge development. The subject knowledge tracker covers all elements of their secondary subject curriculum.

Early Career Action Plan

When the Associate Teacher nears the end of their course one of the final tasks they need to complete is their Early Career Action Plan. This considers their progress and their achievements throughout the course as well as looking ahead and identifying targets to work upon during the initial stage of their early career.

The PADs (Phase Assessment Documents)

The Phase Assessment Documents (PADs) are the placement documentation linked to each phase of the Associate Teacher's training and the PAD includes most of the documentation required for documenting progress during a placement. PADs will be shared through the Associate Teacher's OneDrive. The contents of the PAD will usually include:

- The Associate Teachers' placement register
- Reflection and Progress Meeting Record (to be completed regularly during placement to ensure targets are monitored)
- ITaP Critical Incident Analysis (as relevant to the phase)
- Learning Event / Critical Incident in preparation for tutorial with Lead Mentor
- Mid/End Point Review (as relevant to the phase)
- BCU Lead Mentor Visit Record (as relevant to the phase)

School Based Training Documents



Overview of Placement Documentation

Document	Responsibility	Use	Availability	Storage
PAD (Phase Assessment Document)	AT and Subject Mentor	1 PAD per phase. Use weekly in mentor meetings to document progress, record attendance. Mid/end point review completed by the mentor at the end of each PAD.	OneDrive	AT's OneDrive
Assessment Tracker	AT & Subject Mentor	Updated weekly to evidence progress against the BCU Curriculum Themes and used to inform weekly mentor meeting discussions and use to inform targets on LORs .	OneDrive	AT's OneDrive
LOR (Learning Observation Record)	Subject Mentor	One to be completed per week to document formal lesson observation feedback. Use the Assessment Tracker to inform the targets.	OneDrive and Partnership Website	AT's OneDrive
Lesson Evaluation (final page of Lesson Plan)	AT	Two to be completed per week by the AT to formally reflect upon two of their lessons. To be used to inform discussions in the weekly mentor meeting and progress documented in the PAD .	Final page of lesson planning document	AT's OneDrive
Curriculum Map	AT, Subject Mentor and Professional Mentor	AT and Subject Mentor use the curriculum map to inform their weekly mentor meeting discussions. Professional Mentor uses the curriculum map to help inform internal CPD for ATs within the school.	OneDrive	AT's OneDrive
Subject Knowledge Tracker	AT & Subject Mentor	Used to document progress regarding Subject Knowledge throughout the course.	One Drive	AT's OneDrive
Internal moderation form	Professional Mentor	Completed once during each placement to evidence joint observation with Subject Mentor.	Partnership website	Sent to AT's BCU Lead Mentor



Videos for our Placement Documentation

Below are a range of videos which can support a range of placement documentation for the placement:

[Video for Achieving QTS Reflection](#)

[Video for Formal Lesson Plan](#)

[Video for Placement Induction Tasks](#)

[Video for The Curriculum Map](#)

[Video for The Assessment Tracker](#)

[Video for UG End of Placement Meeting Record](#)

[Video for UG Internal Moderation Document](#)

[Video for UG Mid-Placement Review Meeting](#)

[Video for UG Tutor Visit Form 1](#)

Lesson planning and evaluating

Below are links to documentation relevant to lesson planning and observing:

[BCU Learning Observation Record](#)

[BCU Formal Observed Lesson Plan](#)

[Non-observed / generic lesson planning template](#)

[Unit of Work template](#)

Midpoint and End of Placement Reviews

Both Midpoint and End of Placement Reviews use the Assessment Tracker to identify the current achievements of the Associate Teacher in relation to each of the BCU Curriculum Themes.

Midpoint reviews provide a formative assessment of the progress of the ATs part-way through a placement - this will help all stakeholders to understand the progress of the AT so far and to identify any further actions, intervention or support which need to be put in place to enable successful passing of the placement prior to the End of Placement Review. The End of Placement review, again, assesses the AT against each of the BCU Curriculum Themes via the Assessment Tracker to ensure that the required standard has been met to pass the placement. The expected progress relevant to each placement will vary due to differences in time scale across the Undergraduate and Postgraduate routes however the expected end point is the same for all students achieving QTS – they must evidence that all themes have assessed as ‘Working At’ at a minimum.

The deadlines for these midpoint and end of placement reviews are below.

Course	Placement	Mid-point Submission Date	End of Placement Submission Date
BA (Undergraduate)	Year 1	17 th January 2025	16 th May 2025
	Year 2	6 th June 2025	4 th July 2025
	Year 3	14 th February 2025	11 th April 2025
PGCE	School 1	20 th December 2024	14 th February 2025
	School 2	11 th April 2025	4 th July 2025



Internal Moderation Documents

Below are links to the Internal Moderation Documents which are used by the Professional Mentors in school.

International moderation in school is part of our overall quality assurance practice in ensuring that our Associate Teachers are receiving consistent and high-quality feedback and support.

[Internal Mentor Moderation Form](#)

[Internal Mentor Moderation Form \(no drop-down version\)](#)

Rapid Improvement Targets Process

Aims of the Rapid Improvement Targets Process

The **Rapid Improvement Targets Process** is initiated after a discussion between a mentor/tutor and the Associate Teacher. The RIT process will ensure that all Associate Teachers are supported and offered intervention where necessary to make satisfactory progress in line with the BCU ITE Assessment Tracker.

Rapid Improvement Targets can be initiated at any stage of the ITE programme and can...

- ...relate to an Associate Teacher's engagement with, and attendance, at the taught elements of the programme
- ...be initiated if an Associate Teacher fails to demonstrate high standards of personal or professional conduct (see page 4 for examples)
- ...relate to specific aspects of the Associate Teacher's teaching practice and preparation and be characterised by a lack of expected pupil progress (see page 4 for examples)
- ...identify gaps in performance aligned against the BCU ITE Assessment Tracker and/ or the Initial Teacher Training and Early Career Framework (DfE, 2024)
- ...be initiated if Associate Teacher's teaching, for any reason, is not developing as expected; for example, if an Associate Teacher 'plateaus' and there is no evidence of further progress or development in the impact of their teaching
- ...be initiated if Associate Teacher has not received the necessary support from the placement school, at which point the University will intervene and offer additional support
- ...be initiated if an Associate Teacher needs support with well-being or workload management.

Rapid Improvement Targets can only be initiated by a BCU Tutor or Lead Mentor. Subject Mentors, Class Teachers and Professional Mentors can and should raise concerns aligned to the process with the Link Tutor or BCU Lead Mentor and will share specific areas of weakness ahead of any formal meeting.

Rapid Improvement Targets will:

- outline the concerns,
- set clearly articulated and precise targets aligned to the BCU ITE Curriculum,
- outline concrete actions for the Associate Teacher to achieve,
- identify which stakeholder is responsible for monitoring each target,
- identify intervention strategies,
- signpost training needs,
- explain existing support strategies, and
- agree review deadlines.



In Rapid Improvement Target meetings:

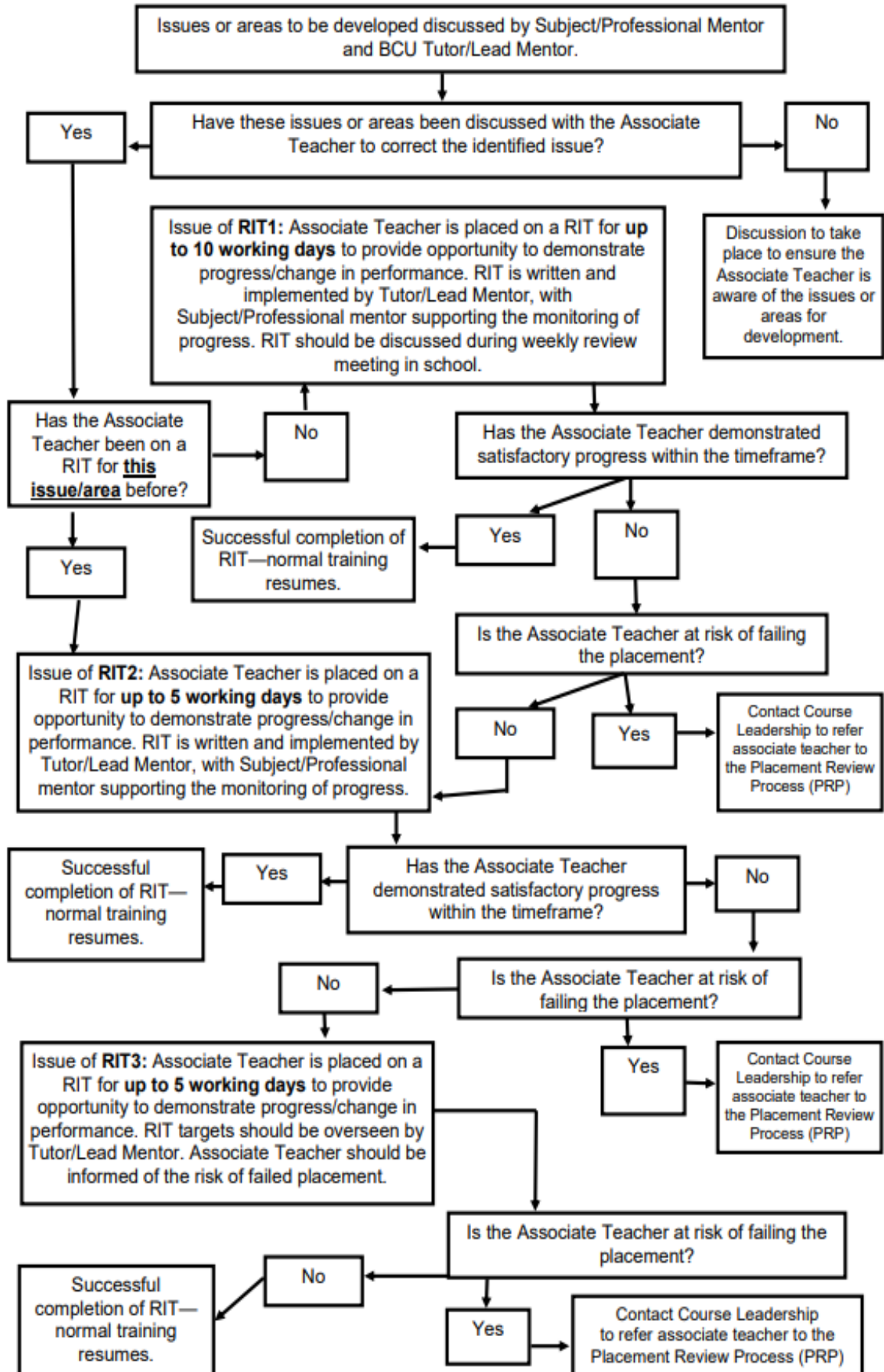
- the Associate Teacher must attend
- the Subject Mentor / Class Teacher and/or Professional Mentor will attend
- the process will be overseen by, and targets monitored by the BCU Tutor or Lead Mentor responsible for quality assuring the Associate Teacher's progress

The Rapid Improvement Target Process is an intervention strategy and will result in an agreed increase in school and / or University support and monitoring to ensure the Associate Teacher has an opportunity to address the targets requiring immediate action.

If a placement breaks down within a RIT period the BCU Tutor or Lead Mentor will be required to complete the RIT review and the Placement Review Process.

Rapid Improvement Target Process

The Rapid Improvement Target Process (RIT) has been simplified into a flow chart and can be found on the next page:





Examples:

Rapid Improvement Targets will be issued when:

- An Associate Teacher does not make the expected progress – e.g.:
 - Not establishing purposeful learning relationships with pupils
 - Not using Behaviour for Learning policy appropriately
 - Inadequate subject knowledge
 - Inadequate pedagogical knowledge
 - Inadequate lesson planning practices
 - Inadequate resource creation within teaching contexts
 - Poor pace within a lesson
 - Inadequate assessment practices
 - Failure to use pupil data appropriately to plan lessons
 - Failure to adapt school lesson plans to meet the needs of pupils in their classroom
 - Insufficient knowledge of adaptive teaching strategies

- An Associate Teacher fails to demonstrate high standards of personal and professional conduct - e.g.:
 - Poor punctuality
 - Poor attendance
 - Inability to use identified absence procedures appropriately
 - Unprofessional dress
 - Failure to engage in set independent learning tasks
 - Plagiarism
 - Inability to meet deadlines aligned to BCU ITE expectations – such as submitting lesson plans 48 working hours ahead of lessons to be observed
 - Failure to complete set tasks within the course – such as Progress Journal completion and meeting assignment deadlines
 - Failure to respond to feedback from expert colleagues
 - Disrespectful behaviour in any training context
 - Discriminatory comments in any training context
 - Poor email communication etiquette
 - Poor organisation which impacts on personal and pupils' progress

The RIT documentation to support this process can be found in [Appendix 2](#).



Placement Review Process (PRP)

In the rare instances when a placement breaks down we will ask both the school and the Associate Teacher to complete the PRP document to explain the circumstances in which this placement has broken down. This documentation will help us establish the next steps for that Associate Teacher.

The structure of the Placement Review Process can be found on the next page.

The documentation to support the PRP process can be found in [Appendix 3](#).

Placement Review Process 2024-25

Associate teacher is at risk of failing a placement **or**
 A placement is discontinued before the end date **or**
 Associate teacher demonstrates unprofessional conduct.



University Tutor/BCU Lead Mentor informs Course Leaders
 Course Leader emails Placement Review Report Forms to Associate Teacher, School Mentor/s, and
 University Tutor/BCU Lead Mentor.



Associate Teacher, School Mentor/s, and University Tutor/BCU Lead Mentor complete Placement Review
 Report forms.
 Completed forms, relevant school-based documentation and RITs to be emailed to Course Leaders to
 collate information.



Collated information sent to the CAL for Placements for review (with PAL copied in for reference)
 CAL for Placements reviews all evidence against BCU ITE Assessment Tracker, BCU Associate Teacher Code
 of Conduct, DfE ITT Criteria, Keeping Children Safe in Education, Teachers' Standards Parts 1 and 2.



Head of Department or CAL for Placements recommends either:

- a) Associate teacher has passed the placement
- b) A resit placement as a first attempt
- c) A resit placement as a first attempt with a RIT in place
- d) A failed placement to be presented to Module Assessment Board (MAB) with the right to resit
with a RIT in place
- e) A failed placement to be presented to the MAB and a referral to Student Governance for Fitness
to Practice, Fitness to Train or Fitness to Study if there are concerns that mean returning to a
placement would be a risk
- f) A failed resit placement presented to MAB; the module is recorded as failed. If all other modules
are passed PG Cert without QTS awarded
- g) Failed placement to be presented to the MAB and the trainee is charged £1125 for resit.



CAL for Placements to email a letter with the decision to the Associate Teacher and the relevant Course
 Leader/s and PAL
 Course Team to support Associate Teacher with actions resulting from decision
 Course leaders to collate information and complete Student Governance referral forms and send to PAL
 for approval.
 Course Leaders or University Tutor/BCU Lead Mentor to contact school to share decision letter and discuss
 any implications for mentor training.



Quality Assurance of Assessment and Support

Tutor Visits PGCE

PGCE Secondary Tutor Visit Mapping, Assessment Points and Tutorials 2024-25

All tutor visits will be aligned to the curriculum phases. These are visits intended to be completed by an Associate's Teacher's Lead Mentor who will be a subject specialist. Any visits conducted by PLTs will be in addition to these visits and will focus on Professional Mentor support.

Phase / Visit Number	Phase Focus	School Placement	Assessment Focus	Additional Notes
Visit 1 – Phase 2 4th Nov – 13th Dec	“Remember and apply an understanding of how to meet the needs of all learners”	School 1	Settling in review School 1 Midpoint Assessment (Themes B, C & F to be achieved at ‘Working Towards’ to be on track)	This is an in-person visit within the first few weeks of the placement starting. Lead Mentor to take the lead with writing the observation feedback and to model the mentor feedback model for the subject mentor. Lead Mentors should allocate two hours for this visit, allowing for a 30-minute scripting session with the Subject Mentor between the lesson observation and feedback and practice session. During this visit, the Lead Mentor should ask to see the completed Unit 4 Subject Mentor Training assessment to support conversations of the mentors’ target setting proficiency. The meeting will also focus on how the Associate Teacher has settled into placement with a specific focus on setting high expectations and behaviour management. Information about the first formative assessment (School 1 Midpoint Assessment) provided which is due in on 20th December.
			School 1 End Point Assessment (all themes at ‘Working Towards’ to be on track)	This is an in-person visit to jointly observe the AT teaching WITH the subject mentor. Subject Mentor to take the lead with writing the observation feedback and to use the BCU Mentor Model during the feedback and practice session, observed by the Lead Mentor. In line with the curriculum phase part of this visit will focus on planning, teaching and reflecting in preparation for the School 1 End Point Assessment due in on 14 th February. Lead Mentors should allocate 1.5 hours for this school visit.
Visit 3 – Phase 4 10th March – 4 th April	“Remember, compare and apply knowledge of teaching, learning and assessment strategies in a new school environment”	School 2	School 2 Midpoint Assessment (Themes B, C & F to be achieved at ‘Working At’ to be on track)	This is an in-person visit within the first few weeks of the second placement starting. The meeting will focus on how the Associate Teacher has settled into placement with a specific focus on adjusting to a contrasting placement. Information about the first formative assessment provided which is due in on 11 th April (School 2 Midpoint Assessment). Lead Mentors should allocate 1.5 hours for this school visit which will include a short joint observation if the AT has only just started teaching.
Visit 4 – Phase 5 5th May – 23rd May <i>(80% timetable teaching)</i>	“Consolidation of critically reflective and inclusive teaching practice”		School 2 QTS Readiness Assessment (all themes at least ‘Working At’ to be on track for QTS)	This is an in-person visit to jointly observe the AT teaching WITH the subject mentor. If the subject mentor is experienced then the subject mentor takes the lead with writing the lesson observation feedback, QA'd by the Lead Mentor. If the subject mentor is new to the role, the Lead Mentor will complete the observation record and targets to model the process for the mentor. In line with the curriculum phase part of this visit will focus on consolidation of



				critically reflective and inclusive teaching practice for the School 2 QTS Readiness Assessment due in on 23rd May. Lead Mentors should allocate 1.5 hours for this school visit.
Visit 5 – Additional Visit if needed – Phase 6 2nd June – 4 th July	“Sustained independent professional practice - embedding composite teaching practice”		School 2 End Point Assessment (all themes at least ‘Working At’ to achieve QTS)	Lead Mentor conducts an online visit with the AT and Mentor to ensure that QTS is being achieved in preparation for the End Point Assessment to be submitted on 4 th July. This visit should take place in person for any ATs who were not on track at Phase 5 for achieving QTS (all themes assessed as ‘Working At’) or any ATs on a RIT.

Summary of Assessment Points for the PGCE Course

20th December - **School 1 Midpoint Assessment** (ATs must achieve ‘Working Towards’ for Themes B, C & F to be considered to be ‘on track’ for QTS)

14th February – **School 1 End Point Assessment** (ATs must achieve ‘Working Towards’ for all themes to be considered to be ‘on track’ for QTS and to pass the EDU7344 module)

11th April – **School 2 Midpoint Assessment** (ATs must achieve ‘Working At’ for Themes B, C & F to be considered to be ‘on track’ for QTS)

23rd May - **School 2 QTS Readiness Assessment** – (ATs must achieve at least ‘Working At’ for all themes to be considered ‘on track’ for QTS – ATs should be at the required standard for QTS by this point, those who are not will be placed on a RIT for Phase 5/5 to ensure achievement of QTS)

4th July – **School 2 End Point Assessment** (Final QTS Assessment - confirmation that at least ‘Working At’ has been achieved for all themes to achieve QTS)

Review Meetings with Lead Mentors – 7 in total – For the PGCE course

Introductory Review Meeting – Thursday 5th September

Progress Review Meeting 1 – Week of 2nd December (formative assessment for Professional Studies)

Progress Review Meeting 2 - Week of 13th January (to look at School 1 Midpoint Assessment and formative assessment for Professional Enquiry)

Progress Review Meeting 3 – Week of 3rd March (to look at School 1 End Point Assessment)

Progress Review Meeting 4 – Week of 28th April (to look at School 2 Midpoint Assessment and formative assessment for Subject Pedagogy)

Progress Review Meeting 5 – Week of 2nd June (to look at School 2 QTS Readiness Assessment)

Progress Review Meeting 6 – Week of 7th July (Final QTS sign off)

Progress Review Meeting Agenda – For the PGCE course.

- Review of targets from most recent mid or end point review
- Responding to questions about the relevant themes (B, C F for midpoint and A, D and E for end point) using OneDrive evidence to support the discussion (serves as moderation of the mid/end point assessment)
- Review of subject knowledge tracker
- Review of progress with current assignment
- Wellbeing check



Tutor Visits Undergraduate Course

UG Secondary Education ITE Assessment Framework

- Two in-person placement visits per placement (per year of undergraduate course).
- Midpoint review halfway through placement, followed by an end of placement report due during the final week of placement.

	Year 1				Year 2				Year 3			
	Visit 1	Mid-Placement Review	Visit 2	End of Placement Review	Visit 1	Mid-Placement Review	Visit 2	End of Placement Review	Visit 1	Mid-Placement Review	Visit 2	End of Placement Review
Placement Day	5-9	17	28-36	36	10-14	17	23-35	37	16-25	25	41-55	57
Placement Day (Overall)					46-50	53	59-71	73	89-98	98	114-128	130
Month	Dec	Jan	May	May	May	June	June	June	Feb	Feb	March	April
Expected Minimum Progress		Achieved Working Towards: Theme F Progress shown in Themes B & C.		Themes B, C & F to be achieved at 'Working Towards'. Progress shown towards criteria across other BCU themes.		Themes B, C & F to be achieved at 'Working Towards'. Progress shown towards criteria across other BCU themes.		All themes to be at least 'Working Towards'. Progress shown towards 'Working At' criteria across BCU themes.		All themes to be at least 'Working Towards'. Themes B, C and F to be achieved in 'Working At'		All themes to be achieved in 'Working At' to achieve QTS.



UG Secondary Tutor Visit Mapping and Assessment Points 2024-25

These are visits intended to be completed by an Associate’s Teacher’s Lead Mentor who will be a subject specialist. Any visits conducted by PLTs will be in addition to these visits and will focus on Professional Mentor support.

Year	Visit Number	Visit Details	Assessment Focus	Assessment Information and Expected Progress
YEAR 1 PLACEMENT 1	Visit 1 16.12.24 - 10.01.25	This is an in-person visit within the first half of placement 1, to ensure the Associate Teacher has settled into placement and to observe a short teaching episode where possible. Lead Mentor to take the lead with writing the observation feedback and to model the mentor feedback model for the subject mentor.	Placement 1 Mid-Point Review (Theme F to be achieved at ‘Working Towards’ to be on track; with progress shown on Themes B and C)	Associate Teachers in this initial part of their teaching practice will with a specific focus on developing their professional behaviour in the school environment and setting high expectations regarding behaviour management, in line with ITAP 1 focus. By the Midpoint Assessment 1, Associate Teachers are expected to have met all criteria within the ‘Working Towards’ for Theme F, Professional Behaviours, whilst showing some progress towards the Working Towards criteria in Theme B and C.
	Visit 2 06.05.25- 16.05.25	This is an in-person visit to jointly observe the AT teaching WITH the subject mentor. The subject mentor takes the lead with writing the lesson observation feedback, QA’d by the Lead Mentor. The Lead Mentor is to discuss projected end of placement review data with subject mentor and Associate Teacher to quality assure assessment and targets set.	Placement 1 End of Placement Review (Themes B, C & F to be achieved at ‘Working Towards’ to be on track)	By the end of Placement 1, Associate Teachers are expected to have met the ‘Working Towards’ criteria within Theme B, C and F and therefore this should be reflected in their End of Placement Review. Evidence that the Associate Teacher is Working Towards criteria across other BCU Themes is expected, with clear targets to take forward into their Y2 placement.
YEAR 2	Visit 1 12.5.25 – 23.5.25	This is an in-person visit within the first part of placement 2, to ensure the Associate Teacher has settled into placement. The Lead Mentor will observe the AT alongside the subject mentor.	Placement 2 Mid-Point Review (Themes B, C & F to be achieved at ‘Working Towards’ to be on track)	Associate Teachers will be focusing on settling into their Placement 2 school and embedding their Y1 progress into a contrasting placement setting. Therefore, for the Placement 2 Mid Placement Review, Associate Teachers are expected at minimum to continue to meet the ‘Working

PLACEMENT 2		<p>If the subject mentor is new to the role, the Lead Mentor to take the lead with writing the observation feedback and to model the mentor feedback model for the subject mentor.</p> <p>If the subject mentor is experienced then the subject mentor takes the lead with writing the lesson observation feedback, QA'd by the Lead Mentor.</p>		Towards' criteria within Theme B, C and F, with evidence of progress across other BCU Themes.
	<p>Visit 2 16.6.25 – 4.7.25</p>	<p>This is an in-person visit to jointly observe the AT teaching WITH the subject mentor. The subject mentor takes the lead with writing the lesson observation feedback, QA'd by the Lead Mentor.</p> <p>The Lead Mentor is to discuss projected end of placement review data with subject mentor and Associate Teacher to quality assure assessment and targets set.</p>	<p>Placement 2 End of Placement Review (all themes at least 'Working At' to be on track for QTS)</p>	<p>By the end of Placement 2, Associate Teachers are expected to be meeting the Working Towards criteria for all BCU Curriculum Themes.</p> <p>Evidence that the Associate Teacher is making progress against criteria within the 'Working At' criteria, with clear targets to take forward into their Y3 placement.</p>
<p>YEAR 3 PLACEMENT 3</p>	<p>Visit 1 3.2.25 – 14.2.25</p>	<p>This is an in-person visit within the first part of placement 3, to ensure the Associate Teacher has settled into placement. The Lead Mentor will observe the AT alongside the subject mentor.</p> <p>If the subject mentor is new to the role, the Lead Mentor to take the lead with writing the observation feedback and to model the mentor feedback model for the subject mentor.</p> <p>If the subject mentor is experienced then the subject mentor takes the lead with writing the lesson</p>	<p>Placement 3 Mid-Point Review</p> <p>(All themes to be at least 'Working Towards' with Themes B, C and F to be achieved in 'Working At')</p>	<p>Associate Teachers will be focusing on settling into their Placement 3 school and embedding their Y2 progress into a further contrasting placement setting or returning placement school.</p> <p>Associate Teachers are expected to be achieving all Working Towards criteria across all BCU Themes, and achieving 'Working At' across Themes B, C and F by their Year 3 Mid Placement Review.</p> <p>Evidence that the Associate Teacher is making progress against or achieved Working At criteria for Themes A, D and E ahead of their final review for QTS recommendation at the end of placement.</p>



		observation feedback, QA'd by the Lead Mentor.		
	Visit 2 17.3.25 – 4.4.25	<p>This is an in-person visit to jointly observe the AT teaching WITH the subject mentor. The subject mentor takes the lead with writing the lesson observation feedback, QA'd by the Lead Mentor.</p> <p>The Lead Mentor will ensure that the Associate Teacher is on track to achieve QTS recommendation through review of projected end of placement review data with subject mentor and Associate Teacher.</p>	<p>Placement 3 End of Placement Review</p> <p>(All themes at least 'Working At' to achieve QTS)</p>	Associate Teachers are required to have met all Working At criteria across all BCU Themes by the end of Placement 3, to allow for recommendation for QTS.



External Examiners and Exam boards

External Examiners review all assessments where they contribute to a final award and where PSRB requirements stipulate. The External Examiner's role is to moderate marking and to ensure that the assessment has been carried out fairly and impartially whilst maintaining University standards. External moderation is usually done through sampling and External Examiners will visit some placement schools to observe Associate Teacher's with their Subject Placement Mentors.

The External Examiners attend Module and Progression/Award Boards to feedback their comments and to ensure that boards are run in a fair and transparent manner.



Placement Offers and Payments

Placement Offers

Secondary ITE recruitment is ongoing, and we confidently expect to have a strong cohort of associate teachers across all subjects. As ever, most of our associates will be local to Birmingham and nearby metropolitan areas, but we do occasionally require placements in neighbouring Local Authorities. Therefore, we are now asking old and new BCU partner schools to commit to a year-long School Based Training partnership with us in 2024/25. We are reviewing our strategic approach and now asking for a commitment to BCU on both our PGCE and undergrad courses. For a Placement Opportunity Pack and Offer Form, please see the link below.

[Placement Opportunity Pack](#)

[Secondary Education Placement Offers Form](#)

Payments to School

Schools are remunerated for hosting a BCU Associate teacher:

Undergraduate

- Year 1 - £550
- Year 1 paired placement - £1200
- Year 2 - £450
- Year 3 - £750

Postgraduate

- School 1 - £500
- School 2 - £800

Payments to schools are made after the scheduled end date for the placement. To trigger the payment process schools must submit the end of placement paperwork to the Education Partnerships team. Relevant documentation will include the following:

- Completed and signed attendance letter from Initial School Engagement Week Placement and/or Enrichment Placement.
- Completed and signed End of Placement Report for each Associate Teacher from Birmingham City University attending the school for a placement.
- Completion of the online mentor survey (an online survey link is sent out towards the end of each placement).



Purchasing Payment Process

By completing in the new supplier form we will have the correct placement and bank information but to ensure that the process is conducted in a smooth and efficient manner please note the following purchasing process.

For a copy of this form, please email hels.placements@bcu.ac.uk.

BCU will send a Purchase Order directly to the School/Academy where the placement is taking place. The format of the email address sending the PO will be similar to:

efur.fa.sender@wrkflow.mail.em.oraclecloud.com

Placement providers should be able to receive such emails so Purchase Orders can be received. Invoices should be sent to BCU accounts payable at invoice@bcu.ac.uk. It's important that the information on the purchase order and the invoice match so that payments can be made smoothly. Invoices should be sent in a timely manner so that the process from PO to payment is smooth and efficient.

Incomplete forms

Please note that any forms that are not completed and returned could result in delays to the payments process. Please be sure to pass this form on to the relevant person so that we can ensure all information on the form is complete, accurate and payments can be made efficiently.

Changes in circumstances

If your supplier details should change its important that you keep us up to date. Change notifications should be directed to the following email address: purchasingadmin@bcu.ac.uk.

Form returns

Completed forms should be returned to the below email only with requested supporting documents (insurance and bank details). All completed supplier forms must be sent to: placementsupplier setups@bcu.ac.uk. All enquiries regarding placements must go to: helsplacementpayments@bcu.ac.uk.

By completing the supplier request form, you are ensuring that BCU have the correct supplier information, with payments going to the correct bank accounts, which will make for efficient payments and a better working relationship.

[Download New Supplier Request Form](#)

[Download New Supplier Request Form - School and Academy Trust only](#)



Quick Reference Guides

These short guides give an overview of the core responsibilities for the Professional Mentor and Subject Placement Mentors.

[Quick reference Guide for Professional Mentors](#)

[Quick Reference Guide for Subject Placement Mentors](#)

Appendix 1

Associate Teacher Code of Conduct

1. ITT Equal Opportunities and Race Equality Policies

· BCU is committed to equal opportunities and the fair and consistent treatment for all regardless of their age, disability, gender, race, ethnic or national origins, colour, marital status, sexual orientation, age (subject to entry requirements), parental status, political belief, socio-economic background or religious beliefs.

· BCU is committed to an equal opportunities and diversity policy which ensures that all applicants /Associate Teachers are treated fairly and on their merits and are given opportunity to succeed. There is equal commitment to the personal and professional development of its entire staff.

· As an Associate Teacher you will be expected to abide by the regulations and requirements detailed in the Course Handbook and by the following Codes of Conduct:

· I understand that, as successful completion of this course leads to admission to a professional body, I am required, during my studies, to adhere to the expectations of conduct endorsed by the teaching profession. I understand that breaches of these expectations may lead to disciplinary action including my exclusion from the course and/or the inability of the BCU ITE Partnership to provide me with a supportive professional reference.

· I understand that by signing the Teaching Regulation Agency's 'Suitability to Teach' document that I am registering with the Teaching Regulation Agency and will therefore be subject not only to BCU policies and procedures but also to those of the Teaching Agency.

· I understand that if I need reasonable adjustments to be made to enable me to fulfil the expectations of the teaching profession, I will make these needs known to the course team and, if appropriate, I will meet a Disability Support Advisor to create a Disability Support Summary (DSS) and if appropriate a Placement Action Plan (PAP), which will be approved by the course leadership team, and I will then share with mentors in school.

· I am aware that I will be placed in an appropriate teaching practice placement, as set out in the Initial teacher training (ITT): criteria and supporting advice Statutory guidance for accredited ITT providers Academic year 2024/25, and to avoid any conflict of interest.

2. Conduct

· I agree to behave in a manner appropriate to my position as an Associate Teacher and understand that behaviour including, for example, dishonesty, indecency, harassment, bullying, violence, abuse of drugs or alcohol will lead to disciplinary action, which may include consideration of any criminal conviction, where the offence(s) are directly related to my studies.



· I understand that if I behave dishonestly during the assessment process (including plagiarism or other forms of cheating), or in relation to my attendance or the attendance of others by falsifying signatures or other means I will be subject to the Fitness to Practice procedure and may be removed as an Associate Teacher from my course. For further information see <https://icity.bcu.ac.uk/Student-Affairs/Appeals-and-Resolutions/Fitness-to-Practise>

3. Disclosure of Criminal Convictions and Cautions

· I undertake to inform my Course Leader, without delay, should I be subject to a criminal conviction or caution after the submission of my application for DBS Enhanced Disclosure - which in effect includes any time during my training year. I understand that a criminal conviction or caution may lead to my suspension or expulsion from some or all aspects of the course and that this may lead to the need for my studies to be extended or terminated.

· I also understand that the Rehabilitation of Offenders Act (1975) does not apply to the teaching profession and that should I be subject to a criminal conviction or caution it will never be considered “spent”.

· I recognise that during my studies I will be placed in a position of trust and that as such I am subject to the requirements of the Sexual Offences (Amendment) Act 2000.

4. Child Protection and Safeguarding

· I will always treat children, colleagues, staff, and any other members of the BCU ITE Partnership with due respect and conduct myself in a professional, honest, decent, and courteous manner. I will use language appropriate to the situation and people involved. I will accept my responsibility to ensure that children/pupils are treated with respect and are free from abuse. In schools I will always work in a place which is accessible to others and in which I can be observed working. I will not take or agree to meet, children/pupils outside school premises without another responsible adult present. I will not make unnecessary physical contact with children/pupils. I undertake to ensure that my communication with children/pupils, including electronic communication, is appropriate and through partnership school approved systems. I will report any suspicion that a child/pupil is being abused to the school’s named safeguarding lead. I will acquire an understanding of working with diversity, including gender, race, and culture, to work with children/pupils, staff, and parents

appropriately. I will be mindful of the difficulties some groups may face and ensure personal prejudices and stereotypical views do not influence my judgements or actions.

· I will ensure that I investigate and note my responsibilities as an Associate Teacher in training at each of my placement schools regarding safeguarding.

· I will ensure I know and adhere to the school behaviour management policy and consistently apply rewards and sanctions, recognising that it is illegal to use physical means of punishment.

5. Health and Safety

· All teachers in training have responsibilities for safety at their place of study under Health and Safety legislation. I will follow the Health and Safety at Work Act, which requires me to take care



for your own safety and health and that of others, including a responsibility in loco parentis for the safety of children/pupils in my care.

· I will have due regard to the safety of pupils at all times as outlined by Section 7 of the Health and Safety at Work Act (1974) and the extension of the regulations to trainee teachers for employment (1994) which place a duty on me to take reasonable care for the health and safety of myself and anyone else who may be affected by my acts or omissions, and to co-operate as much as necessary in full compliance with the obligations imposed on my employer by health and safety legislation.

6. Personal information and Data Protection

· I understand that I will have access to confidential personal information and that I am required to comply with the Data Protection Act. I understand that I may not disclose this information to any third party, other than in accordance with the conventions regarding use of personal information for use in research for the purposes of completing assignments or in accordance with the law. Any personal information used in assignments or tasks will have all means of identifying the subject removed.

7. Dress Code

· I will ensure that I maintain, both in training environments and in schools, a standard of dress that will be perceived as professional by such persons as I may encounter in the pursuit of my studies.

8. Absence from the Course

· The content of the course meets the requirements of Qualified Teacher Status accreditation, and I will pursue my studies with due diligence, ensuring that I avail myself of the educational opportunities made available. I will take responsibility for my own learning

through attendance at sessions, workshops, and periods of school-based training and through being suitably prepared for them.

· I understand that 100% attendance is expected, and any absence should be authorised by the Course Leadership Team, UT/PT.

· If I am absent from university teaching sessions, I will notify my UT/PDT, the tutor leading the session and notify MySRS. For further guidance see Student Engagement Policy 2024.

· If I am to be absent from any part of the course, due to sickness or other reasons, I will make up the lost learning opportunities. I will immediately inform my Course Leader if I am suffering from an infectious disease such as Covid 19, chicken pox, German measles (rubella), impetigo, measles, scarlet fever, and slapped cheek disease, (Parvovirus). I will not disrupt the delivery of teaching or the learning experience of fellow Associate Teachers in training and will not jeopardise the health and safety of those involved, both at the university and in schools.

· If I am absent from my school placement, I will contact the school in accordance with school policy for staff. I will notify my absence to MySRS by 08:30am at the very latest on each day of



absence, stating my name, school, stage of course and reason for absence. I will keep the school and university including UT and PDT, informed about continuing absence daily.

- Holidays are not to be taken during term time.
- I understand that I will need to follow the Extenuating Circumstances policy and procedure. This is with reference to absence from the course or in anticipation of failing to meet deadlines. I understand that I must meet ALL deadlines. For more detailed guidance visit Extenuating Circumstances Procedure: Birmingham City University (bcu.ac.uk)

9. IT / Internet / Telephone usage

- Use of the placement school telephone, IT equipment, email and internet systems are monitored by the school, and you therefore do not have any expectation of privacy. Such monitoring will be for legitimate purposes in accordance with the Data Protection Act 1998 and the Telecommunications (lawful Business Practice) (Interception of Communications) Regulations Act 2000.
- Use of university and placement school internet: I understand that the internet is to be used to support my studies as an Associate Teacher in training. I will ensure that I do not infringe any copyright restrictions on materials accessed or transmitted via the internet.
- I understand that all use of the internet is logged and that these logs are periodically inspected.
- I will avoid deliberately accessing any material that might be considered offensive or inappropriate. This includes all racist, sexist and discriminatory information, together with any material that might be pornographic. It also includes sites promoting violence, offensive language, and unlawful conduct.
- I am aware that my social media present should remain professional at all times as this can be assessed by children/pupils/peers/professional colleagues, parents and school placements.
- I am aware that my social media presence could mean I will be subject to the Fitness to Practice procedure and may be removed as an Associate Teacher from my course. For further information see <https://icity.bcu.ac.uk/Student-Affairs/Appeals-and-Resolutions/Fitness-to-Practise>
- I will report any accidental accessing of such material to the BCU ITT Help Desk or my mentor in school so that it may be noted, and the fact recorded.
- I will ensure that files downloaded from the internet are checked for viruses before being used and ensure that appropriate action is taken if a virus is detected.
- I will ensure that any use I make of email facilities will not contain illegal, lewd or offensive materials or language, or be used to send bulk emails apart from those which may be necessary to support my work as an Associate Teacher in training.
- I will ensure that I do not send emails that are defamatory or libellous in nature and acknowledge that could result in legal action being taken against me.
- I will not allow access to the internet facility to external users.



- I understand that abuse of the internet facilities available to Associate Teachers in training will be managed under the provisions of Fitness to Practice procedure and the circumstances encountered will be fully investigated by senior BCU staff. Such abuse is viewed as a very serious violation of the BCU disciplinary code which may, subject to the circumstances, be categorised as acts of gross misconduct, i.e., the misconduct is deemed to be of such a nature that it fundamentally breaches the contractual relationship between the teacher in training and BCU and in such situations the teacher in training will be dismissed without notice. Some circumstances could further lead to criminal proceedings being taken against the trainee.
- I will not misuse the use of personal e-mails and/or e-mail attachments by down-loading information onto BCU or school owned equipment.

10. Partnership School Property

- I will take due care and attention to look after any equipment and resources loaned to me and report any damage to the equipment or software issues immediately to the relevant IT support team. No attempt to repair the equipment should be attempted, and any damage deemed to be caused by negligence or miss use will be charged to the Associate Teacher in training. I will return ALL loaned equipment and resources as provided by the partnership school.
- On termination of my course/placement for any reason (or earlier if requested) I acknowledge that I must immediately return to the school or BCU:
 - o All originals and copies of any documents or information, however recorded and whether retained electronically or on paper or otherwise.
 - o All other property in my possession or control which belongs to, or relates to the BCU ITE Partnership, including, but not limited to, identity/security passes, keys, safety equipment, protective clothing, uniform, credit/charge cards, documents, tapes, laptops/computers and other computer hardware, memory sticks and similar, computer software, mobile phones, vehicle related documents/passes

11. Filming and Recording

- I understand that I am NOT allowed to record, using any mobile device, school lessons or BCU lectures/sessions without prior permission.



Appendix 2

RIT Overview

Associate Teacher Name:	Placement School:	ITE Course and Placement/Phase: Choose an item.	Date: Click or tap to enter a date.
Person completing form:	Role of person completing form:	School Mentors (identify the mentors in school supporting the AT):	

Please use this section to highlight which are the most significant BCU ITE Curriculum areas of concern:

- A. Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning.
- B. Associate Teacher's classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing.
- C. Associate Teacher knows more, remembers more, and applies subject knowledge and subject specific pedagogy to impact on pupils' progress.
- D. Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress.
- E. Associate Teacher implements effective adaptive teaching approaches to meet all learners' needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language) learners.
- F. Associate Teacher demonstrates professional behaviours and contributes effectively to the wider life of the school.



RIT Stage 1 – 10 working days

Stage 1 start date:	Click or tap to enter a date.	Stage 1 review date:	Click or tap to enter a date.
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Relevant BCU ITE Curriculum Theme Linked to Target	SMART Target:	Identified strategies to support the Associate Teacher:	Actions to achieve:	Person responsible to support and monitor target:	Progress review outcome for target:
Choose an item.					Choose an item.
Choose an item.					Choose an item.
Choose an item.					Choose an item.

RIT Stage 1 Review Meeting Discussion:

Confirmation of those in attendance for RIT Stage 1 Review Meeting:

Review Meeting Outcome:	Choose an item.
Date of Review Meeting:	Click or tap to enter a date.



RIT Stage 2 – 5 working days

Stage 2 should only be initiated if targets were partially achieved at Stage 1. The same targets should be in place from Stage 1, but the identified strategies and actions can be updated and reviewed for Stage 2.

Stage 2 start date:	Click or tap to enter a date.	Stage 2 review date:	Click or tap to enter a date.
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Relevant BCU ITE Curriculum Theme Linked to Target	SMART Target:	Identified strategies to support the Associate Teacher:	Actions to achieve:	Person responsible to support and monitor target:	Progress review outcome for target:
Choose an item.					Choose an item.
Choose an item.					Choose an item.
Choose an item.					Choose an item.
RIT Stage 2 Review Meeting Discussion:					
Confirmation of those in attendance for RIT Stage 2 Review Meeting:					
Review Meeting Outcome:		Choose an item.			
Date of Review Meeting:		Click or tap to enter a date.			



RIT Stage 3 – 5 working days

Stage 3 should only be initiated if targets were partially achieved at Stage 2. The same targets should be in place from Stage 2, but the identified strategies and actions can be updated and reviewed for Stage 3.

Stage 2 start date:	Click or tap to enter a date.	Stage 2 review date:	Click or tap to enter a date.
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Relevant BCU ITE Curriculum Theme Linked to Target	SMART Target:	Identified strategies to support the Associate Teacher:	Actions to achieve:	Person responsible to support and monitor target:	Progress review outcome for target:
Choose an item.					Choose an item.
Choose an item.					Choose an item.
Choose an item.					Choose an item.
RIT Stage 3 Review Meeting Discussion:					
Confirmation of those in attendance for RIT Stage 3 Review Meeting:					
Review Meeting Outcome:		Choose an item.			
Date of Review Meeting:		Click or tap to enter a date.			

Appendix 3

Placement Review Report Form

Please note in the interests of full disclosure the completed form may be shared with the school placement, Associate Teacher and/or University as required.

Section A – Placement Information

<p>Role of person completing the form (please highlight relevant role or delete as appropriate):</p> <ul style="list-style-type: none"> • Associate Teacher • School Mentor (Class Teacher or Subject Mentor) • School Mentor (Professional Mentor or SLT in School) • University Tutor / BCU Lead Mentor • Other (please specify): 	
Name of person completing the form:	
Name of the Associate Teacher :	
Name of Placement School :	
Address of Placement School :	
Name of Allocated Subject Mentor or Class Teacher :	
Name of Allocated Professional Mentor (secondary only):	
Name of allocated University Tutor or BCU Lead Mentor :	
Name of allocated Personal Tutor (primary only):	
Placement start date:	
Placement end date:	
Number of placement days signed as completed:	
Please identify which school-based documentation is attached to support this submission of this form (this could include RIT/s, PADs, Progress Journals, observation records as relevant to the course and placement):	



Section B – Information to support review

Please give a brief account of the placement to date including successes, challenges and the reasons for discontinuation.

What were the positive aspects of the placement?

What is your understanding of why the placement was discontinued?

Details of RIT/support plans in place:

Any other relevant information that you wish to share or be considered:

Signature:

Date of completion of this document:

Section C – Outcome of Review

For College Academic Lead use only:

Outcome determined by CAL for Placements:

Reasons for reaching this outcome:

Date outcome and letter for AT shared with CL/PAL:



BIRMINGHAM CITY
University