



**University
of Worcester**

**School of Education PGCE Secondary Initial
Teacher Training/Education Partnership
Agreement**

September 2021 – August 2024

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UNIVERSITY OF WORCESTER

The Partnership Agreement is based on guidance from the Department for Education.

Introduction

The Secondary Initial Teacher Training Education (ITTE) programme is a partnership between individual schools and the University of Worcester. The partnership is a shared commitment to pursue high quality Initial Teacher Education and to provide trainees with the best possible preparation for their chosen profession. The commitment recognises that the school staff in the partnership, and staff in the university, have distinctive contributions, roles and responsibilities.

The aims of the Partnership are to develop the very best teachers and to do that we endeavour to enable all trainees to succeed under our REACH approach:

- Resilient, supportive professionals with strong values and high standards of personal conduct.
- Effective communicators who collaborate to support wider educational opportunities for all.
- Ambitious participants who are creative, informed intellectuals and promote a love of learning.
- Confident and critically reflective practitioners motivated to continually improve practice.
- Highly skilled and inspirational subject/phase specialists committed to ensuring the safety, well-being and educational progress of all learners.

The Partnership Agreement is reviewed on a three-yearly cycle. The next cycle will be from 1st September 2021 and will expire on 31st August 2024. This reflects any changes in university practice as well as ensuring continued compliance with the latest [DfE ITT Criteria and supporting advice](#). The University of Worcester, School of Education in consultation with our school partners, acknowledge that the ITT Criteria, as published by the DfE, will always take precedence over the Partnership Agreement and will act according to the latest ITT Criteria and supporting advice. Any updates required as a result of changes to Government or University compliancy will be sent out as a yearly summary.

The partnership also recognises that the well-being of the pupils in school takes priority over all other considerations.

The Principles of Partnership

The Partnership Agreement between the Partnership School and University of Worcester is crucial to the success of the programme and training received by trainees. This document sets out:

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Commencement, Duration and Review of Agreement

This agreement is signed by the school at the point of making the university placement offers.

This agreement is between:

- University of Worcester ('The University') of Henwick Grove, Worcester, WR26AJ
- [Partner name and address] ('The Partner')

The duration of this agreement is for three academic years.

This agreement replaces all previous agreements relating to the Partnership which are hereby declared null and void.

The arrangement will be reviewed periodically by both partners.

Both partners reserve the right to remove the agreement at any time and this will be informed in writing (email is acceptable).

Section 1 – Key Roles and Responsibilities

The Accredited Provider

The PROVIDER, University of Worcester, is an accredited mainstream ITTE provider and has the ability to charge tuition fees to trainees. It is accountable and responsible for the ultimate recommendation of the award of Qualified Teacher Status (QTS). The provision must therefore be compliant with the Secretary of State's Criteria for ITT <https://www.gov.uk/government/publications/initial-teacher-training-criteria> and align with the Ofsted ITE Inspection handbook.

<https://www.gov.uk/government/publications/initial-teacher-education-inspection-handbook>

This will be achieved through close cooperation between the Partner School and the University of Worcester.

The following roles and responsibilities should be read in conjunction with the detailed responsibilities set out in the relevant placement documentation.

The Partnership Advisory Group oversees all work of the Partnership and the section under 'Meetings and Membership' covers the detailed responsibilities of that group.

Head of Strategic Partnership Lead (University) undertakes the following:

- Development of, in close collaboration with course leaders, mentor training for new (to Worcester) mentors, school briefings and advanced mentor training across all routes.
- Coordination of the placement team to oversee the organisation for core placements to ensure an excellent student experience including overseeing expectations regarding trainee workload.
- Quality assurance of new placement settings (core and school direct) and sourcing new placements based on subject and regional need for core trainees.
- Work with school leaders, alliance leads and professional mentors to support a cohesive teacher training and education programme including overseeing all correspondence to the partnership and development of the partnership webpages.
- Application of quality assurance and enhancement processes across the partnership.
- Planning and delivery of core trainee school induction processes in university.
- Updating and overseeing the administration of all partnership agreements and finance payments.
- Development of partnership handbooks and resources.
- Management of partnership data including: records of partnership engagement, collection and collation of data to inform the self-evaluation document, mentor and trainee satisfaction surveys and the development of the ARC software for placement activities.
- Coordinate and chair the PGCE Partnership Advisory Group and School Direct Strategic Meetings.
- Contribute effectively to Ofsted inspections.
- Ensure all aspects of the partnership work is in-line with the Professional Regulatory Body requirements (for example, Ofsted and DfE) and overseeing all ITT criteria documents.
- Strategically manage Early Career Teacher liaison work across the partnership.

Course Leader (university) undertakes the following:

- Lead, manage and effectively deliver the PGCE secondary course ensuring coverage of the ITE Core Content Framework.
- Ensure that the workload of trainees is manageable.
- Lead and assist in the recruitment and admissions process overseeing all selection procedures.
- Oversee suitable checks on applicants such as Enhanced Disclosure and Barring Service (DBS) and Code of Good Conduct, prohibition checks and disqualification by association in partnership with the university admissions team.
- Embed quality assurance processes into the course design and delivery.
- Oversee the management, progress, safeguarding and health and well-being of trainees across all subjects and routes.
- Work with the Head of Strategic Partnership to develop excellent working relationships with school direct alliances, partner schools, colleges and other partners to enhance provision.
- Contribute effectively to Ofsted inspections.
- Foster effective communication and course evaluation mechanisms including the management of the student and staff: liaison committee and course representatives.
- Ensure that all course documentation for prospective and current trainees is current and accurate including the VLE and electronic portfolio.
- Manage the annual evaluation reporting cycle effectively to analyse and draw conclusions from data to inform critical reflection and evaluation, enhancement planning and appropriate actions.
- Communicate effectively with external examiners, including responding to their reports and managing the moderation process.

School Direct Course Coordinator (university) undertakes the following:

- Liaise and support school direct alliance leads, the PGCE Secondary Course Leader and the Head of Strategic Partnership.
- Ensure that the workload of trainees is manageable.
- Coordinate and lead the school direct professional studies programme in university.
- Oversee, advise on and quality assure the professional studies programme delivered by alliances.
- Support the alliances and the UW partnership team to secure appropriate second school placements.
- Carry out joint observations with alliance leads to QA mentoring of SD trainees.
- Deliver bespoke training in schools which is based on need.
- Ensure the opportunity to share good practice across alliances.
- Attend and contribute to alliance meetings, alliance recruitment events and SD strategic meetings.

Subject tutor (university) undertakes the following:

- Design of a research informed curricular appropriate to the subject, phase and age range crafting experiences and activities, that goes beyond the minimum requirement of the ITT Core Content Framework into a coherent sequence that supports trainees to succeed in the classroom.
- Work in partnership with expert colleagues.
- Maintain regular communication with the trainee and school, organising at least one placement visit per term, liaising with the professional and subject mentor in advance.
- Support trainees to manage their own workload and well-being whilst they train and as they embark on their career in school.
- Provide pastoral, academic support and career guidance.
- Quality assure placements, and judgements against the curriculum, by conducting joint observations with the subject mentor and/or professional mentor and observing the feedback.
- Providing feedback to the partnership using the Tutor Visit Form to quality assure the placement (see Trainee Entitlement) and the quality of mentoring against the Mentor Standards (2016).
- Regular reviewing of the electronic portfolio to track trainee progress and well-being providing timely intervention as appropriate.
- Moderate trainee outcomes across schools, subjects, routes and age phases.
- Mark and moderate assignments.

Professional mentor (school) undertakes the following:

- To be the first point of contact, and to maintain communication, with the trainee, subject mentor (school), school direct alliance (if applicable) and university partnership.
- Support the welfare and undertake the supervision of the trainee whilst on placement.
- Support trainees to manage their own workload and wellbeing.
- Organisation and quality assure the school experience, ensuring trainee entitlement and moderation of interim and end point assessments.
- Provide an induction programme for each placement that includes access to the school child protection policy, the staff behaviour policy (sometimes called a code of conduct) information about the role of the designated safeguarding lead and a copy of Keeping Children Safe in Education.
- Liaise with school direct alliance leads (if applicable), subject tutors (university) and subject mentors (school) on the needs assessment of the trainee, providing intervention in a timely manner.
- Ensure all active mentors have QTS and are University of Worcester mentor trained prior to hosting placements. Attend school briefings (autumn and spring) and monitor the attendance of all active subject mentors at these briefings.
- Ensure the delivery of the professional studies programme in the school as applicable.

Subject mentor (School) undertakes the following:

- Day to day supervision, providing a suitable timetable across two Key Stages (4 year groups) for the trainee and access to relevant department and school documentation including access to schemes/units of work and pupil data.
- Ensure the completion of 3 lesson observations per week and coordinate feedback in line with partnership documentation.
- Arrange regular and undisturbed weekly review sessions to review progress and set SHARP targets that are regularly monitored.
- Work with professional mentors, school direct alliance leads (if applicable) and tutors to determine timely and accurate assessment of progress towards the curriculum using partnership documentation.
- Support trainees to manage their own workload and wellbeing whilst they train.

Professional and subject mentors will both:

- Liaise and communicate with the subject tutor (university), and as applicable alliance leads for school direct, on the progress and assessment of the trainee against the curriculum.
- Observe and monitor the overall performance of the trainee on a regular basis and provide verbal and written feedback on lessons observed, using the university lesson observation form.
- Facilitate the trainee's school-based assignments within the classroom, liaising with other teachers if appropriate.
- Establish trusting relationships, modelling high standards and providing support (mentor standard 1).
- Support trainees to develop their teaching practice in order to set high expectations of all pupils whilst also considering the workload of the trainee (mentor standard 2).
- Set high expectations and induct the trainee to understand their role and responsibilities as a teacher (mentor standard 3).
- Continue their own CPD; investing time to develop a good working relationship with the University (mentor standard 4) including new mentor training and attendance at two school briefings per year.
- When applicable participate in ITE Ofsted inspections and external examiner/course moderator visits.

School Direct Alliance Lead in liaison with the University of Worcester undertakes to:

- Actively advertise and recruit school direct teacher training places.
- Work collaboratively with the University of Worcester in the two-stage selection process. The alliance is responsible for the school interview process and the University of Worcester is responsible for the university interview process with both parties agreeing the offer.
- Ensure recruitment is in accordance with the [Initial teacher training \(ITT\): criteria and supporting advice](#).
- Carry out suitable checks on applicants such as Enhanced Disclosure and Barring Service (DBS) and Code of Good Conduct, prohibition checks and disqualification by association (as applicable for School Direct salaried routes).
- Plan and deliver school direct trainee school induction processes.
- Organise appropriate alliance main and second placements for trainees.
- Quality assurance placements across the alliance partnership.
- Provide a programme of training agreed through the University of Worcester.
- Ensure that trainees are available to attend all university-based taught sessions and any additional courses as required by the programme on which the trainee is registered.
- Ensure the delivery of an appropriate professional studies programme within the alliance ensuring compliance with the ITE Core Content Framework.
- Agree representation at the appropriate Course Committees including the Partnership Advisory Group and the School Direct Strategic Meeting Group.
- Supply appropriate alliance documentation.

Course administrator/Partnership co-ordinator will undertake, with the schools, tutors and trainees, to:

- Collate core school offers and match trainees to suitable placements that meet their needs.
- Ensure all schools have been quality checked, have completed the health and safety audit and have returned the partnership agreement.
- Ensure that trainees are placed in at least 2 high quality school settings including schools with post-16 provision for those on the 11-16 with post-16 enhancement route.
- Inform all parties about necessary changes prior to, during and post placement dates.
- Be the liaison point in the partnership between trainees, schools and the university including the administration of school documentation.
- Coordinate arrangements for the delivery of new mentor training and school briefing meetings (autumn and spring) keeping a register of attendance.
- Administer finance payments relating to school experience.

Trainees will:

Trainees are expected to behave as teachers, maintaining a professional stance at all times (i.e. to meet the Teachers' Standards (2013) parts 1 and 2 by the end of the course). Part 2 refers to the personal and professional conduct expected of a teacher. All trainees are required to sign the Secondary PGCE Trainee [Code of Conduct](#).

Trainee entitlement whilst on placement:

- One subject mentor meeting focused on review and planning (one hour per week).
- Professional studies taught programme organised by the professional mentor/alliance lead.
- Three formal written subject observations per week.
- One joint observation by the professional mentor (or deputy) during the placement.

External Examiners and Course Moderators will:

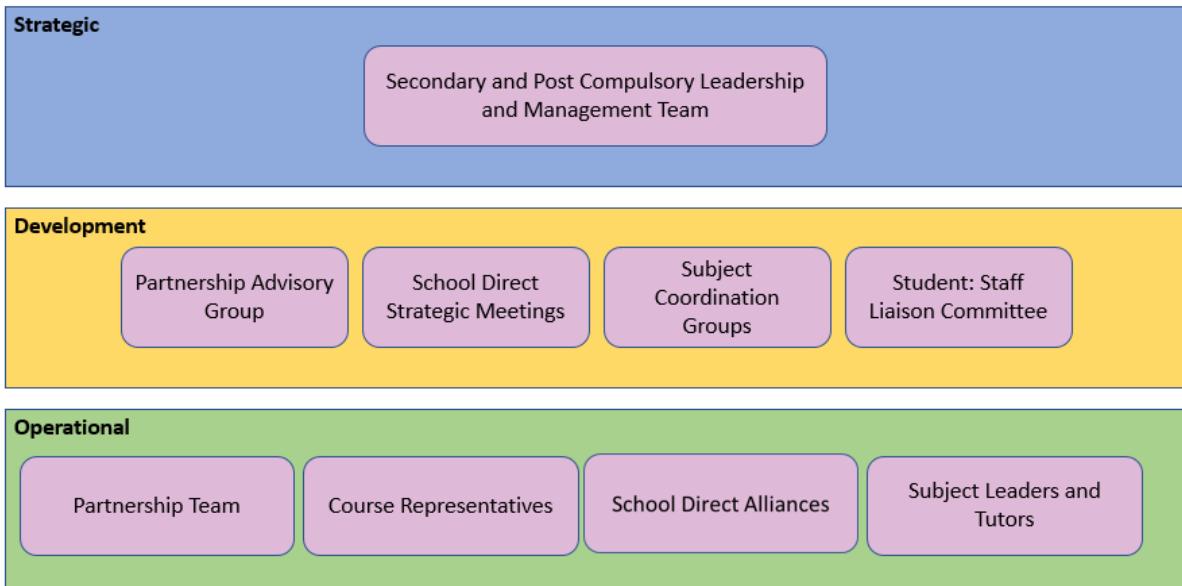
Note: All courses delivered in Universities and Higher Education Institutions (HEI) in the UK have an external examiner. An external examiner is normally an experienced academic from another University or HEI, or in some cases a senior professional practitioner. In addition the course employs five professional mentors to act as course moderators across the partnership.

The external examiner/course moderator role is to provide confirmation that the academic standards of the course are similar to those on comparable courses at other Universities/schools and to give an external perspective on the quality of the course. They do this in a number of ways:

- They are involved in reviewing course work assignments and examination questions set for the course and providing an independent view of how appropriate they are for the course.
- They are involved in moderating trainee work. They do this by receiving samples of work from across the different grades for each module/unit. The purpose of moderation is to check the standards of marking and to form a view on trainee achievements.
- They meet with the course team and trainees to talk about the course.
- They observe trainees on placement.
- They attend the University's assessment boards, which is where grades for modules are confirmed.
- They provide an annual report to the University, on the academic standards, assessment arrangements and quality of the course. This report is written for tutors but is also made available to trainees on the course, and is discussed with Student Academic Representatives at Course Management Committee meetings.
- The trainees they see are from a range of subjects and will be at different stages of development. No inferences should be drawn from the fact that a trainee has a visit; as far as possible a random sample are observed.

Meetings and Membership

Governance Structure



The Partnership Advisory Group (PAG)

The group meets three times per year

Membership: Head of Strategic Partnerships (Chair), Head of Department, PGCE Secondary Course Leader, School Direct Course Coordinator, school representatives including members of school management teams, school direct alliance representatives and mentors.

Role of the group: The committee's role is to oversee the partnership arrangements, complementing the role of the Student: Staff Liaison Committee. The group annually reviews the improvement/development plan, keeps partnership agreements under review, examines roles and responsibilities within the partnership and advises on partnership funding arrangements. The group supports the course leader on matters pertaining to the planning, organisation, resourcing, monitoring, review and development of the programme ensuring that all stakeholders are influential in shaping the provision including recruitment, selection and strategic management.

Subject Coordination Groups

The group meets annually

Membership: Subject leads (chair), subject tutors (if applicable), subject mentors from partnership schools

Role of the group: to review the UW ITTE taught curriculum considering the intent, implementation and impact of subject programmes

The Student Staff Liaison Committee (SSLC)

The group meets twice a year.

Membership: Course Leader (Chair) representatives from the University, partner schools, former and current trainees.

Role of the committee is to:

- Consider the recommendations of the PAG group
- Advise the Course Leader (University) on matters pertaining to the planning, organisation, resourcing, monitoring, review and development of the programme.
- Review annually the operation of the programme and both consider and make recommendations for its improvement.
- Approve programme modifications and developments that do not require revalidation.
- Consider, from time to time, the need to revise, develop or otherwise substantially alter the programme in the light of prevailing circumstances, and prepare appropriate proposals.
- Develop the brief for External Examiners.
- Receive and respond to feedback from Trainees, ECTs and University Tutors and school partners on matters relating to Library and Learning Services and resources.
- Update trainees, University Tutors and school partners on matters relating to library, IT and media services.
- Contribute to the enhancement plan and the Self-Evaluation Document (SED).

[School Direct Strategic Meetings](#)

- This group meets regularly with the School Direct coordinator and course leaders to ensure that they influence and shape the provision.

[Student Representation Group](#)

The group meets at least six times per year

Membership: Couse Leader (Chair), elected students from each group of subject cohort including core and school direct trainees

Role of the Group:

- Review the operation of the programme providing feedback on both positive and negative aspects.
- Review University facilities and procedures providing feedback on both positive and negative aspects.
- Provide suggestions for the development of the programme.
- Raise concerns about subject courses that have not been addressed within subject groups.

One member of the Student Consultative Committee will be elected as the School of Education Rep (secondary)– who will be paid for this role. This will involve attending meetings during the day-time which will be agreed with the partnership school in advance.

Section 2 – Recruitment and Selection of Trainees

Our rigorous selection procedure is clear, accessible, and inclusive and ensures the best possible trainees are recruited to meet specific local and/or regional needs. Partnerships schools and the university work closely together to recruit and select throughout the year in accordance with the statutory guidance.

For school direct - alliances and the University work collaboratively in a two stage process. On receipt of the application, the University of Worcester and school direct alliance provide information via SOLE to the suitability of the applicant. The University of Worcester and alliance leads liaise regarding interviews with arrangements recorded via SOLE. On completion of the interview a joint decision is made between the alliance lead and university subject tutor. Alliances may also want to meet candidates in school. SOLE is updated to ensure all parties are aware of the outcome of the interview. The University of Worcester Admissions Team notify candidates of decisions and coordinate feedback as applicable.

Section 3 – Training Criteria

Age Phases

In line with DfE criteria, training must enable trainees to acquire the knowledge and skills they need to teach within the phase for which they are training. For secondary, training typically will take place across the 11-16 (with post-16 enhancement) or 14-19 age ranges, depending on the subject(s) of training. No training programme should cover fewer than four school years.

Attendance

Normally, all trainees will have the opportunity to work in two schools for a minimum of 120 days. Attendance at university (face-to-face and online) and in school must be recorded and verified by mentors on the ‘PGCE Secondary Attendance Register’ and submitted on PebblePad.

As noted in the code of conduct, trainees have the following roles and responsibilities:

- There is a requirement to attend all days in University and in school unless there are agreed mitigating circumstances. Trainees should arrive in good time and dress appropriately (following school advice as applicable). Some of your university and school experience may be on-line.
- If trainees are going to be absent from University (face-to-face or online) – they must contact their tutor. If absent from school (face-to-face or online) – messages MUST be given to the appropriate member of staff following normal school procedures. They should also contact the course administrator and subject tutor in University. **An absence of five days should be followed up by a Doctor's note.**
- Request for absences: normally permission for absence is restricted to attending the funeral of a close relative or to attend a job interview following school protocols as applicable. Absence from university sessions must be agreed with tutors in advance. If absent from school trainees must provide supply work for classes to be covered and to communicate this clearly with school mentors.

- Routine doctors and dentist appointments should be booked outside of core university and school hours. Absence for hospital appointments must be negotiated with the university tutor and school mentors as applicable.
- Prospective school visits, prior to applying for a job, must be agreed with the school mentor and tutor in advance. These should be in non-contact time avoiding absence from teaching or taught sessions.

[Core School Professional Studies Programme](#)

Core school placements are requested to deliver a weekly school professional studies programme during placements for one hour a week or equivalent. Although the programme is indicative we ask partner schools to deliver dedicated sessions as shown in [The Partnership Handbook \(for schools\)](#) as these compliment the taught programme in university. The order in which the topics are delivered in the handbook is a guide as schools may include extra sessions if there is a prevalent agenda. All trainees should receive a copy of the programme at the start of their placement and this should be uploaded to PebblePad.

[School Direct Professional Studies Programme](#)

Each school direct alliance will provide a planned and coordinated training programme delivered through the alliance schools ensuring coverage against the ITE Core Content Framework as part of the partnership curriculum map. The University of Worcester and the school direct alliance will produce a calendar of training by the summer term prior to the start of the academic year. The Secondary School Direct Co-Ordinator (university) quality assures the training programme. This will involve observation and discussions with all those involved in the training in each of the alliances. A summary of the training and performance data will be recorded and reported to the Alliance and disseminated through School Direct Strategic Meetings.

[Additional Placements](#)

It may be necessary for a trainee to experience teaching in different setting(s) including schools with EAL pupils and special schools. These will be arranged by the University or School Direct Alliance.

[Primary and Post Sixteen Placements](#)

Providers must ensure that trainees are afforded the opportunity to develop a comprehensive understanding of progression across, before and after, the age range for which they are training to teach. To meet this partnership schools are required to organise a 1-3 day placement in a local feeder school to allow trainees to complete a focused task.

Trainees who are following the 11-16 with post sixteen enhancement route will be expected to experience post sixteen teaching. This should be arranged as part of their timetable where applicable. There are a few occasions where a trainee has been placed in two 11-16 schools. In these instances the University will organise a short third placement.

Trainees who are following the 14-19 subjects are required to experience a short, 1-3 day placement within the HE environment organised by the university.

Section 4 – Quality Assurance Procedures

Selection of Mentors

All school staff who have not had a trainee from the University of Worcester before must receive new (to Worcester) mentor training. This should be booked via the course administrator and typically runs twice a year as advertised in the [Partnership Handbook \(for schools\)](#).

Partner schools and school direct alliances are responsible for selecting their mentors. In doing so they agree that they are selecting mentors who:

- Have QTS status and successful teaching experience.
- Possess the personal qualities to establish trusting relationships, model high standards of practice to support a trainee (mentor standard 1)
- Are able to support trainees to develop their teaching practice in order to set high expectations of all pupils to meet their needs (mentor standard 2).
- Set high expectations and induct the trainee to understand their role and responsibilities as a teacher (mentor standard 3).
- Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnership (mentor standard 4).

Quality Assurance (QA)

- Four **external examiner** reports and five **course moderation reports** (partnership mentors are employed to visit schools on moderation visits in the summer term). Recommendations are included in the enhancement plans. Enhancement plans are live documents that are reviewed and updated 4 times a year with the Partnership Advisory Group having a strategic overview.
- **Tutor visits** – tutor visits are primarily to support the subject mentor. The purpose of the joint observation on visits is to aid consistency of assessment across schools and to develop the skills of mentors.
- **Moderating tutors** accompany the subject tutor to quality assure the consistency of assessment and mentoring across subjects and schools periodically. Professional mentors also quality assure placements across subjects within a school (see section 6).

The Process of Selection / De-selection of Schools

The process of selection and de-selection of schools is reviewed by the Secondary Practice panel. If a school is identified as not meeting the DfE Criteria for ITT or the responsibilities outlined in this Partnership Agreement, then the university has the right to de-select the school and withdraw trainee placements. The Partnership Leader (university) will discuss the situation with the relevant school and offer appropriate support to avoid deselection where possible.

Please note: any Partner School issued with a Notice to Improve or placed in Special Measures should notify the University immediately; placements may need to be suspended for a period. However, the University is committed to placing trainees on all training routes in all phases in a wide range of contrasting settings. This is essential to their development. While there are of course circumstances in which it is neither in the trainee's nor the school's interests to establish or continue a placement, such circumstances judged on a case by case basis. The School of Education is committed to maintaining strong

partnership activity with colleagues in partner schools that are facing challenges. This includes placing trainees in schools that have been judged by Ofsted to be in special measures, provided that the quality of the training experience can be assured. The University will conduct a risk assessment on the placement.

Section 5 – Serious Concerns

In the event of a serious concern, for example professional misconduct, that requires the exclusion of a trainee from the placement, the Head of Strategic Partnerships and alliance lead (where applicable) should be contacted immediately and before any precipitous action is taken.

In the event that a school is unable or unwilling for a trainee to continue, the University or alliance may attempt to find an alternative placement if the cause is considered to have mitigating circumstances. This will be done openly, acknowledging that if a new placement cannot be found, the course will terminate. Please note a school has the right to withdraw a placement at any time but schools must be aware of the consequences for the trainee.

If a trainee feels that they are unable or unwilling to continue in a placement they must inform their subject tutor, the professional mentor, the alliance lead (where applicable), the Course Leader and the Head of Strategic Partnerships. If it is considered the trainee has grounds for mitigating circumstances the university or alliance will attempt to find an alternative placement. The trainee will be made aware that there are no guarantees of an alternative placement.

If a placement cannot be secured, the trainee does not engage with placement requirements or does not achieve the professional standards required then the case will be referred to the Secondary Practice Panel. The panel provides a forum to review evidence of the trainee's engagement with placement requirements and achievement of practice hours, evidence of practice based competencies (where applicable) and will make recommendations for progression. School mentors may be required to provide written evidence of trainee progress against the curriculum. At this stage it may be necessary to invoke the [University Fitness to Practice](#) procedures.

At any stage in this process, if matters are considered serious enough, the trainee may be asked to leave the programme. Counselling through the University Counselling and Mental Health (C&MH) Service will be offered.

Section 6 – Assessment of Trainees and Internal and External Moderation Procedures

Please refer to the [Partnership Handbook for Schools](#)

Internal Moderation

- School experience and assessment of trainees is moderated through shared observations between school mentors and university tutors. University tutors complete Tutor Visit Forms as part of the quality assurance system to provide mentors with feedback. Quality assurance is also conducted by school direct alliances.
- Moderation procedures are shared during training events by the University of Worcester or at school.
- Additional moderation processes are put in place with trainees that are identified as not meeting the Teachers' Standards by the end of the course.

- Professional mentors cross-moderate judgements made in their school across subjects, and where applicable, across providers.
- Subject tutors conduct shared moderation visits across different subjects as part of the standardisation procedure.
- School direct alliance leads organise moderation across the alliance.

[External Moderation](#)

- The university employs external examiners. They act as ‘critical friends’ of the course and comment on the efficacy of course developments and moderate those involved in the judgment of trainee progress and outcomes.
- External examiner(s) will visit (in person or virtually) a sample of trainees in placement schools and will review the trainees’ assignments.
- All examiners and moderators are members of the final examination board.
- External examiners’ provide a written report which the secondary team and alliance leads respond to as part of improvement and planning processes. Reports are shared with trainees on the VLE.
- The University also undertakes periodic Department Reviews which feature external colleagues.
- OfSTED inspections.

[Temporary and Permanent Withdrawals from the Programme](#)

Any concerns regarding the progress of a trainee by the school should be raised initially with the subject tutor (university) or alliance lead and then the course leader/Head of Strategic Partnerships at the earliest opportunity and before any formal process is put into action. This procedure should be viewed as a positive step to support and address trainee issues in a structured manner and to support the trainee to achieve Qualified Teacher Status (QTS).

It may be that a trainee’s circumstances change in a way that interferes with them completing the course (e.g. pregnancy, or serious illness). In these circumstances trainees should talk with the university tutor, alliance lead, the school professional/subject mentor, the PGCE Course Leader and the Head of Strategic Partnerships. Where appropriate, a decision may be granted that allows a temporary break until circumstances allow a return to, and continuation of the course, to support the trainee. This would normally be within one year. Temporary withdrawal is not automatically granted where a trainee is failing the course. Trainees must arrange to meet with the Head of Strategic Partnership or alliance lead and complete the withdrawal form available on SOLE. No action will be taken until this form has been completed.

[Student Complaints](#)

Before any Trainee raises a formal complaint through the relevant complaints procedure, they should be encouraged to informally raise any issues with the Head of Department first. Any complaint received by the University relating in whole or in part to the provision covered by any associated course agreement will be subject to the university’s [Student Complaints Procedures](#) available on the University website. School direct alliances should also have clear complaints policies documented.

Section 7 – Improvement Planning and Self Review

Enhancement plans are continuously being reviewed and completed in line with University of Worcester procedures. All stakeholders are consulted and participate in this process.

These documents are shared with school colleagues through the Partnership Advisory Group, the School Direct Strategic Group and the Student Staff: Liaison Committee, as well as through email updates with schools. Documents are shared with course representatives as part of the Course Representative Committee process.

- **Enhancement planning** is based on the rigorous, accurate and systematic analysis of internally validated data focusing on three-year trends. Internal data includes an annual autumn term survey, module evaluations, exit and mentor surveys. Where possible surveys are analysed at subject level. Trends are also analysed using externally validated data (Postgraduate Taught Experience Survey (PTES)). Responses are analysed and included in the course enhancement plans.
- Rigorous and systematic **self-evaluation** is extremely responsive to satisfaction surveys from employers (induction tutors and mentor survey), trainees (autumn, PTES and exit survey) as well as feedback from course reps meetings (held at least 6 times per year). An initiative called ‘you said we did’ allows for immediate action.

Section 8 – Professional Development Opportunities

The University of Worcester delivers training to all stakeholders. The range and scope of training changes to meet the needs of the partnership in response to the continuing change in the [ITT criteria](#). Active mentors should be ‘new mentor trained’ through the University of Worcester and the expectation is that active mentors should attend school briefings (autumn and spring). Training for school staff offers a programme which includes:

- Induction/training for all new mentors.
- Training/development for each school placement.
- Internal and external moderation processes.
- Opportunities to participate in and deliver the training programme and other events as expert colleagues.
- Opportunities to be part of the trainee recruitment process.
- Opportunities to be part of subject coordination groups.
- Knowledge and research exchanges performed between university subject tutors and mentors.

Section 9 – Procedures

Disclosure and Barring Service (DBS)

When the trainees begin their course trainees will have completed an Enhanced Disclosure (ED) check.

Late recruitment to the course may mean that a small minority of trainees receive their ED check results after the course start date. If this is the case, the university will ensure The Children's Barred List checks have been carried out before a school placement begins and will inform the school.

Where a trainee has a criminal record of any kind (warnings/ cautions/convictions) the university makes a decision on fitness to practice and would not inform the school.

The university provides trainees with a letter confirming that all safeguarding checks have been completed. Trainees are requested to share this with schools on the first day of their placement along with photograph identification. The university will not share information about the content of disclosure forms.

Trainees from Overseas

Trainees from overseas who teach in schools in England should be subject to criminal record checks, including a check of the children's barred list. The Home Office has published guidance on criminal records checks for overseas applicants.

The university checks that candidates are not subject to a prohibition order issued by the Secretary of State and/or are not prohibited to teach in another country of the European Economic Area (EEA). The lists of prohibited teachers can be found via the Teacher Services System.

Safeguarding Expectations of University and School Experience Tutors

Tutors employed by the University of Worcester do not work in 'regulated activity' and therefore are not required to have DBS checks. The most recent [publication](#) outlines the professionals who are regarded as being in 'regulated activity'. University tutors are not within this remit.

University tutors will carry an employee's card, which will have photographic identification. This will be shown at reception to confirm that the tutor is an employee of the University of Worcester.

All trainees are DBS checked and an expectation is that tutors visiting schools are accompanied during their visit either by trainees or colleagues from the school.

Individual schools will make decisions about how they want to manage this aspect of the school experience process and some may choose to complete a risk assessment.

Professional mentors must provide all trainees with the following documentation:

- 'Keeping Children Safe in Education' document (2016) – this is also available for trainees on the University Blackboard site.
- The child protection policy.
- The staff behaviour policy (sometimes called a code of conduct).
- The role of the designated safeguarding lead.

Section 10 – Compliance with Legislation

The university ensures that all initial teacher training and education courses satisfy the [ITT criteria](#) specified by the Department for Education. The university reviews and updates provision so that it continues to meet these criteria and associated legislation.

Section 11 – Intellectual Property

Intellectual Property Rights and Copyright

Copyright in all processes and systems relating to the award of credit and to university awards will remain with the university and must not be used in any other context without permission.

All intellectual property rights including copyright of teaching materials developed for programmes delivered through The Partnership will remain the property of the party responsible for their development. In the case of joint courses, intellectual property rights will be jointly held for the duration of the related partnership agreement and must not be used by either party in any other context without permission.

In the event of the Partnership Agreement being terminated, intellectual property rights for all teaching materials will revert to the party responsible for their development. The award will remain the property of The University.

In signing this Agreement, approval is hereby given by The Partner and The University for appropriate institutional and programme information to be available for public access via the internet as required by the QAA, HEFCE and other similar national organisations.

Publicity and Marketing

The University and The Partner agree to use all reasonable endeavours to promote the reputation of the other and, in particular, to promote the collaborative provision and activities developed through this agreement.

No trademarks, logotypes, kite marks, symbols or other emblems owned or awarded by The University may be used by The Partner on any advertising without prior written permission from The University.

Equally no trademarks, logotypes, kite marks, symbols or other emblems owned or awarded by The Partner may be used by The University on any advertising without prior written permission from The Partner.

Financial Annex

The full scale of payments for University of Worcester placements and training will be available for Partner Schools via the University of Worcester Placement Communication Portal (PCP). The scale of payments is reviewed annually and will be updated on the portal once agreed.

ITT Training and Management Costs

University of Worcester provides schools with the following:

- An academic award with Masters Credits and Teacher Status Qualification for trainees.
- Centrally provided training through phase related, subject specific and professional studies modules and programmes that meet the minimum requirements set out in the [Initial Teacher Training \(ITT\): Core Content Framework](#).
- Where applicable pre course Subject Knowledge Enhancement Courses (SKE) in a range of secondary subjects.
- Robust recruitment and selection processes through the university admissions team, academic staff and administration staff support.
- High quality tutor support for schools throughout all placements and beyond the initial teacher training for schools employing Early Career Teachers (ECTs).
- Joint research opportunities between schools and academic professionals from the university.
- Mentor training, peer and coaching courses for school staff and university tutors.
- School briefings before each placement as a means of communication, knowledge exchange and transfer as well as continued professional development.
- Informal and formal opportunities for university expertise in ITTE to be shared through network meetings and conference events.
- Excellent facilities including The Hive library services and Arena sports services.
- Quality assurance for all schools in the partnership and a programme of internal moderation between school and university mentors and tutors.
- Appointment of relevant and experienced external examiners in all programmes.
- Expertise across the University for school support such as communications, advertising of school vacancies and the full range of student services.

Health and Safety Annex

Placement Providers' Health and Safety Questionnaire

An electronic form must be completed annually by Partner Schools via the University of Worcester Placement Communication Portal (PCP). Please contact the programme placement administrator for assistance if there is an issue in completing this.

Data Protection Legislation

The University of Worcester's Privacy Notices are published on its website available here:
<https://www2.worc.ac.uk/informationassurance/data-protection.html>

The University of Worcester will hold and process personal data transferred to it by the Partnership School in accordance with data protection legislation (including GDPR and the Data Protection Act 2018). In addition, for quality assurance purposes, the University will process evaluation data provided by the trainees and mentors relating to their school experience. For these purposes the University is the Data Controller.

The University will update information held in its records as notified by the partnership school or by the trainee. With regards to partnership school, we will annually seek to verify the information held. The information will be held in line with the [University's Document and Record Retention Schedule](#). The University will not share the information received from the Partnership School or its trainees with any third party, including outside of the EEA, without the consent of the trainee and/or the school.

We recognise the importance of protecting the personal data of all individuals and the particular concerns relating to children's data. Trainees will be given training in processing of pupil's data and the requirements of the Partnership School in relation to appropriate storage and processing. Partnership Schools are required to ensure that trainees understand the School's processes in relation to data protection, including the transfer of personal data off site. In addition, Partnership Schools are required to ensure that their privacy notices include specific reference to children's personal data being shared with trainees as necessary.

In the event of a data breach, the trainee is instructed to inform the school and the university immediately. In the event of the University suffering a data breach in relation to data relating to trainees the Partnership School will be informed as soon as is practicable after the breach is identified.

Equal Opportunities

The University Policy relating to Diversity and Equality is available on the [University of Worcester Diversity & Equality webpage](#). Evidence of how partnership leaders meet the requirements of the Equality Act 2010, including the public sector equality duty (where applicable) is provided on the [Partnership website](#).

University Health and Safety Provision

The University Policy relating to Health and Safety is available on the website at: [Health and Safety Policy Statement](#).

It is the University's responsibility to make trainees aware of this policy and to ensure that they understand procedures related to their practice – in consideration of their own and others' welfare.

The University will also make trainees aware of:

- The agreement between the school and university (partnership);
- Who to contact at the University should an issue arise relating to Health and Safety.

School Health and Safety Provision

The University of Worcester expects that the necessary legal requirements in relation to health and safety, equal opportunities, disability legislation and other relevant legislation are addressed by the school and its governing body as part of its normal procedures and are applied to all those working in the school. In this respect, the school agrees to ensure the following:

- A current Health and Safety policy.
- The trainee should receive a copy of the above, or know where it is always available.
- There is a policy regarding health and safety training for people working in their establishment including use of vehicles, plant and equipment.
- The trainee will be provided with a full induction on their first day, including all necessary health and safety training including fire evacuation and workstation assessment if applicable.
- Employer and Public Liability Insurance.
- School insurances cover any liability incurred by a placement trainee as a result of his/her duties as an employee.
- The school has carried out an assessment of work practice to identify possible risks whether to the school's own employees or to others on their premises.
- Risk assessments are kept under regular review and the results of risk assessment are implemented.
- There is a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR and other legislation.
- There are procedures to be followed in the event of serious and imminent danger to people at work in the school's premises.
- The school will report to the university all recorded accidents involving placement trainees.
- The school will report to the university any sickness involving placement trainees which may be attributable to their work.
- The school has a Safeguarding Policy, which is made available to the trainee and the trainee will be inducted in child protection issues.
- The trainee will be made aware of suitable contact persons within the school relating to issues of Health and Safety (as above) and Equal Opportunities.