



**University
of Worcester**

**School of Education Primary Partnership
Agreement for School Direct Primary
Initial Teacher Training and Education.**

September 2021 – August 2024

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UNIVERSITY OF WORCESTER

The Partnership Agreement is based on the statutory guidance from the Department for Education <https://www.gov.uk/government/publications/initial-teacher-training-criteria>

Introduction

The Primary Initial Teacher Education (ITE) 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 the 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 ITE provider and has the ability to charge tuition fees to Trainees. It is accountable and responsible for the ultimate recommendation of the award of 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 University of Worcester.

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

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

- Actively advertise and recruit teacher training places.
- Work collaboratively with the University of Worcester to recruit and interview as part of a rigorous selection process. Where possible, interviews take place jointly between the Lead School and the University with both parties agreeing the offer.
- Ensure recruitment is in accordance with current legislation and regulations.
- 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.
- Organise appropriate Alliance placements for Trainees.
- Provide a programme of training agreed through the University of Worcester and Course Management Committee.

- Ensure that the Trainee is 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 school-based training programme within the Alliance.
- Liaise and communicate with the relevant placement school(s) to ensure appropriate placements are provided.
- Agree representation at the appropriate Course Committees, Examination or Assessment Boards and validation processes.

Placement Schools undertake to:

- Be responsible for the organisation of school placements.
- Liaise and communicate with the Alliance and University of Worcester to ensure appropriate school placements are provided.
- Ensure the delivery of an appropriate school-based training programme within the Alliance.
- Ensure that the Trainee is available to attend all university-based taught sessions and any additional courses as required by the programme on which the Trainee is registered.
- Attend regular Lead Mentor meetings organised by the University.

Head of Department for Primary (University) undertakes to:

- Be responsible for the Primary team and quality assurance of the programme.
- Take a strategic role for directing any strategic university / school issues.
- Be responsible for ensuring that the university provide staff who can professionally fulfil their roles and responsibilities positively supporting all stakeholders.

Cohort Leader (University) in liaison with Partnership Lead undertake to:

- Co-ordinate and lead the strategic development of the course to ensure high quality provision is in place for all Trainees and to ensure integration of the Core Content Framework.
- Be responsible for partnership documentation and the allocation of School Experience Tutors.
- Oversee all internal and external moderation procedures and work in collaboration with the Partnership Steering Committee to enhance provision.
- Via the Practice Panel Committee, the team is responsible for the selection and deselection of schools.
- Manage the recruitment, interview and retention cycle.
- Deal with programme related issues.
- Ensure the course meets appropriate Higher Education Institute (HEI) requirements and government standards for Initial Teacher Education (ITE).
- Organise examination boards.
- Organise External Examiners.
- Liaise with committees over term dates, and the structure of the course.
- Develop the course in light of feedback from Ofsted, external examiners, mentors and trainees.
- Evaluate and review course structure and procedures.

- Track Trainee progress and performance.
- Collaborate with partnership in co-ordinating inspections.
- Organise and lead regular Lead Mentor meetings.
- Ensure that school colleagues attend relevant university mentor training.

Partnership Lead and Partnership Team (University):

- Ensure that the quality assurance of Partnership processes and provision is effective
- The Partnership Leader has strategic responsibility for ensuring that the Partnership is providing a strong and training experience for trainees.
- The Placements Manager ensures that placements run well, mentors are trained, experts are clear about their roles in training in school
- The Partnership Team, including Course Leaders, will ensure that there is purposeful integration between school and university training.
- Ensure that schools are able to support placements by undertaking initial Partnership assessments and risk assessments if an Ofsted grade changes.
- Be responsible for the organisation of school placements including Partnership documentation and the allocation of School Experience Tutors.
- Oversee all internal and external moderation procedures and work in collaboration with the Partnership Steering Committee to enhance provision.
- Will ensure that the assessment framework enables to us to formatively assess against the curriculum and recommend for QTS, that this is done fairly and consistently
- The placement manager ensures that admission checks, such as DBS, are undertaken. All DBS checks are undertaken at the university and confirmation that the check has been carried out will be issued via a confirmation DBS letter.

Via the Primary Practice Panel, the team is responsible for the selection and deselection of schools.

Course Leader (University) undertakes to:

- Co-ordinate and lead the strategic development of the course to ensure high quality provision is in place for all Trainees and to ensure integration of the Core Content Framework.
- Manage the recruitment, interview and retention cycle.
- Manage programme related issues.
- Ensure the course meets appropriate Higher Education Institute (HEI) requirements and government standards for Initial Teacher Education (ITE).
- Organise examination boards.
- Organise External Examiners.
- Liaise with committees over term dates, and the structure of the course.
- Develop the course in light of feedback from Ofsted, external examiners, mentors and Trainees.
- Evaluate and review course structure and procedures.
- Track Trainee progress and performance.
- Collaborate with the partnership in co-ordinating inspections.

School Experience Tutor (University) undertakes to:

- Work collaboratively with the Head teacher, Class teacher and Lead Mentor to support, monitor, assess and record the progress of the trainee teacher and feedback key information where relevant to the Cohort Lead.
- Offer pastoral support to the trainee and work with them to plan and assess their needs and target areas for development.
- Quality assure the formative assessment process in line with University guidance.
- Assure the final assessment of the Trainee against the Teachers' Standards (July 2013) through liaising with colleagues.
- Moderate and confirm the support needed for trainees requiring additional support.
- Discuss Trainees' University of Worcester Career Entry Profile (UWCEP).
- Quality assure the training process for Trainees in school.
- Provide bespoke advice and training for school partners as part of the School Experience visit.

Head teacher (School) undertakes to:

- Ensure that the school is an appropriate setting for effective training, with trainees having access to support, good practice and necessary resources, including those made available through appropriate management of the partnership budget.
- Identify suitable and experienced staff for recruitment, selection and interviewing applicants.
- Identify suitably experienced and trained mentors who are able to model good/outstanding practice for trainees.
- Ensure that mentors access the Mentor Training provided by the University.
- Engage with OfSTED inspections of The Provider.
- Provide written notification to the University of Worcester of changes to the school's Ofsted classification resulting from a school inspection.
- Co-operate with the moderation and quality assurance process by the Partnership Team.
- ensure the trainee has access to relevant school policies and is aware of key members of staff, such as the Safeguarding lead and the SENCo.
- Identify suitable and experienced staff for recruitment, selection and interviewing applicants as appropriate.

The Lead Mentor (School) undertakes to:

- Have overall responsibility for the placements, welfare and supervision of trainee teachers whilst the Trainees are in school.
- Take responsibility for the organisation and quality assurance of the school experience for the school.
- Maintain communication with the University.
- Undertake professional training and development.
- Ensure that all school staff who have not had a Trainee from UW understand fully the School Direct training route.
- Ensure that the Trainee is introduced to colleagues and made aware of relevant school documentation and procedures.
- Provide a suitable timetable in order to facilitate a supportive placement.

- Liaise with the School Experience Tutor on the assessment needs of the Trainee against the assessment grid, targeting areas for development.
- Observe and monitor the overall performance of the Trainee on a regular basis providing verbal and written feedback on lessons observed, using the university lesson observation forms as necessary.
- Ensure that regular observations are carried out by the class teachers and support the class teacher, as required.
- Arrange regular discussion and feedback sessions on a weekly basis to review progress and set targets for further development.
- Assess and review the Trainee's progress against the curriculum using the Electronic Reflective Portfolio (PebblePad).
- Support the Trainee to complete any school-based reflections, liaising with other teachers if appropriate.
- Liaise with the School Experience Tutor during each visit as appropriate.
- Engage in self-reflection to ensure high standards of mentoring.
- Ensure that all placement reports are completed in a timely manner.

Class Teacher (School) undertakes to:

- Liaise closely with the Lead Mentor in relation to the training programme.
- Be responsible for the day-to-day supervision of the Trainee Teacher(s) in their class.
- Ensure the trainee is aware of health and safety and safeguarding arrangements specific to the context.
- Contribute to the Quality Assurance processes as required.
- Give guidance and access to resources in the classroom.
- Enable Trainees to carry out observations of expert practitioners.
- Carry out observations of the Trainee and give specific and focused feedback to support development.
- Attend class teacher mentor training provided by the University.

The Primary Department Administration Team will undertake (with the schools, tutors and Trainees) to:

- Ensure all schools have been quality checked, have completed the health and safety audit and have returned the partnership agreement via the school portal (ARC).
- Ensure that Trainees are placed in at least 2 high quality contrasting school settings and enable trainees to acquire the knowledge and skills they need to teach within the phase for which they are training.
- 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.
- Coordinate arrangements for the delivery of new mentor training and placement briefing meetings (autumn and spring) keeping a register of attendance.
- Support schools with the UCAS/DfE marketing and recruitment processes.

Trainee Entitlement whilst on placement:

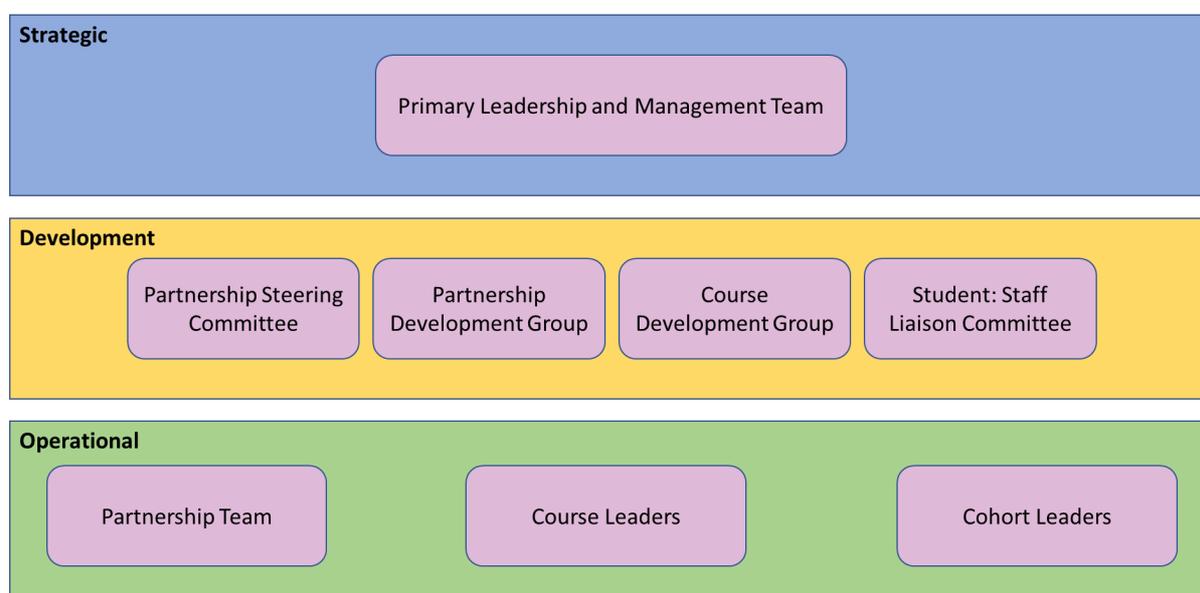
- Formal weekly review meeting with the Class Teacher focusing on review and planning (one hour per week).
- At least one formal written lesson observation per week.
- Allocated non – contact time in line with Early Career Teacher entitlement.
- Opportunities to engage in the wider life of the school, including observation of best practice across a range of classes.

Trainee Responsibility

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. Part 2 refers to the personal and professional conduct expected of a teacher). All Trainees are required to sign the Primary Trainee Code of Conduct.

Meetings and Membership

Governance Structure



Partnership Steering Committee and Representations

Membership: Primary Partnership Lead (Chair), representatives from schools and University Partnership Team members

Role of the group: The group meets three times per year to provide the overarching strategic direction of Partnership. The committee informs the partnership of programme development and strategic issues. The group has oversight of partnership arrangements and ensures that there is purposeful integration between the university curriculum and placement practice, complementing the role of the Student Staff Liaison Committee.

The remit is to:

- Contribute to the long-term planning of programme developments.
- Review annually the improvement and development plan and the Self- Evaluation Document (SED).
- Keep under review the partnership agreement.
- Review roles and responsibilities within the partnership.
- Advise on partnership funding arrangements.

- Advise on overall partnership issues.
- Approve mechanisms for quality assurance.
- Review evaluation strategies utilised in the department.
- Advise on mentor training, partnership documentation and placement structure and capacity.
- Contribute to innovative models of partnership working and convey the vision and highest aspirations to those working in the partnership.

The Student Staff Liaison Committee (SSLC)

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

The group meets two times per year to monitor the programme and inform programme development.

Role of the committee is to:

- 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, NQTs 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 improvement and development plan and the Self-Evaluation Document (SED).

Lead Mentor Groups

The Lead Mentors across all Alliances/Federations meet three times a year to discuss:

- Trainee progress.
- School based training programmes.
- Programme design and development.
- Recruitment and marketing strategies.

Student Representation in the Primary Department

Course Representative Groups are made up of elected students from each group of students at the different levels of the course.

- PITE Level 4
- PITE level 5
- PITE level 6
- PGCE (including school direct and apprentices) whole course

Each group meets at least 4 times per year to establish an effective means of communication between The University and students. Minutes of the meeting are actioned

and distributed to students through the most appropriate means of communication e.g. Blackboard.

All course representatives are supported by an appointed representative for the Department of Primary Education known as the School Rep.

The role of the committee is to provide a forum for Trainees to:

- Review course priorities in the improvement/development plan.
- Review the operation of the programme providing feedback on positive and negative aspects.
- Review University facilities and procedures providing feedback on positive and negative aspects.
- Provide suggestions for the development of the programme.

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. Our recruitment includes the involvement of expert school colleagues at the interview stage.

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. No training programme should cover fewer than four school years.

Attendance

All stakeholders must ensure that the primary training programme is designed to provide Trainees with 120 days (24 weeks) time being trained in schools to enable them to demonstrate that they have met all the standards for QTS. This provision will be reviewed in line with the statutory guidance for ITT (DfE).

All Trainees must have experience of working in two contrasting schools. Trainees need to record their attendance and submit this via PebblePad. As noted in the code of conduct, Trainees have the following responsibilities:

- There is an expectation for Trainees to attend 100% of days in University and in school. They should arrive in good time and dress appropriately.
- If a Trainee is going to be absent from school, messages **MUST** be given to the appropriate member of staff following normal school procedures. They should also contact the partnership administrator and School Experience Tutor (University). **An absence of five days or more should be followed up by a Doctor's note.**
- Request for absences: normally permission for absence is restricted to attending to family emergencies and issues that are judged on a case-by-case basis or to attend a job interview following school protocols as applicable. If absent as a planned absence, Trainees will need to be prepared to supply work for their classes.

- Routine doctor's and dentist's appointments should be booked outside of core university and school hours. Absence for hospital appointments must be negotiated with the University Tutor / School Experience Tutors as applicable.
- Prospective school visits, prior to applying for a job, must be agreed with the School Mentor and University School Experience Tutor in advance. These should be in non-contact time or after school avoiding absence from teaching or taught sessions.

All aspects of the course are compulsory and full attendance is compulsory. Trainees are expected to actively engage in the programme.

Section 4 – Quality Assurance Procedures

The process of selection / de-selection of schools

The process will be reviewed by the Partnership Steering Group. 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 Partnership Office 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 are 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 Inadequate, provided that the quality of the training experience can be assured. The University will conduct a risk assessment on the placement.

Selection of Mentors

All school staff who have not had a Trainee from University of Worcester before must receive new mentor training.

Partner schools 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 and model high standards of practice to support a Trainee.
- Are able to support Trainees to develop their teaching practice in order to set high expectations of all pupils to meet their needs.
- Set high expectations and induct the Trainee to understand their role and responsibilities as a teacher.
- Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnership.

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 Course Leader and School Experience Tutor will contact the University immediately and before any precipitous action is taken. At this stage it may be necessary to invoke the University Fitness to Practice procedures:

<http://www.worcester.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf>

In the event that a school is unable or unwilling for a Trainee to continue, the University may attempt to find an alternative placement if the case is considered to have mitigating circumstances. 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 School Experience Tutor, and Lead Mentor. 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. Further details can be found on the University of Worcester website.

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

Please refer to the partnership guidance documentation at

<http://www.worcester.ac.uk/discover/primary-partnership-documentation.html>

Internal Moderation

- School Mentors and School Experience Tutors act as the first moderators for placement assessments.
- A wide range of additional internal moderation processes are in place and are carried out by:
 - School Experience Tutors
 - Subject Lead for Maths
 - Subject Lead for Phonics
 - Subject lead for P.E.

External Moderation

- The University employs External Examiners. They act as ‘critical friends’ of the course and comment on the appropriateness of course developments and moderate the judgment and grading of Trainees.
- External Examiners visit a sample of Trainees in placement schools and also review the Trainee’s written work.
- All examiners are members of the final examination board which meets in July.
- External Examiner’s reports will provide a written report which the primary management team respond to as part of improvement planning process.
- The University also undertakes periodic Department Reviews which feature external colleagues.
- OfSTED inspections.

Moderation reports are then reviewed by the Partnership Steering Committee.

Temporary and permanent withdrawals from the programme

The School Direct Alliance is responsible for providing the Trainee with an appropriate placement within the Alliance. Any concerns regarding the progress of a Trainee by the school should be raised initially with the School Experience Tutor (University) 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, the school Lead Mentor / Class Teacher /and the Primary Lead for School-Based Provision. 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 will be expected to pay course fees on their return. Trainees must arrange to meet with the Course Leader 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:

<http://www.worcester.ac.uk/discover/university-policies.html>

Section 7 – Improvement Planning and Self Review

Improvement and development 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 Steering Committee and the Course Management Committee, as well as through email updates with schools. Documents are shared with student course representatives as part of the student consultative committee process.

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 ITT criteria. Active mentors should be new mentor trained through the University of Worcester and the expectation is that active mentors should attend briefings. At present the current training for school staff offers a programme which includes:

- Induction/training for all new mentors.
- Internal and external moderation processes.
- Opportunities to participate in and deliver the training programme and various other events.
- Opportunities to be part of the Trainee recruitment process.

Section 9 – Procedures

Disclosure and Barring Service (DBS)

When the Trainees begin their course, the majority of 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, although Trainees themselves are free to do so.

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 record checks for overseas applicants.

Providers and employers must check 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 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> 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.

Lead Mentors must provide all Trainees with the following documentation:

- 'Keeping Children Safe in Education' document (last updated January 2021) – 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

Criteria C3.3 states: In order to be accredited a provider must satisfy the criteria specified by the Secretary of State. ITT partnerships must review and update their provision so that it continues to meet these criteria and associated legislation. Where there is evidence of an ITT provider's non-compliance with current ITT criteria accreditation will be withdrawn.

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

1. Trainees are allocated to the University of Worcester as the HEI accredited provider.
2. The University of Worcester will collect all Trainee tuition fees and claim any additional funding from relevant funding bodies.
3. The student fee for the course is £9250. This fee covers University of Worcester tutor support, Academic Quality support and Registry Services support.
4. The University will pay the Lead School based on loyalty and numbers:

Numbers & Loyalty	School Percentage	UW Percentage
Per registered Trainee Those that are allocated less than 10 Trainees or are a new Lead School/Alliance for 20/21	40	60
Per registered Trainee Those that are allocated between 10 – 14 trainees and are an existing School Direct Lead School /Alliance	45	55
Per registered Trainee Those that are allocated 15+ Trainees and are an existing School Direct Lead School /Alliance	50	50

5. In the event of termination of the agreement by the school between the commencement of the course and the placement of the Trainee; the University may, at its absolute discretion, decline to make a payment of fees to the school.
6. The census date is October for the purposes of calculation of Trainees recruited, by which time partner organisations must have transmitted Trainee data to the University.
7. The University will pay the fees to the Lead School split in the following proportions:
 - Autumn Term - 25% by 31st October
 - Spring Term - 25% by 28th February
 - Summer Term - 50% by 31st May
8. Where the Lead School is unable to secure an appropriate placement within their Lead School's Partnership, the Trainee will be placed by the University. In these circumstances, the School Direct Fee will be reduced, and the fee paid to the school that provides the alternative placement.
9. Where School Direct trainees withdraw during their programme, the Lead School will receive a reduced fee at pro-rata rate in line with the total fee.

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. (Postgraduate course only).
- Centrally provided training through phase related, subject specific and professional studies modules and programmes.
- 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.
- Joint research opportunities between schools and academic professionals from the university.
- Mentor training, peer and coaching courses for school staff and university tutors.
- Informal and formal opportunities for university expertise in ITT 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 and marketing, IT and the full range of student services.

In addition, the University provides:

- Formal qualifications and higher qualifications for the full range of school staff and communities including Governor training and leadership development.
- Children's University Scheme and other national initiatives in Education.

Health and Safety Annex

PLACEMENT PROVIDERS' HEALTH AND SAFETY QUESTIONNAIRE

An electronic form must be completed 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](#).

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 Safeguarding Policy, which will this be 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.

September 2021