

Table of Contents

No.	Title	Page
<u>1. Introduction</u>		4
1.1	Aims	4
1.2	Partnership between Local Authorities, Schools and University	5
1.3	The GTCS Standard for Provisional Registration (SPR)	6
1.4	QMU Placement Team Contact Details	6
<u>2. Reflective Practice and Situated Learning</u>		7
<u>3. Preparing for Placements</u>		
3.1	Canvas	8
3.2	Protection of Vulnerable Groups Scheme (PVG)	8
3.2	Insurance Cover for Motor Vehicle Use	9
3.4	Dress Code	9
3.5	Preparation Lectures and Seminars	9
3.6	Confidentiality Issues	10
3.7	Social Justice and the Individual on Placement (including issues encountered)	10
<u>4. During Placement</u>		12
4.1	Placement Timings	12
4.2	Placement Expectations for Students	12
4.3	Placement Overview and Student University Study Tasks	13
4.4	Professional Development e-Portfolio (PDP)	14
<u>5. Organisation of School Experience Administration, Processes & Procedures</u>		15
5.1	Placement Matching Process	15
5.2	Allocation of School Placements	15
5.3	Religious and/or Cultural Observances	16
5.4	Religious Beliefs	17
5.5		17
5.6	Students with Disabilities	17
5.7		

5.9	Absence from Placement	19
5.10	Acceptable Use of Social Media, ICT & Other Mobile Devices	20
5.11	Formal Complaints Handling Procedure	23

5. *Communicate* effectively and collaboratively in various media to a range of audiences (e.g. peers, tutors, research community, pupils, parents/carers, allied professionals)
6. *Engage in increasingly critical reflection* to develop skills of self and peer appraisal and enable insights and application to practice.
7. *Demonstrate* originality, creativity, independence, autonomy and accountability in relation to personal and professional practice and development.

1.2 Partnership between Local Authorities, Schools and University

QMU has established partnerships with the following local authorities: Edinburgh, East Lothian, Midlothian, West Lothian, Scottish Borders and Fife. Educational representatives from these authorities have been closely involved in the design and development of the Education programmes. From 2020-ship with these authorities forms part of the wider Edinburgh Early Phase Partnership along with Napier University and Moray House. Whilst each university will retain its distinctive programme partnership elements, the wider partnership will enable all stakeholders to meet regularly to discuss school experience and partnership related developments including the sharing of good practice with local authority partners.

Here are some of the people involved in supporting students directly and indirectly:

Head(s) of Division	Ensures consistency across ITE programmes and represents placement matters externally on bodies that discuss national level placement policy (or delegates this appropriately).
Programme Leader	Leads on the overall academic and placement programme for the PGDE (Secondary).
University Based Educator	An academic member of staff who acts as a contact
Placement & Partnership Officer	The administrator who co-ordinates all the operational aspects of placement across specific schools, carrying out placement matching, communicating to students and schools and overseeing the general day to day issues arising from placement.
School	
Student	The enrolled student on the ITE programme.

Critical to this process is the use of diverse knowledge, scholarly inquiry processes and evidence-informed materials to engage and enliven the processes of learning. On this programme of study students have a professional responsibility:

As a representative of the teaching profession and the University
Towards the organisation providing practice experience, and its pupils
and employees for managing their learning and professional
relationships.

The engagement in life-long learning and co-creation of communities of practice is integral to this process.

Further study will increase breadth and depth, nurturing and connecting both research and enquiry-based approaches to professional practice. As part of this process the situated/practice-based (the placement) element of the programme is key to their learning. A range of learning and teaching approaches are used to support students on the programme. These include lectures, seminars, directed reading, and e-learning. Key aspects to support the preparation process are described in more detail below.

3. Preparing for Placements

3.1 Canvas

Supporting preparatory learning is supported within designated areas in the virtual learning environment Canvas and Microsoft Teams.

The Programme Information and Resources area on Canvas as well as the Professional Studies Module space X4092 provides a bank of useful placement learning resources and materials for students. Resources include web links, handbooks, assessment forms, templates for reflection and reading materials. Announcements can be sent to students from this area. Students must regularly check their e-mails for announcements when they are out on placements.

Students are invited to meeting in UBE groups on a Teams Mentoring Channel. Contact: 09.8699.144 537.43 Tm0 g0

Further information on the PVG Scheme is available at:

<https://www.disclosurescotland.co.uk/disclosureinformation/pvgscheme.htm>

3.6. Confidentiality Issues

Ensuring confidentiality is not just good practice; it is a right owed to all individuals and is central to the maintenance of trust between schools, teaching staff, parents and pupils. They have the legitimate expectation that students will respect their privacy and act appropriately. Students are expected to adhere to and comply with guidance provided by the regulatory body GTCS COPAC: <https://www.gtcs.org.uk/fitness-to-teach/code-of-professionalism-and-conduct/>

Any written work completed by students during placement must also be stored as a confidential record. Students are expected to maintain boundaries of confidentiality outside placement both in discussions, presentations and written course work for the University. At all times, the identity of anyone connected with the placement must be protected, and permission for the use of sensitive material must follow the policies and guidelines of the placement school.

It is important that students do not specifically name staff, or work placement areas on any documents, or in assignments submitted to the University. Students are advised to describe placements in general terms for example,

or
School Based Educators will report actual, and possible, student breaches of security or confidentiality to the UBE as a matter of priority.

School Based Educators play an important role in the assessment process and recognising where the PGDE student is at on their individual learning journey is important. It is

4. During Placement

4.1 Placement Timings

PGDE (Secondary) placements will take place in two different placement schools. These dates are:

Placement 1: 28 October – 20 December 2024 (8 weeks)

Placement 2a: 3 February – 28 March 2025 (8 weeks)

Placement 2b: 5 May – 30 May 2025 (4 weeks)

Students are expected to plan in advance for these accordingly and should be available to attend placement fully. *Holidays and other events should not be booked into the placement window.*

4.2 Placement Expectations for Students

Prior to the Placement students should:

- Ø Make contact with the School prior to the placement to arrange a pre-visit introduction and to share any relevant documentation.
- Ø Ensure all necessary risk-assessments including PVGs are in place.
- Ø Have adequate arrangements in place to support travel and attendance for school experience.
- Ø Monitor student e-mail accounts and respond promptly to any enquiries from their School/University.
- Ø Attend all pre-placement briefings and/or participate in all mandatory preparatory activities as required by the School/University.
- Ø Read all documentation provided by the University for school experience including assessment requirements, procedures, and regulations.
- Ø Read all pre-placement information provided by schools.
- Ø Revise relevant taught information, and skills in preparation for school experience.

At the Start of Placement and during Placements students should:

- Ø Complete an Emergency Contact Form and leave this with the School Office.
- Ø Complete the **Health & Safety Induction checklist** by the end of first week.
- Ø **Child Protection Policy** by the end of week 1.
- Ø Become familiar with other significant policies in place at the school, such as the Positive Relationships/Behaviour Policy.

- Ø Share your School Based Study tasks information with your SBE. Establish your teaching timetable. Share your timetable with your UBE and **post a copy into the Placement Teams file please ensure class times are noted and that your name and school name are on the timetable.**
- Ø Find out who will write your final School Report.
- Ø Co-observe or team-teach sore/F4 12 reW*nBT/F4 12 T04 reW*nBT/F4 r77W*nBT/F4 1

practice in their planning for teaching.

In Placement 2 the focus for the student s University assignment will be on planning to teach for Sustainability. This is to help address the Learning for Sustainability requirement for all teachers in Scotland published by the Scottish Government in June 2023 and integrated into the GTCS SPR 1.3. It is hoped that students will be given an opportunity to design and teach a sequence of 3 lessons during Placement 2a upon which they can then reflect and report on, for their recorded presentation assignment due in April on their return to campus.

It is hoped that SBEs and supporting classroom teachers can discuss these activities with students and enable them to develop their teaching approaches for these to important National Priority themes.

4.4 Professional Development e-Portfolio (PDP)

To track professional progress and development, students will maintain an e-Portfolio called Pebble-pad (PDP). The PDP provides evidence professional learning, and should contain examples of lesson plans for each year group taught as well as the Weekly Review of targets and Mid-Way Review forms which both the student and the SBE agree and sign. The PDP will also allow the student to reflect on their learning in relation to the SPR when on placement (My SPR Focus). Students are encouraged to reflect on their practice in relation to particular activities, identifying the professional actions required to make satisfactory progress towards the SPR. This process prepares students for using portfolios to evidence their continuing professional development informing their completion of the Teacher Education Profile in preparation for probation: <https://www.gtcs.org.uk/wp-content/uploads/2023/05/ITE-profile-info-for-students.pdf>

The PDP also forms an element of the Placement assessment evidence.

5. Organisation of School Experience, Administration, Processes and Procedures

5.1 Placement Matching Process

From 2024/25 placement matching has moved to a manual system due to the closure of the GTCS SPS. Placements are now organised via requests from universities for offers of placements via Local Authorities.

5.2 Allocation of School Placements

Students will complete a pre-placement form and the information they provide will be shared with the relevant local authority to match them to an available school place. Please

MS, epilepsy, diabetes, chronic fatigue etc), mental health difficulties, sensory impairments, physical impairments, those on the autism spectrum and those with specific learning requirements (such as those with dyslexia).

Students with Individual Learning Plans (ILPs) and Support on Placement

The QMU Disability Service develops an Individual Learning Plan (ILP) following a disability needs assessment. The ILP details the reasonable adjustments and supports recommended by the disability service. The ILP is developed with the expectation that it will be shared as necessary with staff on campus and for online teaching and assessment purposes.

Students should note that the provisions of the ILP do not apply to placement.

When a student is on placement the placement provider is responsible for any reasonable adjustments. In a Secondary School the Teacher Regent is the person a student should discuss their reasonable adjustments requests with. Reasonable and guidance.

Prior to the placement commencing it is also reasonable adjustments requirements for placement with the Academic Disability Student Co-ordinator (ADSC), if the student has agreement for reasonable adjustments to be made in school they should inform the ADSC and the UBE. The student may request the ADSC's support in approaching the Teacher Regent to discuss 'reasonable adjustment' requests.

Where the student experiences difficulties with respect to reasonable adjustments they should contact the ADSC, copying in their UBE, in the first instance. The ADSC will keep the Programme Leader updated on any challenges the student faces.

QMU services remain available to students while on placement, including Disability, Student Services, Wellbeing and the PAT o2.04 Pastoral Academic T.ut(m)-3)

5.7 Travel and Accommodation

There is no direct provision by QMU for the cost of accommodation or travel expenses whilst on placement. Students should consider the cost of placement as being a necessary and integral element of the programme and plan for this in advance.

The University Student Finance Service administers two discretionary funds provided by the Scottish Government. These are the Childcare Fund, which is aimed at students who incur childcare costs whilst studying, and the Discretionary Fund, when students find themselves facing exceptional financial problems. An application form is completed and submitted with supporting evidence which is then considered. It is useful to make an appointment to see the Student Funding Adviser before submitting an application. More information here:

<https://www.qmu.ac.uk/study-here/services-for-students/student-funding/student-funding-service/>

5.8 Attendance

Students are expected to arrive at their placement school in good time to ensure lessons are well prepared and resourced before pupils arrive. They should also expect to stay on after the end of the school day to tidy up, assess up displays, attend any staff or planning meetings, plan and prepare lessons or activities for the next day or help with after school clubs. As a guide, student teachers are expected to arrive at school between 8.00-8.30am and leave 4.30-5pm.

If difficulties arise with placement hours, School Based Educators, and the student are actively encouraged to draw this to the attention of the school and university so that a mutually acceptable plan of action can be developed.

The University is aware that many students now find it essential to find work whilst studying. **However, employment outside of the programme must not adversely** . Students are expected to mirror their working patterns to those in operation at the school. They must recognise that flexibility on the part of the school is not to be expected.


Similarly, all requests for pre-arranged absence from placement must be discussed with the University. Planned absences from placement may be approved by the University in exceptional circumstances only.

IMPORTANT: Students do not have the right to negotiate holidays, or other leaves of absence during a placement, directly with the School Based Educator. Any essential leave requests must be agreed by the Programme Leader and subsequently by the school.

5.9 Absence from Placement

Students are expected to comply with the attendance and reporting sickness policies of the University and must familiarise themselves with these policies. If absence is before the start of a placement the student must contact the School Office, School Based Educator and Placement & Partnership Officer to report any sickness or absence. Every student is required to inform both the school and the University should they be unable to attend their placement on any given day. Students should:

Contact the placement school as a matter of urgency by 8.30am in order that the school can plan for the absence.

Students **must** also contact the Placement & Partnership Officer at ITEPlacements@qmu.ac.uk to report the absence, copying in their UBE andnal 

If students cannot return due to valid reasons covered under the Extenuating Circumstances (EC) policy, such as for serious medical/health reasons,

others. Online behaviour should therefore be treated with caution at all times. For further information please see:

<https://blogs.glowscotland.org.uk/na/public/gw09leerosslyn/uploads/sites/3445/2018/09/GTCS-social-media-guidance-pd.pdf>

5.11. Formal Complaints Handling Procedure

The University has implemented a Complaints Handling Procedure (QMU 2014a) which can be found here [complaints at QMU](#).

with placement this is the responsibility of the student to do so, with support from the ADSC / UBE. See Section 5.6 for further details on ILPs, the ADSC role and placement.

The Programme Leader may recommend the student consults a medical practitioner

7. Assessment of Placement: Roles Processes and Paperwork

Roles

7.1 University Based Educator (UBE)

Before each placement commences, students will be allocated to a PGDE experienced Secondary educator a University Lecturer - who will take on a mentoring role during the placement. This University Based Educator (UBE) will be the first point of contact if students have any questions or concerns about their placement. Each UBE will host a Teams meeting in week 2 or 3 of the placement for the group of PGDE students they are mentoring. UBE s will also invite SBE s to a separate Teams meeting to discuss the shared assessment process. UBEs also have access to the student s e-portfolio and will ensure that this is being kept up to date and that it is being used to record evidence of the student s progress.

The UBE will also visit the student to carry out a joint observation of the student s teaching practice with the SBE. These observation lessons will take place following the Mid-Way Review report. The UBE will write a report providing their shared and agreed feedback to the student on all eight of the GTCS SPR Criteria. Clear development targets will be shared with the student and the recording of Assessments will follow as set out in Section 7.2 below.

7.2 School Based Educator (SBE)

School Based Educators are the school-based mentors who oversee the assessment of . They will provide the student with opportunities to observe a range of experienced teachers teaching with some opportunity to co-teach in the first week of the placement. From week 2 onwards they will help the student to build towards a teaching timetable **of up to 14 hours of contact time per week**. If the student will be working with two or more teachers in the Department then the SBE should co-ordinate the feedback from the other teachers

7.3 Supervision of Students on Placement

School-based educators (SBEs) have overall responsibility for the learning and welfare of their

- Ø **The Midway Review.** Half-way through the placement the Student and SBE Review the student s progress if satisfactory progress has been made then both agree targets for the remainder of the placement. This is recorded on the Mid-Way Review Form by the student (signed by the SBE). The student will (a) share their signed copy of the Mid-Way Review Form with their UBE and (b) post this into the Weekly Place Holder of their PDP.

school community ie parents evenings, breakfast clubs etc.

4. The student's oral testimony following the observed lesson where the student is invited to discuss any aspects of their professional practice that might not be immediately apparent such as the theory informing their lesson activities, their knowledge of assessment practices or approaches towards supporting pupils with additional support needs etc.

Writing of Reports

Once grades of either Satisfactory or Unsatisfactory are agreed against all 8 criteria between the SBE and UBE, then the student is informed orally of the outcome of the observed lesson before the UBE leaves the school. The UBE then completes the visit Report providing feedback against all 8 of the GTCS SPR categories and both the UBE and SBE sign the Report before it is shared with the student teacher to sign. The Joint Report which is formative should be uploaded to the Student's PDP.

This Joint Observation Report may form the basic template for the School's Final Report written two weeks later by the SBE, wherein the final grades 4(8)]0 595.56 842.04 must also be agreed between the SBE and UBE.

Placement 1: Final School Report

The student should upload the signed Final Report for Placement 1 into their PDP and also

the earliest opportunity, so that an appropriate action plan or alternative placement can be developed.

Possible actions

Issue is resolved. Placement continues with extra support from the school, and the University.

Another SBE is able to facilitate the placement for the student in a different class.

The terminated placement is rescheduled.

In the instance of a satisfactory standard being unachievable, resulting in an unsatisfactory placement, a not yet satisfactory mark may ultimately be presented to the Board of Examiners for the placement module; at which point a decision will be

The UBE should arrive 10-15 minutes before the start of the arranged school visit schedule.

The UBE will jointly observe the student teaching in conjunction with the SBE. Both observers will use the joint observation form to record their thoughts of the

All assessments will also be based on professional judgement of factors beyond the observed lesson as set out at 7.5 above.

Following the lesson the student should be invited to leave the room for a comfort break as both the UBE and SBE will at this point

and to agree on what the feedback to share with the student. This is also the time to discuss progress generally and the expected outcome of the Final Report at this point.

Feedback on the lesson observation should then be provided to the student. It would be excellent practice for both the UBE and SBE to jointly provide feedback to the student. This may not always be possible and may depend on whether the SBE has availability/cover has been arranged. It may therefore be the UBE who will primarily provide the agreed joint feedback to the student alone.

8.2 Guidance on Providing Student Feedback

Receiving feedback can be highly stressful after the teaching of an observed lesson and research indicates that it can be difficult for students to hear what is being said to them. Supportive language and a calm tone should enable the student to feel comfortable following their short comfort break.

When feeding back, observers should:

Invite the student to bring a pen and paper to the debrief.

encourage the student to reflect on what they felt went well in the lesson and to identify strengths before considering areas for development

invite the students to discuss their thinking behind their lesson plan activities

Invite the student to share what they might change with the benefit of hindsight

invite the student to consider what their next steps for pupils learning might be

invite the student set realistic and achievable targets

conclude by summarising main points and revisiting strengths.

Following the lesson feedback, the UBE should provide discussion time which should be personalised and linked to the needs of the student. This could include any additional advice post-lesson or discussing future targets where necessary and providing advice and guidance regarding paperwork for the PDP. This is recorded on the joint observation form.

The University Based Educator and School Based Educator post-school visit procedures

The UBE will write up the joint observation Report as soon as is possible and email a signed copy of the completed lesson observation form to the SBE. The SBE should invited to include any further feedback if required and add their signature. The SBE should be asked to email the updated version of the completed observation Report to the student who should then upload to their PDP and to the University Dropbox.

8.6 Problems on Placement

If a student is experiencing difficulties on school experience or needs to discuss any aspect of the placement with a member of academic staff, they should contact their University Based Educator. Students may choose to discuss problems of a personal nature with their Personal Academic Tutor (PAT).

Where relevant, the UBE or PAT will liaise with the Programme Leader in attempts to resolve the issue. The Programme Leader in turn may contact the Teacher Regent on the student's behalf should this be necessary.

However, if an incident occurs outside of normal working hours, where there is an urgent need to contact the University, please telephone: (0131)-474-0000. When prompted, ask for School Office, the Programme Leader or the Placements team.

8.7 Student Wellbeing Service

Students experiencing any personal difficulties during their placement are encouraged to make use of the Wellbeing Service. This service is confidential, and sessions can be arranged to suit their timetable. All students are welcome to use the service, which can also provide information on other sources of help that may be more appropriate. The website also provides signposting to various other information and support services. <https://www.qmu.ac.uk/study-here/student-services/wellbeing-service/>

9. Deferring a School Placement

Students who are unable for legitimate reasons to undertake the placement at the allotted time or who withdraw from a placement due to ill health and/or personal issues will have a placement arranged at a deferred time. This will count as a first attempt. Deferred or retrieval placements are dependent on the University sourcing another placement. Students should be aware that it may not be possible for a retrieval placement to take place until the next academic year (which may impact the progress to the next year of study). Students must not schedule holidays, work or periods of unavailability in advance during retrieval points of the year, in case they require one. Retrieval points are normally (but not always, depending on circumstances).

10. Submission of Assessment Paperwork and PDP

Students are responsible for ensuring they receive a copy of their Final Report from their SBE and that they submit this to the University Dropbox by the due date. A submission date for the Final Report will be communicated to students and SBEs, which ordinarily will be on or just before the final day of placement.

At the conclusion of each placement students should reflect on their practice against the SPR and, as a result of their Final Report, set targets for the next placement or for the completion of their GTCS induction profile at the end of Placement 2.

10.1 Completion of the PDP:

Students are responsible for ensuring that their PDP is up to date and completed to a

satisfactory standard, as outlined by the University. The PDP is part of the summative assessment of the Placement. The Pebblepad PDP can transfer to the student with an Alumni account to inform their professional development needs on entry to the Probationary year.

PDPs should be maintained appropriately throughout placement, as these can be viewed at any time by the UBE and they form part of Placement Assessment procedures.

Failure to do so may be considered unprofessional conduct and considered to be a Cause for Concern .

PDPs