

Lifelong Learning (Pre-Service)

Placement Handbook
2023-24



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Introduction

Two of the modules you will be undertaking on this course are associated with your practical teaching and work-based experience on teaching practice placement.

This booklet deals with the special nature of these modules and provides guidance on how you tackle these two modules together with provision of the more specialist advice and guidance to help you progress during your teaching practice placement.

The relevant modules are;

- **Becoming a Subject Specialist Teacher**
- **Being a Subject Specialist Teacher**



Essential placement paperwork for mentors is available on the University of Huddersfield's partnership website <https://www.hud.ac.uk/the-university/teacher-training-partnerships/mentoringitlifelonglearning/>

Contacts

For general enquiries please contact the Placements Office

Email: sepdplacements@hud.ac.uk



For specific trainee issues/feedback please contact the allocated University Tutor for that trainee, you will receive their email address and details with the trainee details on allocation.

The University website is: www.hud.ac.uk

Teaching Practice Placement Guidance

The placement experience and the teaching practice you undertake in your placement is an essential part of your training to become a teacher. This guidance has been designed to support you on placement and provide you with important information, tips and reminders.

The teaching practice placement can provide the opportunity for you to achieve many of the outcomes for the course, the aim is to enable you to:

- Acquire guided experience in teaching
- Develop professional skills and techniques
- Respond sensitively to individual differences in abilities, attitudes, and other related characteristics of your students
- Develop expertise in performing the teacher's role in relation to characteristics of the social and contextual dynamics of the classroom
- Acquire personal experience of the structure, organisation, and work of the establishment
- Involve yourself in effective working relationships with staff in the establishment.

You can access your handbook at any time via the following link:

<https://www.hud.ac.uk/the-university/teacher-training-partnerships/mentoringitlifelonglearning/>

Securing your Placement



As your teaching practice placement is a requirement of your course, you should not receive any form of payment or salary for work undertaken as part of your placements. All hours should be worked on a voluntary basis.

Placement Application Form and CV

Prior to the start of the course, you will have been asked to provide a completed placement application form. This document will not be sent to any placement settings until it has been approved by your tutor. A delay in receiving this form may have an impact on our ability to secure you a placement.

Placement Applications

Once your placement application form has been approved, we will consider relevant teaching practice placement settings for you. Your tutor will work with the placement team to identify potential teaching practice placements based on your previous skills and experience, your subject specialism, your address and whether you drive or will be using public transport. If your details change in any of these areas, you should ensure your tutor and placement administrator are updated. Trainees are expected to travel if necessary up to 90 minutes from a trainee's residence however this is usually the upper limit in terms of journey time.

Once potential teaching practice placements have been identified, the placement team will send your application to the setting and will keep you and your tutor informed of any progress made. Whilst we endeavour to place students within their preferred choice of setting, this is not always possible and therefore cannot be guaranteed.

Lifelong Learning includes: colleges of further education, sixth form colleges, adult and community learning, work-based learning, offender learning, schools 14+, PRUs and higher education and the voluntary sector. The variety of teaching practice you may undertake could include: classrooms sessions, workshops, tutorials, enrichment activities, in a range of locations. The nature of qualifications in the range of lifelong learning contexts mean that they may not be an exact match with the qualifications you hold. You may need to be able to adapt your subject specialism and vocational expertise to the opportunities and qualifications in your teaching practice placement.



All Placements must be arranged through the Placement Administrator. Agreeing a placement forms a contract between the setting and the University and therefore cannot be set up by trainees.

Successful Application

Settings may offer you a teaching practice placement without meeting you; others may offer you an interview or informal meeting. Either way, the setting should liaise with your placement administrator who will keep you and your tutor informed. Following any meetings that you may have with settings; **it is your responsibility to inform the placement administrator of the outcome and what has been agreed in a timely manner.** Once you have been offered a placement, you should make every effort to familiarise yourself with the nature of the setting, the students you may be teaching, and the curriculum available e.g., by looking on the website for the placement or finding a prospectus.



Remember: It is your responsibility to ensure your tutor and your placement administrator are kept updated on any progress and/or changes regarding your placement, including start and end dates and mentor information.

Unsuccessful Application

Don't lose heart if your application is unsuccessful at first as there may be a number of reasons for this which do not reflect on you, such as staffing changes/restructuring, or supporting a trainee from another institution.

Many settings may not respond to the placement team straight away, but the team will continue to pursue any opportunities possible.

Where a placement begins later for genuine reasons such as those outlined in this section, adjustments can be made for completing the course and assessments requirements.

Split Placement

In some instances, it may be necessary to complete your placement at more than one setting. This can provide you with the opportunity to gain a wider range of experiences within the Lifelong Learning sector.

Split placements can occur if a setting cannot offer a sufficient level of mentoring and support, enough teaching practice hours or if a placement has ended before being completed. You can find out more about this under "Ending an Incomplete Placement" later in this handbook.

Starting your Teaching Practice Placement

Please ensure you have let the placement team know your placement start date and mentor information. In the initial stages of your placement, you should be given time to familiarise yourself with the setting, its organisation and procedures through an induction period. Normally you will be given the opportunity to observe the classes you will be teaching.

The tutors you will be working with will generally want to be assured that you are working effectively with their students, for whom they are still responsible. You should keep the usual class tutors informed of what you are planning to teach and ask their advice as appropriate. This means planning your teaching thoroughly.

Ask if you can attend staff and team meetings. This is generally encouraged and indicates professional commitment on your part. Find out about the growth areas in the college, and which courses are not recruiting well. Try to identify cross-curricular roles that tutors fulfil. What skills do departments look for in new recruits? Make use of opportunities to have discussions with staff on post-14 education and training issues. This will be more feasible if you make a point of working and meeting in the staff room, when you are not teaching, if there is room for you. Take your part in answering the telephone and responding to student enquiries if you can.

Induction

You should be fully inducted when you start placement although the type and duration of this induction may differ from setting to setting.

During your placement, you are required to keep a record of your teaching. You need to arrange for this to be checked by your mentor or another appropriate member of staff in the department where you are based.



It is important to give copies of your timetable to the Head of Department and to the tutors who will observe you. Copies of your timetable are also required by your tutor and the placement team.

Appendix 1 is a checklist of things you need to know / find out during the Induction period. The checklist is provided to ensure that you are aware of basic information which you will need to complete your placement effectively.

These are the essentials but remember that there will be additional things you will need to find out, especially if you are teaching in different places within an institution.

Make a note as each is completed and ask if there are any gaps!

Claiming Expenses

During your placement you may be able to claim back some, or all, of your travel expenses, as long as you meet the set criteria;

1. You are a trainee at the University of Huddersfield
2. Your travel costs to your placement are in excess of your travel costs to the University on any given day.

This means that if your placement is closer to your home address than the University, it is unlikely you will be able to make a claim. If your placement is further away from your home address than the University, you may be able to claim the difference in costs to travel to your placement. For example, if you spend £2 a day return travel to the University, and £5 a day return travel to your placement, we could reimburse you £3 a day.

What travel can be claimed?

You can claim for mileage if you arrive by car, or for bus and train tickets if you use public transport. You must provide original copies of all receipts / tickets if you are claiming for public transport. If travelling by train, remember to always ask for a receipt as some ticket barriers will keep your ticket.

If you find it cheaper to use a weekly or monthly travel pass, please contact the School Finance Office on sepdfinance@hud.ac.uk prior to purchasing your pass.

Taxi journeys will not be reimbursed unless you have received prior approval from the School Finance Office due to extenuating circumstances. Please contact the School Finance Office for an application form.

How to make a claim?

If you are satisfied that you meet the criteria outlined above, you should complete a Student Placement Travel Expenses Claim Form, which will be provided to you electronically by the School Finance Office.

When you make your first claim, you should also complete a Student BACS Form. Without this, we do not have any details to enable us to pay you.

Both forms should be completed electronically, then printed. Ensure you attach any receipts or tickets, in date order, for public transport or an AA Route Finder map for mileage claims.

The Travel Expenses Claim Form should be signed by your personal tutor, then submitted to the School Finance Office in LSG/29.

How often should claims be made?

You should claim your travel expenses on a monthly basis.



If you are experiencing any financial difficulties, that are affecting your ability to attend University or your placement, please speak to someone in the School Finance Office.

Expectations of Trainees on Placement

Placement Protocols and Procedures

1. Although the placement team do consider geographical location when allocating placements, trainees are expected to travel if necessary up to 90 minutes from a trainee's residence. If this is not possible trainees will be placed in a setting within 90 minutes of the University.
2. If a trainee has a personal problem, an academic problem, or genuine concerns about a placement, they must immediately contact the course tutor, partnership lead or placement team – if regarding their placement.
3. Trainees who can drive themselves to placement will have a wider range of options for being placed.
4. It is a trainee's responsibility to inform the placement team should a trainee have a change in their travel circumstances during the course as this may affect their placement opportunities.
5. It is vitally important that we receive the correct information for a trainees' placement application form as soon as possible. A delay in receiving this may have an impact on our ability to secure a placement.
6. Without very good reason and approved first by the course leader, a trainee may not change a placement once it has been allocated; note, if a trainee rejects a placement that has been found for them, there can be no guarantee that another one can be found.
7. A trainee is expected to teach within their overall subject area, rather than just their exact specialism. In this instance this will be discussed directly with the trainee and course tutor.
8. Settings may expect to meet a trainee for an initial meeting before confirming their placement. The placement team will keep trainees informed as the process progresses, via indication of a placement opportunity.
9. Once a placement has been arranged, it is **IMPORTANT** that should any changes occur, they are immediately discussed with the placement team, rather than directly with the setting. Failure to adhere to this protocol could result in termination of a placement.
10. As soon as a trainee has been provided with a placement opportunity, it is their responsibility to contact the setting within 5 working days. This initial contact should be used to confirm start times and expectations, and any information regarding an initial meeting, if applicable.
11. Trainees can organise their own placements however, this must be done with authorisation from the placement team and course leader to ensure the setting is suitable for the course.
12. Trainees may not 'swap' placements with their peers.

Health and Safety

Placements provide an opportunity for you to apply skills previously acquired whilst at your setting to 'real-life' situations. Many qualities can also be developed during your placement that may improve your employment prospects. However, there are health and safety aspects to every placement, including:

- Being under the supervision of a third party;
- Being involved with activities where you have little or no experience; and
- Working in and visiting environments and locations that you are unfamiliar with.

This guidance assists in providing you with an awareness of the health and safety aspects of our placements. Please refer to the checklist in Appendix 2 to see what Health and Safety aspects should be covered in your induction.

Placement providers (settings) have:

- A general duty to ensure your health and safety whilst on placement;
- To take account of your potential inexperience for activities you'll be expected to undertake and put into place appropriate controls;
- To provide you with the necessary information, instruction, training, and supervision for activities you undertake including an induction.
- To sign and return the University's placement agreement.

You (the trainee) must:

- Not do anything that puts your or other people's health and safety at risk;
- Follow health and safety instructions, information and training;
- Never intentionally misuse equipment or anything provided for health and safety;
- Bring any health and safety concerns to the attention of your placement mentor and your personal tutors at the university as soon as possible.



**Do not wait for their next visit or contact with you.
You have a vested interest. It's your health and safety!**

There are many aspects to placements that you have to prepare for, health and safety included. It is important you;

- Attend briefings prior to the start of your placement as health and safety will be covered;
- Familiarise yourself with the health and safety aspects of placements, particularly the responsibilities of you and your placement provider, and the training and support you should receive, particularly in the initial period.
- Understand health and safety notices and signs; safe working procedures



**You must have a health and safety induction when you start placement.
The setting is required to sign the University's Placement Agreement.**

Emergency information

Whilst on placement it is essential that you receive information and instruction on what action to take should an emergency situation arise. Such situations include;

- Hearing the fire alarm;
- Discovering a fire;
- Requiring first aid assistance;
- A threat to personal safety; and
- Spillage of a dangerous substance

Assessing and managing health and safety risks

Your placement setting will assess the risks encountered with the activities you'll be involved with and put into place measures to control these risks. Such measures may be no different to those already in place for any of their employees. However, because of your potential inexperience, or other factors, a higher level of measure may be required, especially in the early periods of the placement. It is important that you are made aware of the risks associated with the activities you will be involved with and what is in place and required of you to control these.

Measures to control risks can include;

- Providing information, instruction, training and supervision;
- Having in place guarding, ventilation systems etc. to control risks at source;
- Ensuring equipment used is appropriate and in safe condition;
- Providing, and ensuring the use of, personal protective equipment and clothing.

As your placement progresses so will the information, instruction and training you receive, but you should not undertake an activity or go into an area unless you feel competent and confident to do so. Levels of supervision will vary from placement-to-placement and at different points within a placement. Don't be afraid to ask questions and if you feel there is a lack of supervision, then raise this concern.

External Visits, Residential, Off-Site Teaching

You are encouraged to be involved in different aspects of teaching, which may include teaching off site and field trips. However, as you are not yet qualified, you should not be held wholly responsible for completing risk assessments or for student welfare, which ultimately remains the responsibility of the placement settings staff. You should be considered as additional staffing in these circumstances.

The placement team at the University should be notified of any instances where you are required to teach off-site.

Personal protective equipment

An element of managing health and safety risks may be the use or wearing of personal protective equipment (PPE). PPE encompasses goggles, hard hats, ear defenders, face masks, overalls, gloves, waterproof clothing etc.

If you are issued with PPE, it is important you are made aware of;

- The reason it's required;
- How to ensure a proper fit so it will work effectively;
- How to maintain, store the PPE, recognise defects and the action to take, including obtaining replacements.

If you believe an item of PPE is defective do not continue to use it. Ask your placement provider for information on its correct operation and adjustment, and if necessary for a replacement. Do not carry out the work without the correct protection.

Reporting accidents, incidents and health and safety concerns

It is important that you report accidents and incidents you are involved in, whether injury has resulted or not. This enables your placement provider to investigate the circumstances and take any necessary action. Reporting 'near miss' incidents could ensure nobody is injured next time.

If you do have any health and safety concerns during your placement the first action is to raise these with your placement provider i.e., injury, training, pregnancy. Where you believe these concerns are serious also make your tutor aware. Don't wait for the next scheduled visit or conversation.

Professional conduct

During your placement, you are directly responsible to the setting's Senior Leadership Team. You should present and conduct yourself in a way that is consistent with the professional expectations of teaching in the sector and in the organisation. You will be expected to adhere to your placement setting's code of conduct as well as that of the University. This is outlined in the Fitness to Practise Handbook, an extract of which can be found in Appendix 3.

Teaching practice placements will expect you to adhere by their organisation policies and procedures, and to behave in accordance with their expectations of professional conduct. If they feel that their expectations are not being met, there is a risk of the placement ending early.



Remember you will be working in a professional environment and supporting students with their own careers and aspirations and should present yourself in a manner appropriate to the role.

Attendance and Absence

Upon starting your placement, you should agree your days of attendance with your mentor. For full time trainees this should be approximately 2-3 days a week to begin with, and 4-5 days a week during the **full time block**. For part time students, your hours can be arranged between you and your placement setting to suit both parties.

If you cannot attend your placement on one of the days agreed, your absence should be reported to the placement setting as soon as possible in line with their absence policy. You should also notify the placement team at the University of your absence on sepdplacements@hud.ac.uk.

You may find that your placement setting's holidays do not match those of the University. In this instance, you will be expected to follow your placement setting's holidays for teaching practice, and the University's holidays for timetabled days at University. This is to minimise disruption to the students you are teaching.



You are studying a Professional qualification; therefore, you are expected to act as a professional. This means you should treat your placement with the same respect as a place of work.

If you are absent from placement due to mental ill health, it is advisable to consider the support you may need. The university has a range of support options available to students whilst studying and on placement. The online platform [Togetherall](#) can be accessed free and confidentially 24/7 and has a range of support options to enable you to look after your emotional and mental wellbeing. Alternatively you can arrange to speak to someone from the [wellbeing service](#) who will be able to explore the support options available to you. If you do not feel able to seek support from the university there are a range of external providers who offer services to support wellbeing, emotional and mental health. Information on these can be found [here](#), we would also encourage you to consider booking an appointment with your GP. If you find yourself experiencing a mental health crisis and are

struggling to keep yourself safe information on the support available 24/7 can be found [here](#).

Time management

Throughout the course you are going to be working on a number of assignments and related projects. You will also be planning and preparing for your teaching and getting involved with a range of activities at your placement.

To do all these things effectively you will need to:

- Prioritise your work.
- Allocate appropriate, realistic planning time (e.g., if you have 8 hours, don't spend 7 hours on one perfect session, and 1 hour planning the rest of your sessions.)
- Arrive early to ensure you have time to prepare for the day (classroom setup etc.)
- Use time between sessions constructively e.g., Plan session, write reflections.
- Co-operate with staff - remember they will be under pressure also.
- Listen to (and invite) constructive feedback.

Privacy and confidentiality

Trainees must adhere to strict professional expectations regarding the safeguarding of confidential information. This includes data relating to children and to other trainees, colleagues, parents, and other schools. This includes face to face and 'virtual' discussion, as well as in assignments. Trainees must make it a priority to find out about and adhere to the policies in placement schools regarding the General Data Protection Regulations (GDPR) (2018) and must fully anonymise data in assignments submitted to Turnitin.

Teaching practice – Full Time Trainees

You will undertake two blocks of teaching practice, usually at the same setting, as outlined below.

Block One – Becoming a Subject Specialist Teacher

This will usually take place from the start of your placement up until February half term.

You will be on placement for the equivalent of two to three days a week and, as part of becoming a Subject Specialist Teacher, within each module, we expect you to:

- Develop your teaching skills in the classroom, learning centre or workshop etc.
- Build up to taking responsibility for about 8 hours of class contact time per week leading to a minimum of 50 hours in total for the block.
- Be present in the college during the normal working day.
- Observe other classes and find out about resources available at the institution.
- Observe the day-to-day activity of the institution and the people who work or learn there.



Your timetable should be negotiated around your time in University.

Block Two – Being a Subject Specialist Teacher

This will take place following February half term until the end of April

You will normally be on placement on a full-time basis as part of the Being a Subject Specialist Teacher module. Any study time should be negotiated with your mentor. The purpose of this block is to involve you in a wider role within your setting, extending your teaching skills and involving you in activities other than teaching that make up a teacher's role.

In this phase of the teaching practice placement, we expect you to:

- Operate as a full member of staff.
- Attend placement 4-5 days a week
- Teach at least 12 to 13 contact hours per week to complete a minimum of 50 hours in total.
- Extend your teaching, facilitative and assessment skills.
- Attend meetings where appropriate and become familiar with developments taking place in the department and setting where you are placed.

You will also be working on tasks related to your teaching, in carrying out your other course assessments. In particular, you will engage in online activities during the full-time block.



Following the full-time block, some trainees may continue on placement to gain additional hours, observations and experience as required. Attendance guidelines for the first placement block should be followed.

Teaching practice – Part Time Trainees

Year One – Becoming a Subject Specialist Teacher

You will need to complete a minimum of 50 hours of teaching on placement during the year. Days and times of attendance will be negotiated with your placement provider. Additionally, we expect you to:

- Develop your teaching skills in the classroom, learning centre or workshop etc.
- Be present in the college during the normal working day.
- Observe other classes and find out about resources available at the institution.
- Observe the day-to-day activity of the institution and the people who work or learn there.



Your timetable should be negotiated between yourself and the setting.

Year Two – Being a Subject Specialist Teacher

You will need to complete a minimum of 50 hours of teaching on placement during the year. During this second year of your placement, you are expected to take on a wider role within your setting, extending your teaching skills and engaging in other activities that make up a teacher's role. Additionally, we expect you to:

- Extend your teaching, facilitative and assessment skills.
- Attend meetings where appropriate and become familiar with developments taking place in the department and setting where you are placed.

Documentation

It is important that the following documents are kept up to date and made available to those who observe your teaching as appropriate:

- Teaching practice file/eportfolio
- Record of mentor meetings
- Log of teaching hours and other experience.

Once you receive your timetable, open a file for each class / session that you will be involved in. You should include details of the course, year group, room and course tutor, lesson plans, lesson resources and reflections amongst other things.



Full details of the content of your teaching file/eportfolio are available in the Assignment Handbook.

Registers

Remember, it is a legal requirement to keep registers up to date. You may be asked to complete a register at the start of every lesson. In some institutions, registers are completed electronically.

Marking and assessment

It is anticipated that you will be able to become involved with the process of marking and assessing student work. You must ensure that all marked work is returned promptly to the designated person on your placement.

This is especially important at the start of the verification / moderation process in your placement.

Recording your teaching and observations

You are required to maintain a log of at least 50 hours teaching time for each of the professional practice modules including 4 observations in each (please see page 18 for further information on observations)

You are required to teach for a minimum of 100 hours during the course (50 hours in each of the two 'Teaching Practice' modules). You may teach less in the early stages of the first module as you gain experience and confidence but increase the hours you teach as you approach the full-time block.

The assignments for the modules are published separately and will provide more detailed guidance on your assessments.

Observation of teaching

Who does the teaching observations?

You will be observed on your teaching placement at least eight times during your teaching practice.

Full time trainees

Your personal tutor at the university will observe you on two occasions, and a teacher in your specialist area will cover two further observations. This observer will usually be your mentor or another member of staff from within the department. For the remaining four teaching observations, these will usually be carried out by your mentor or an ITT Co-ordinator within the setting.

Part time trainees

Your personal tutor at the University will observe you on three occasions over each of the two years, and a teacher in your specialist area will cover one further observation. This observer will usually be your mentor or another member of staff from within the department. For the remaining single teaching observation, this will usually be carried out by your mentor or an ITT Co-ordinator within the setting.

Preparation for teaching observations

You should arrange an observation early in your teaching practice to provide you with a starting point in your development and the necessary support and feedback. It will also allow you to identify your strengths and any areas that may require further development early on in your placement.

Be flexible when deciding which classes are observed and what time the visits will take place. We cannot always observe classes in which you are teaching your preferred topics- you will need to work with your observing tutor's availability. It can be beneficial to you to allow tutors to observe classes in which you feel less comfortable teaching, which will allow the observer the opportunity to give you support and guidance in this area.

Many colleges are complex multi-site buildings. If you are expecting a visit, make sure that you inform the setting reception and that your observer has directions or an arranged meeting point, as well as information about car parking if needed.



It is your responsibility to arrange observations; you should try to ensure that these are equally spaced throughout your placement.

You must inform the visiting tutor of any changes to your observation

When you arrange the observation you should provide the observing tutor with the appropriate documentation, including details of where you will be teaching, the time and duration of the session. Ensure you have told your mentor that the observation is taking place. This is particularly important if it is your University tutor as they may want to speak to staff in the department.



You should ensure there is adequate time after the session to receive feedback.

Before an observation:

At the start of each visit you need to provide the observing tutor with information, such as;

- Notes about your student group and the course you are teaching on
- What you intend to achieve during the lesson
- Your lesson plan (including for workshop sessions) and copies of any hand-outs
- Your completed O1 form

During an observation:

Whilst you are being observed, the tutor will complete a O3 form including their comments, impressions, and recommendations. Some observers may make handwritten notes which they will type up later on, others may fully write out their feedback during the observation.

Observers will be looking to see if;

- The session is well structured, planned, and organised
- There is a variety of student involvement with links to students' previous learning
- Learning materials such as hand-outs are being used effectively
- You are monitoring student progress and assessment
- You are aware of how the students are responding to each session
- You are considering the Professional Standards (Appendix 4)

The observing tutor should provide you with feedback as soon as possible after the session.

Learning Workshops, Flexible Learning, and Informal Delivery

Teachers do not always teach from the front of the class, delivering a 'lecture'. In many cases learning is less formal and delivered through more flexible 'student centred' means. For these sessions the observing tutor may want to see written evidence to show you are carrying out the following functions:

- Have you reviewed the work set and thought through problems students might have?
- Have you set realistic, manageable targets and monitored the achievement of these?
- Are you giving help and support to individuals where this is needed?
- When working with individuals are you using effective strategies and encouraging the use of a range of resources?
- Are you encouraging and supporting students through verbal, constructive feedback?
- Are you managing the work of all students and not just those who seek help?
- Are you familiar with the range of learning resources available?
- Are you maintaining records of student progress?

Following the observation:

You should take some time after an observation to record your feedback, reflections and to update your teaching log for your Personal Development Plan. You will then need to write a detailed reflection (O4) and evaluation for your teaching file. This will help you to consider the feedback you have received, any action points you have agreed, and how you might develop before your next observation.



Think of the visit as a tutorial, an opportunity for you to explore your teaching in great depth, working one-to-one with the observation tutor.

You should review the criteria we use to assess your teaching abilities in addition to the module outcomes, published in the assessment documents. These can be summarised as;

- Taking account of individual learner needs and differences.
- Working according to some pre-determined lesson plan or scheme.
- Communicating in a manner that is appropriate to your students' level and experience.
- Using media and methods consistent with the nature of your subject and group needs.
- Responding appropriately to unanticipated needs and events.
- Using appropriate methods to monitor and evaluate student learning.
- Promoting the active involvement of your learners in the learning process.
- Being conversant with the subject that is being learned/taught.
- Fully utilising a sound knowledge of the group.
- Building on sound relationships within the group and between you and the group.
- Maintaining the vocational or other relevance of your learning.

Refer to the module specifications for precise details in relation to the outcomes you must achieve in the Teaching Practice modules.

Completion of Placement

Throughout your teaching practice placement, you should be having regular meetings with your mentor, who you will keep updated on your teaching progress, as well as your placement progress. This means your mentor should know how many hours and observations you need by the end of the placement, and how many you have accrued so far to allow them to anticipate when your placement will be nearing its end.



You must negotiate an end date with your mentor in advance so that they can adequately cover sessions once you have finished. Remember to provide your tutor and placement administrator with your end date.

At the end of your placement you should ask your colleagues (mentors, tutors, observers) to;

- Confirm the hours you have logged.
- Provide feedback on your progression, in a range of competencies, by helping you to complete the grading criteria.
- Complete the Teaching Report Form – this may be completed separately by different colleagues or combined into one report.
- Agree targets for future development.

You should also ensure you have completed your review and targets on Pebblepad. These forms play a key role in your final grade, which will be agreed with your University tutor.

Ending an Incomplete Placement

In some instances, a placement may come to an end before you have completed your hours and observations. This may be because your tutor feels a different setting would best to support your needs and development, because a setting can no longer commit to supporting a full placement or because you are being investigated under Fitness to Practise.

Teaching practice placements will expect you to adhere by their organisation policies and procedures, and to behave in accordance with their expectations of professional conduct. If they feel that their expectations are not being met, there is a risk of the placement ending early. The reasons for ending a placement will be discussed with you by your personal tutor, who will decide how the end of the placement should be managed.

You cannot decide to end a placement, for any reason, without first consulting with your personal tutor and obtaining their agreement for the placement to end.



A placement is unlikely to end early without a valid reason, such as a safeguarding concern or a breach of the Professional Standards. If a placement ends early due to a breach of the Professional Standards, an investigation under Fitness to Practise or is terminated by you, the University is not obliged to offer an alternative placement. However, any further placement sourced must still be approved by the Placement team.

Appendix 1: Induction/Placement Checklist

Security and access on placement

- | | |
|--|---|
| <input type="checkbox"/> ID Card / badges | <input type="checkbox"/> Identify working areas |
| <input type="checkbox"/> Tour of facilities | <input type="checkbox"/> Identify lunch/break areas |
| <input type="checkbox"/> Library access | <input type="checkbox"/> Check placement term dates |
| <input type="checkbox"/> ICT password / VLE access | |

Identify key placement staff and collect contact details as required

- | | |
|---|---|
| <input type="checkbox"/> Mentor | <input type="checkbox"/> ITT/NQT Co-ordinator |
| <input type="checkbox"/> Course Leader | <input type="checkbox"/> Administrative staff |
| <input type="checkbox"/> Head of Department | |

Placement Mentor

- | | |
|--|---|
| <input type="checkbox"/> Arrange first meeting | <input type="checkbox"/> Arrange initial observation |
| <input type="checkbox"/> Arrange regular progress meetings | <input type="checkbox"/> Arrange observations |
| <input type="checkbox"/> Agree timetable | <input type="checkbox"/> Negotiate FT block timetable |
| <input type="checkbox"/> Negotiate end date | |

Placement policies and procedures

- | | |
|--|--|
| <input type="checkbox"/> Health and Safety | <input type="checkbox"/> Equal Opportunities |
| <input type="checkbox"/> Safeguarding | <input type="checkbox"/> Disciplinary |
| <input type="checkbox"/> Emergency / Security contacts | <input type="checkbox"/> Absences / sickness |

Please refer to Appendix 2 for a detailed breakdown of Health and safety

University Placement team (sepdplacements@hud.ac.uk)

- Confirm placement start date
- Confirm mentor contact details
- Inform of any changes to your placement and/or mentor
- Confirm placement end date
- Subject you are teaching
- Level you are teaching



Please make members of staff at your placement aware of the information and documentation you require.

Appendix 2: Health and Safety Checklist

During your induction period you should cover Health and Safety on your placement and gain an understanding on the following points. You must ensure you have covered each of these aspects and that your mentor has signed off on this for your PDP file / ePortfolio.

1. Health and Safety responsibilities and arrangements

- Your health and safety responsibilities whilst on placement.
e.g., take reasonable care of yourself and others, never intentionally misuse equipment, recognise your own competence and report issues.
- Your placement provider's responsibilities and arrangements for health and safety.
e.g., treat you as an employee, provide access to health and safety policies.

2. Fire safety and emergency evacuation

- Action to take on hearing the fire alarm.
- Action to take if discovering a fire.

3. First aid and emergency assistance

- How to access first aid assistance.
- How to obtain assistance in the event of a general emergency.

4. Incidents and workplace hazards

- Reporting accidents and incidents.
- Reporting hazards.

5. General workplace health and safety

- Housekeeping, access, and egress.
- Welfare facilities.
- Out of hours and lone working.
- Electrical safety and portable appliances.

6. Risk assessment, prevention, and protection measures

- General risk assessment.
- Manual handling.
- Work equipment and machinery safety.
- Display screen equipment and workstation.
- Hazardous and dangerous substances.
- Personal protective equipment and clothing.

Mentor signature

Mentor Name

Date

Appendix 3: Fitness to Practise

This is an extract from the Fitness to Practise Handbook. The full information can be found at <https://www.hud.ac.uk/registry/current-students/taughtstudents/fitnesstopractise/>

Cert Ed/PGCE/PGDipE Lifelong Learning

Trainees are expected to demonstrate their fitness to practise as future practitioners with young people and adults throughout their academic studies and while on teaching practice learning in the same way as qualified professionals. It is essential therefore that, during their studies, a trainee's health and behaviour does not give cause to doubt their fitness to practise in the further education and training sectors (Lifelong Learning). The types of issue that would cause such concerns are listed below and contains some common examples (this is not an exhaustive list):

- Health concerns and lack of insight or management of these
- Cheating and Plagiarism
- Dishonesty or fraud
- Drug or alcohol misuse
- Criminal convictions or cautions
- Aggressive, violent, or threatening behaviour
- Unprofessional attitude or behaviour such as:
 - Demonstrating persistent disregard for regulations or requirements of the course (including attendance issues)
 - Failure to act professionally or to comply with the requirements of the practice learning setting (including punctuality, attendance issues, dress code, preparation and delivery of sessions at the level required while on a teaching programme)
 - Ongoing rudeness or disrespect to students or colleagues
 - Breaching confidentiality
 - Failure to observe appropriate boundaries with students (face-to-face or through multimedia such as Facebook)
 - Viewing of inappropriate material
 - Issues relating to child protection/vulnerable adults

The trainee is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers and lecturers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, college or training institution as should trainees, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard vulnerable adults and students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit young people or students' vulnerability or might lead them to break the law
- trainees must have proper and professional regard for the ethos, policies and practises of the school or college in which they teach, and maintain high standards in their own attendance and punctuality
- Trainees must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

An enhanced DBS check will be made before the start of the programme and trainees will also be required to complete a health declaration. Subsequent to enrolment, trainees are required to inform the University of any circumstances that affect their fitness to practise.

Appendix 4: The Education and Training Foundation (ETF) Professional Standards for Teachers and Trainers – England

Teachers and trainers are reflective and enquiring practitioners who think critically about their own educational assumptions, values, and practice in the context of a changing contemporary and educational world. They draw on relevant research as part of evidence-based practice.

They act with honesty and integrity to maintain high standards of ethics and professional behaviour in support of learners and their expectations.

Teachers and trainers are 'dual professionals'; they are both subject and/or vocational specialists and experts in teaching and learning. They are committed to maintaining and developing their expertise in both aspects of their role to ensure the best outcomes for their learners.

These expectations of teachers and trainers underpin the 2014 professional standards, with their overall purpose being to support teachers and trainers to maintain and improve standards of teaching and learning, and outcomes for learners. These standards have been updated in 2022 to reflect the latest thinking and practices and to position the sector at the forefront of strategic issues such as sustainability, wellbeing, and digital learning.

The professional standards consist of 20 statements organised into three domains of practice.



Professional Values and Attributes

Seven standards to help you develop your own judgment of what works and does not work in your teaching and training.



Professional Knowledge and Understanding

Five standards which highlight the importance of subject knowledge, teaching expertise, knowledge-sharing, supporting learners with educational difficulties, and professional responsibilities.



Professional Skills

Eight standards which support you to master planning, motivation, coaching and assessment strategies to enable your learners to make excellent progress.

The corresponding Guidance, which was developed with the support of practitioners, aims to help teachers and trainers use the standards and apply them to the context in which they work. For more information have a look at: www.et-foundation.co.uk

As a professional teacher or trainer, you should demonstrate commitment to the ETF standards in your professional practice.

Professional values and attributes

Develop your own judgement of what works and does not work in your teaching and training.

1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
2. Promote and embed education for sustainable development (ESD) across learning and working practices.
3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs, and starting points.
5. Value and champion diversity, equality of opportunity, inclusion, and social equity.
6. Develop collaborative and respectful relationships with learners, colleagues, and external stakeholders.
7. Engage with and promote a culture of continuous learning and quality improvement.

Professional knowledge and understanding

Develop deep and critically informed knowledge and understanding in theory and practice

8. Develop and update knowledge of your subject and/or vocational specialism, taking account of new practices, research and/or industry requirements.
9. Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
10. Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional, and ethical contexts.

Professional skills

Develop your expertise and skills to ensure the best outcomes for learners

13. Promote and support positive learner behaviour, attitudes, and wellbeing.
14. Apply motivational, coaching and skill development strategies to help learners progress and achieve.
15. Plan and deliver learning programmes that are safe, inclusive, stretching, and relevant to learners' needs.
16. Select and use digital technologies safely and effectively to promote learning.
17. Develop learners' Mathematics, English, Digital and wider employability skills.
18. Provide access to up-to-date information, advice, and guidance so that learners can take ownership of their learning and make informed progression choices.
19. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.