

SCHOOL OF EDUCATION AND SOCIAL WORK

Primary & Secondary PGCE Partnership Guide 2023/24



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Section 1: PARTNERSHIP AIMS AND PRINCIPLES

This guidance provides essential information about the University of Sussex ITE Partnership for PGCE and School

Direct programmes. The aim of this handbook is to familiarise all University of Sussex partners involved in Initial Teacher Education (ITE) - trainees, schools and university tutors - with details of the PGCE Primary and Secondary courses and associated School Direct routes for 2023-2024. This guidance should also be read in conjunction with the Secondary Sussex ITE Mentor and Professional Tutor Guidebook which can be found here as well as all other course documentation available on our Partnership Pages.

The University of Sussex Initial Teacher Education Partnership is delivered in partnership with local primary and secondary schools and is known as the Sussex Consortium for Teacher Education and Research (SCTER). Together we offer a range of ITE courses including the Postgraduate Certificate in Education (PGCE) as well as School Direct (SDT/SDS) programmes. All courses provide a route to Qualified Teacher Status (QTS) and an associated academic award e.g., the PGCE. Our provision is designed, developed and delivered in accordance with the requirements of the Teaching Regulation Agency (TRA), professional expectations as set out in the Teachers' Standards (DfE, 2012), ITT Criteria and Supporting Advice (DfE, 2022) and associated recommendations by the Quality Assurance Agency (QAA).

As pioneers of the model of school-based teacher training over 50 years ago, the approach of learning through practical teaching continues to underpin our courses and trainees' preparation for meeting the Teachers' Standards (DfE, 2012) at the end of the training year. All trainees spend at least 120 days in schools and develop their practice in at least two distinct school settings (DfE, 2022, C2.2)

The Partnership has a number of distinctive features in its delivery of ITE provision. The most significant aspect is that it is a collaborative enterprise between the participating schools of the Sussex Consortium for Teacher Education and Research and the University. A measure of the closeness of the partnership is that trainee teachers spend a significant period of time throughout the year in two or three schools. There, tutored by senior and experienced members of staff, they take a steadily increasing share in the normal duties of a professional teacher, both inside and outside the classroom. In each of their placement schools, a Mentor from within their subject area guides trainees. The Mentor is an experienced practitioner, carefully selected for their good classroom skills. A Professional Tutor, usually a member of the school's Senior Management Team, has responsibility for inducting the trainees into the management, organisation and philosophy of the school, and for coordinating the delivery of professional studies within the placement schools.

Our courses are school-based and school-led which refers to the training that trainee teachers receive in school, and in the belief that trainees come to understand the nature of professional knowledge and learn the practical skills of teaching by working alongside experienced colleagues and with continuous experience with pupils in the classroom. The Partnership believes that learning to teach should be an informed and gradual process and not just a 'survival' approach. Research shows that collaborative work is a positive and effective way to develop in vocational settings and offers the best support to develop skills for a complex role.

Section 2: ESSENTIAL INFORMATION

“Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching.”

ITT Core Content Framework (DfE, 2019, p.3)

- Our partnership regularly seeks to extend the nature of school-led ITE and encourages schools to take a leading role in the training, selection and assessment of trainees and a further role in collaborating in subject specific course programmes. (DfE, 2022, C2.1) For example:
- Schools take the lead in the assessment of trainees’ professional practice placements and are also involved in the final assessment of trainees’ portfolios of evidence at the end of the course.
- Mentors have been involved in the recruitment and selection of trainees for many years, taking an active part in the interviewing process. A key feature of selection takes place in partnership schools with prospective candidates engaging with pupils, undergoing tasks and being interviewed by Mentors and/or Professional Tutors with a university tutor.
- Partnership schools contribute to our successful professional studies programme leading lectures or offering workshops.
- Governance of the partnership draws upon the expertise of all partnership stakeholders with Headteachers, Professional Tutors and Mentors as well as ECTs and trainees advising and recommending changes to provision.
- Mentors and Professional Tutors work collaboratively on curriculum planning, including subject specific curricula and professional studies programmes.

We thank all our partner schools, past and present, for their work, which has not gone unnoticed by our trainees or by OFSTED. Our external examiner and inspection reports commend the high-quality work and professional judgments of our school partners, helping to maintain our Partnership as one of the country’s leading ITE providers. Our most recent External Examiner Reports can be found on our Partnership Pages.

This guidance should be read in conjunction with the Secondary Sussex ITE Mentor and Professional Tutor Guidebook here as well as all other course documentation available here on our Partnership Pages. The Sussex Partnership Pages includes information and examples of paperwork relevant to trainees.

Contacts

If you have any queries, the first point of contact is the Curriculum Tutor.

For Secondary, you can also contact the Secondary PGCE Lead, Karen Hall. Or the Secondary Partnership Leads, Keith Perera and Richard McFahn.

For Primary, you can contact the Primary PGCE Lead, Kevin Holland, or the Primary Partnership Lead, Liz Cousins.

For all other matters, please contact the Head of ITE, Clare Stenning, or the Deputy Head of ITE, Keith Perera.

Role	Name	Office	Tel	Email
Head of ITE	Clare Stenning	254	01273 877756	c.l.stenning@sussex.ac.uk
Deputy Head of ITE	Keith Perera	117	01273 876818	k.perera@sussex.ac.uk
Primary PGCE Lead	Kevin Holland	136	01273 678574	k.holland@sussex.ac.uk
Secondary PGCE Lead	Karen Hall	239	01273 872502	k.hall@sussex.ac.uk
Primary Partnership Lead	Liz Cousins	207	01273 876534	e.cousins@sussex.ac.uk
Secondary Partnership Lead	Keith Perera Richard McFahn	117	01273 876818	k.perera@sussex.ac.uk r.mcfahn@sussex.ac.uk
Secondary Mentor Lead	Fi Branagh	248	01273 873741	f.branagh@sussex.ac.uk
Part-Time Route Lead	Sue Pinnick	253	01273 877177	s.a.j.pinnick@sussex.ac.uk

ITE Support Staff

The following Course Coordinators deal with matters relating to the Partnership and the assessment process for PGCE and School Direct trainees, including assignments, school experience, placement documentation and progress boards.

Role	Name	Office	Tel	Email
School Partnerships PGCE	Filippo Rustighi	111		itepartnership@sussex.ac.uk
Trainee Progress & Assessment	Michele Pettitt	04	01273 872870	ite@sussex.ac.uk

Please send all reports, forms and replies regarding PGCE and School Direct Secondary AND Primary to ite@sussex.ac.uk

Daniel and Diane support ITE Admissions and deal with matters relating to the admissions process for PGCE and School Direct courses, including applications, interviews, registration, induction, timetabling, SKE, room bookings and Disclosure and Barring Service (DBS) checks and clearance. The

Education admin office is located in Room 04 on the ground floor of Essex House. Usual office hours are 9am – 5pm Mon-Fri with the office closed for lunch between 1 and 2pm.

Role	Name	Office	Tel	Email
Course Coordinator: ITE Admissions	Daniel Hobbs	04	01273 873238	iteadmissions@sussex.ac.uk
Course Coordinator: ITE Admissions	Diane Carr	04	01273 678783	iteadmissions@sussex.ac.uk
Assistant Education Manager: Admissions	Greg Harris	04	01273 678782	g.harris@sussex.ac.uk
Assistant Education Manager: Progress & Assessment	Adam Stewart	04	01273 872870	a.m.stewart@sussex.ac.uk

ITE Faculty: Secondary

Role	Name	Office	Tel	Email
Curriculum Lead: Psychology	Jas Badesha	129	01273 872502	j.badesha@sussex.ac.uk
Curriculum Lead: Mathematics	James Bashford	242	01273 872848	j.r.bashford@sussex.ac.uk
Curriculum Tutor: Computer Science	Tim Bowry	249	01273 678013	tb474@sussex.ac.uk
Curriculum Lead: Science / Mentor Lead	Fi Branagh	248	01273 873741	f.branagh@sussex.ac.uk
Curriculum Tutor: English	Lucy Bruen	253	01273 872848	lucy.bruen@sussex.ac.uk
Curriculum Tutor: History / Partnership Tutor	Annette Buttifant	247	01273 876818	a.buttifant@sussex.ac.uk
Curriculum Tutor: Science	Susie d’Espagnac	239	01273 872502	sc2003@sussex.ac.uk
Curriculum Tutor: Maths	Karen Gladwin	202	01273 877226	k.a.gladwin@sussex.ac.uk
Curriculum Lead: Drama / Secondary PGCE Lead	Karen Hall	239	01273 872502	k.f.hall@sussex.ac.uk
Curriculum Lead: Business Studies	Chauvan Harding	250	01273 878574	chauvan.harding@sussex.ac.uk
Pedagogy & Practice Lead	Lucy Harknett	132	01273 877377	l.harknett@sussex.ac.uk
Curriculum Lead: Latin & Classics	Elizabeth Hayes	149	01273 877027	eh520@sussex.ac.uk
Curriculum Lead: MFL	Francesca Knight	209	01273 876588	fk95@sussex.ac.uk
Curriculum Lead: Music	Stella Knight	251	01273 873634	stella.knight@sussex.ac.uk
Curriculum Tutor: MFL	Mike Lambert	209	01273 876588	ml494@sussex.ac.uk
Curriculum Lead: Art & Design	Rosy Lawrence			

Curriculum Lead: Geography / SKE Lead	Andy Lowe	249	01273 678013	al621@sussex.ac.uk
Curriculum Lead: History / Assessment Lead / Secondary Partnership Lead	Richard McFahn	129	01273 872502	r.mcfahn
Curriculum Lead: DT	Mark Norris	247	01273 876818	m.norris@sussex.ac.uk
Curriculum Tutor: Mathematics	Charlotte O'Dowd	242	01273 872848	co352@sussex.ac.uk
Deputy Head of ITE / Curriculum Lead: Media	Keith Perera	117	01273 876818	k.perera@sussex.ac.uk
Curriculum Lead: English + English and Drama + English and Media Studies / Part-time Lead	Sue Pinnick	253	01273 877177	s.a.j.pinnick@sussex.ac.uk
Head of Initial Teacher Education	Clare Stenning	254	01273 876588	c.l.stenning@sussex.ac.uk
Curriculum Tutor: Psychology	Alison Teagle	152		a.teagle@sussex.ac.uk
Curriculum Lead: Computer Science	Michelle Williams	249	01273 678013	mw568@sussex.ac.uk

ITE Faculty: Primary

Role	Name	Office	Tel	Email
Primary Tutor / SKE Primary with Maths Lead	Katherine Cole	204	01273 677795	kc395@sussex.ac.uk
Primary Partnership Lead	Liz Cousins	207	01273 876534	e.cousins@sussex.ac.uk
Primary PGCE Tutor	Gill Emerson			gle23@sussex.ac.uk
Primary PGCE Lead	Kevin Holland	136	01273 678574	k.holland@sussex.ac.uk
Primary PGCE Tutor	Jane Sedgewick	204	01273 873784	j.sedgewick@sussex.ac.uk
Primary PGCE Tutor	Rob Snow	204	01273 677795	rss29@sussex.ac.uk
Primary PGCE Tutor	Jo Tregenza	205	01273 872502	sc2003@sussex.ac.uk
Curriculum Tutor: Maths	Karen Gladwin	202	01273 877756	j.tregenza@sussex.ac.uk
Primary PGCE Tutor	Andrea Uphus			a.uphus@sussex.ac.uk

Course Structures

Course structures for Primary and Secondary PGCE as well as Secondary School Direct can be found on the 'Course Structures' web page of our 'Partnership Information' website:

<https://www.sussex.ac.uk/education/ite/partners/secondary/course-structures>

Please note that Secondary teacher trainees will not be in school on the following Fridays after February half term 2024:

- Friday 23 February 2024
- Friday 22 March 2024
- Friday 26 April 2024

Trainees will attend RPK (Reflecting on Professional Knowledge) interviews at the end of the course. We kindly ask partner schools to allow trainees a half a day off from their teaching commitments to prepare and undertake the assessment. The assessment window for Secondary trainees runs from Monday 13 – Friday 24 May 2024. Other key dates can be seen further on in this section.

The Part-Time Route

The Part-Time Route was developed as a response to trainee needs, particularly parents or carers. The award requirements are the same as the full-time PGCE and follow the same structure of taught sessions at the University and school placements but are carried out over a two-year period.

Full-time trainees can switch to the part-time route in October/November if they find that they need more flexibility once they have started teacher training. The deadline for making the switch is at the end of PP1 in December 2023.

For more details of the part time route please see

<https://www.sussex.ac.uk/education/ite/partners/secondary/part-time-course>

Key dates for the Part-Time Route: 2023/24

PROGRESS REPORTS

Progress reports that have been shared and discussed with Secondary trainees must be completed and submitted via PebblePad by stated deadlines.

Progress Report D	Friday 5 January 2024
Progress Report E + final compilation of evidence for QTS	Friday 24 May 2024

ACADEMIC ASSIGNMENT: RPK

Deadline	Notes
Monday 13 May 2024	Electronic Portfolio of Reflections to be uploaded by 9am to relevant Canvas site
Friday 24 May 2024	Portfolios to submitted to a panel of Curriculum/School-based tutors by 5pm

Key Dates for PGCE and School Direct

PHASE REPORTS

After sharing and discussing Phase Reports for Primary and Secondary teacher trainees with the trainee, the reports should be completed and submitted by the stated deadlines via PebblePad. Schools can access Progress Reports via a link to PebblePad provided by the trainee.

Secondary Progress Report Deadlines	
Progress Report A	Monday 30 October 2023
Progress Report B	Friday 5 January 2024
Progress Report C	Monday 19 February 2024
Progress Report D	Monday 15 April 2024
Progress Report E + final compilation of evidence for QTS	Friday 24 May 2024

Primary Progress Report Deadlines	
Progress Report A	Monday 30 October 2023
Progress Report B	Friday 5 January 2024
Progress Report C	Monday 19 February 2024
Progress Report D	Friday 22 March 2024
Progress Report E + final compilation of evidence for QTS	Friday 24 May 2024

ACADEMIC ASSIGNMENT: APK and RPK

Assignment	Deadline	Notes
Applying Professional Knowledge (APK)	Thursday 22 Feb 2024	Electronic copies of assignments to be uploaded by 5pm to the appropriate e-Submission area of Canvas via Turnitin.
		Printed copies of appendices only must be handed in to Essex House reception by 5pm on Friday 23 Feb 2024. Digital copies must be submitted on the relevant subject Canvas site by 5pm on the same day.
Reflecting on Professional Knowledge (RPK)	On Monday 13 May 2024	Electronic Portfolio of Reflections to be uploaded by 9am on the relevant subject Canvas site.
	By Friday 24 May 2024	Portfolios to be submitted to a panel of Curriculum/School-based tutors by 5pm.

Recommendation for Qualified Teacher Status (QTS)

Following successful completion of Progress Report E with links to relevant evidence of meeting the Teachers' Standards for Secondary trainees on PebblePad by Friday 24 May 2024, the QTS ratification board will meet during week commencing 10 June 2024. Board members include university-based tutors and school partners who look at a 10% sample of trainee evidence folders to quality assure recommendations for QTS across a range of subjects, phases and partner schools. Following the Board, trainees are recommended for Qualified Teacher Status via the Department for Education (DfE) after which trainees can start to work as professional teachers on a qualified teachers' pay scale – if not in receipt of a bursary. For trainee teachers receiving bursaries, final payments are made in early June meaning that they can receive qualified teachers' payment from July by the employing school.

Some trainees take a job before the summer holidays, while others start their teaching jobs in September. This tends to depend on the school and contractual agreements signed up to.

PGCE

The academic award of the Postgraduate Certificate of Education – PGCE – has to be ratified through an official Exam Board during the first week of July. Trainee teachers will be notified of their overall classification by the end of the second week of July. Although trainees will receive their APK and RPK marks within 15 days of submission, these marks also have to be ratified through an Exam Board before they are officially published.

Trainees needing to resubmit APK or RPK assignments will be assessed by a different Exam Board in the second week of October. Overall PGCE classifications for these trainees will be notified by the end of the third week of October.

Graduation

All teacher trainees are warmly encouraged to graduate at the School of Education and Social Work's winter graduation ceremony in January 2025. Information about graduation can be found on the Graduation web page of the University of Sussex website:
<https://www.sussex.ac.uk/graduation/index>.

Mentor Training

All new Mentors (PGCE, School Direct and Hurst) should be 'New Mentor' trained by the University of Sussex, regardless of any previous training that might have been undertaken with other providers as the range and scope of our training changes regularly to meet the needs of the Partnership in response to course priorities.

All Mentors of Secondary teacher trainees must attend subject-specific Mentor training provided by Curriculum Tutors (there will be two subject-specific Mentor training sessions per placement) and view videos for which links will be provided prior to subject-specific Mentor meetings. For 2023/24, Mentor meetings will alternate between in-person and remote delivery. The University pays £19.14 per hour to Mentors for attending which is paid to the Mentor directly. Places are booked via Google Forms, links to which are circulated by the University's Partnership administrator

[itepartnership@sussex.ac.uk]. Mentor attendance is monitored by the University and by school-based Professional Tutors.

For Mentors supporting Secondary teacher trainees, documents – including the ‘Secondary Mentor & Professional Tutor Guidebook: 2023/24’, videos and dates for upcoming Mentor meetings can be found on the ‘Mentor Training & Development’ web page of our ‘Partnership Information’ website: <https://www.sussex.ac.uk/education/ite/partners/secondary/mentoring>.

For Mentors supporting Primary teacher trainees, Mentor meeting dates – including New Mentor Training – can be found on the Professional Development Tool.

During the summer term, Mentors are invited to evaluate the course overall at the Annual Secondary Partnership Conference and make recommendations for the following year.

Professional Tutor Meetings

All new Professional Tutors should attend New Professional Tutor Training for either Placement 1 or Placement 2 through the University of Sussex, regardless of any previous training that might have been undertaken with other providers.

In-service meetings for school Professional Tutors take place four times a year (once per term, in addition to the start of year meeting with trainees) and are normally held after school. The Partnership requires that all Professional Tutors attend all Professional Tutor meetings across the year, as well as attending the Secondary Annual Partnership Conference. Separate meetings for Primary and Secondary Professional Tutors are usually convened by the Primary and Secondary Partnership Leads with an agreed agenda. All partnership schools benefit from at least one visit by Partnership Leads to help maintain a strategic overview of partnership relationships, development and quality assurance.

For Professional Tutors supporting Secondary teacher trainees, dates for Professional Tutor meetings can be found in the ‘Secondary Mentor & Professional Tutor Guidebook: 2023/24’: <https://www.sussex.ac.uk/webteam/gateway/file.php?name=secondary-mentor-professional-tutor-guidebook-2023-24.pdf&site=26>.

For Professional Tutors supporting Primary teacher trainees, dates of Professional Tutor meetings can be found in the Professional Development Tool.

The Secondary Annual Partnership Conference includes a full review of the year’s course, the Professional Tutor’s role within it, and planning for the following year. If agreed, recommendations arising from the Conference are passed on to course teams for consideration and implementation the following year.

School Closure

Trainees on placement should follow school protocols and procedures concerning school closure. Should a school close, trainees should use the time for planning and preparation. Or, in the case of schools being shut down for Covid, provide asynchronous or synchronous teaching. This is counted as a school day on attendance records.

Industrial Action

Trainee teacher members of teaching unions cannot strike or participate in industrial action in any way as they are not employed by the school, or balloted about strike action, or part of teachers' pension schemes. Consequently, trainees should go into school on strike days – provided the school is open and operational and that colleagues responsible for the supervision of trainees can engage in training activities. Trainees must not, however, be used to cover a striking teacher. Nor should they be left unsupervised. If a Headteacher closes a school, or if there is a picket line at the school which a trainee prefers not to cross, the trainee should inform their Professional Tutor and Mentor that they will be working from home. Trainees will not need to make up the day, nor will progress of their training programme be jeopardised. If trainees wish to seek further advice, they should contact their union/professional association.

Ofsted Inspections

It is up to schools to manage arrangements for school Ofsted inspections. Most schools adopt a 'business as usual' policy and expect trainees to continue teaching - although trainees are not observed by Ofsted inspectors. For more information, see the School Inspection Handbook [<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>], paragraphs 120 and 121 (Ofsted, updated 2022)

The new Ofsted ITE Framework [<https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook/initial-teacher-education-ite-inspection-framework-and-handbook>] started in September 2020 and notes that university ITE inspections take place in the spring and summer terms. Providers will usually be notified of an inspections on a Wednesday, with inspectors visiting schools the following week. University tutors support schools and trainees with preparations.

Section 3: ROLES AND RESPONSIBILITIES

“Genuine collaboration underpins our principles of effective partnership working. Everyone working within the Partnership has clearly defined roles and responsibilities enshrined in our Partnership Agreement which ensures clear communication and the coordination of training between the university and school partners.” (DfE, 2022, C3.2)

The Curriculum Tutor

The Curriculum Tutor is a suitably qualified and experienced phase and/or subject specialist nominated by the Head of ITE – in conjunction with Course Leaders – and appointed by the University as a Senior Lecturer, Lecturer, Teaching Fellow or Associate Tutor. Large curriculum groups may have more than one Curriculum Tutor.

Curriculum Tutors undertakes the following:

Plan, provide and ensure the teaching of a suitable course of study in the subject, combining school-based and university-based elements appropriately in consultation with school and university-based colleagues and ensuring the minimum entitlement of the CCF (DfE, 2019) is met. In particular, this means:

- Undertaking an initial needs assessment during selection and induction that benchmarks trainees’ skills and informs course planning.
- Teaching an appropriate course of University study, including lectures, seminars and workshops in the relevant curriculum subject.
- Coordinating the work of Mentors across the Partnership by:
 - Arranging and facilitating Mentor training meetings over the year
 - Coordinating Mentor training and moderation in schools through exchange visits
 - Conducting joint observations of trainees with Mentors, usually once per placement.
- Attending termly course team planning and strategic meetings at the University, assignment moderation meetings and annual planning days (and in-service days and Professional Tutor planning days where possible)
 - Report back as required to other team meetings
 - In the case of chosen representatives, attend the PAB for PGCE and QTS where required.
- Communicating the curriculum course to trainees, partner schools and other interested bodies, e.g. OFSTED, through a Course Handbook produced according to university guidelines and timescales.

For PGCE, administer and manage the selection of trainee teachers by arranging school-based selection, using agreed protocols involving school-based tutors and using agreed criteria to:

- Match trainees with schools for placements
- Contribute to the annual cycle of monitoring and review of the subject provision, including responding to OFSTED and devising suitable action plans.
- Ensure complete and thorough assessment of trainees’ coursework, including visiting trainees in school in accordance with the policy of the course (school visits will have an agenda agreed in advance with the schools).

- Providing termly individual tutorials for each trainee and reporting three times per year on each trainee teacher's progress and progress towards Teachers' Standards according to the agreed framework, by observation, written feedback and report, including completion of the development and career entry profile.
- Marking curriculum assignments and attending moderation meetings.
- Monitoring subject knowledge development and quality of reflective practice over the year, and coordinating moderation by Mentors across schools.
- Making a collegial contribution to the work of the ITE course team through, for example, contributing to working groups on new developments.

The Professional Tutor

Professional Tutors are often senior teachers with a great deal of experience in teacher training and education. Their role is to coordinate and assure the quality of the training for all ITE trainees, and to provide a course of school-based professional studies. Concerns or comments about the school experience should usually be raised in the first instance with the Professional Tutor who is often in a position of authority to take issues forward. The school Professional Tutor coordinates and supports Mentors and trainees in the school, and offers in-school Professional Studies sessions.

The Professional Tutor undertakes the following:

- Provides an induction programme for each group of trainees undertaking training at their school, including an introduction to the organisation of the school and opportunities to observe teachers in different classes.
- Is responsible for delivering an agreed Professional Studies course of regular seminars and professional development opportunities to meet the trainee teacher's needs, and to help them to understand the organisation and functions of the school and the wider context in which it works. This will include broader professional development opportunities (including a distinct Post-16 day placement and a Primary day placement for secondary trainees) in lieu of dedicated seminars. They must ensure that the University has a copy of this programme with alignment to the CCF (DfE, 2019).
- Coordinate the work of all trainee teachers in the school, and arrange delivery of school-based training – in both subject specific and pastoral contexts – ensuring that trainees have opportunities for working with pupils of all appropriate ages (including post-16 pupils for secondary trainees), levels and abilities.
- Liaise with Mentors to ensure consistency and balance in the experiences and tutorial support offered to trainee teachers within an agreed framework.
- Oversee the quality assurance of Mentor feedback – both written and verbal.
- Ensure that all trainees are provided with sufficient access to ICT resources and experience in order to enable them to attain the Teachers' Standards and QTS for the use of ICT in their subject teaching.
- Observe each trainee teacher at least once and, if possible, undertake a paired observation with any new Mentors, using the agreed observation schedule to ensure and moderate consistency of assessment.
- Contribute to and monitor the formative and summative assessment of trainee teachers' progress towards QTS according to the agreed framework.

- Write an overview of their trainee's progress and contribution over the Placement in Phase Reports.
- Liaise with University Tutors during their visits (in particular the Schools' Partnership Leader and appropriate Curriculum Tutor), and have overall responsibility within the school for liaising with the University on all matters pertaining to ITE courses.
- Attend termly Professional Tutor meetings. In the case of school representatives on ITE committees, attend SCTER Steering Committees.

Professional Tutors may also:

- Take an active role in the selection of trainee teachers, including interviewing with university tutors using agreed criteria.
- Act as internal assessors or panel members during reviews or assessment periods.
- Work with university tutors to host selection events in their school, including opportunities for applicants to teach children and be observed, group tasks and individual interviews.
- Be invited to assess trainees' assignments with university tutors using agreed criteria.
- Work towards and assist Mentors in achieving university ITE awards.
- Be involved in the QTS ratification process.

The Subject Mentor

All trainees are assigned a dedicated Mentor whilst completing their school experience placements. Mentors are skilled classroom practitioners who offer advice and support throughout the placement. Mentors are appointed by the Professional Tutor and undertake initial and in-service training. Mentors provide 121 tutorials with their trainees once a week which focus on individual training needs and review progress towards QTS.

The roles and responsibilities of all parties, including trainees, are clarified and made explicit according to each particular situation at the start of each placement and are confirmed in writing within the Partnership Agreement.

Subject Mentors undertake the following:

- Induction of trainee teachers in the phase or subject area(s), department or faculty and give full information on classroom organisation, planning, assessment and curriculum delivery used in the department or classroom. Arrange for the trainee to have access to all necessary resources for their teaching, in particular ensuring that ICT facilities are available to the trainee.
- Provide a suitable timetable to facilitate a phased induction for the trainee into building up their teaching of appropriate classes as far as possible across the relevant age and ability range. Ensure the trainee is introduced to and made aware of the schemes of work, examination specifications and resources (where appropriate) and other courses in use within the department or school.
- Overseeing the monitoring and teaching of the trainee on a regular basis, ensuring that trainees are observed a minimum of once a week over the placement and provided with verbal and written feedback in private on lessons observed, using the standardised observation schedule provided by the university. In secondary placements ensure that similar regular observations are also carried out by teachers of other classes taught by the

trainee, and co-ordinate feedback from these observations. In the case of new Mentors, undertake one paired observation of the trainee per placement with the Professional Tutor.

- Arrange regular and undisturbed discussion and feedback sessions (approximately one-hour weekly) on issues related to the pedagogy and effective teaching of the subject or phase. Monitor and discuss current progress with the trainee and set targets for further development, monitor their files and approve their planning, preparation and evaluation of lessons. These discussion and feedback sessions are to complement and co-ordinate with the university Curriculum and Professional Studies courses where possible. Trainees are to keep records of Mentor sessions including target setting via PebblePad.
- Assess and review the trainee teacher's progress towards meeting the Teachers' Standards at the end of the course according to the agreed framework and report and set targets for further progress.
- Support trainees in preparing university assignments, in conjunction with Curriculum Tutors.
- Monitor trainees' subject knowledge development throughout the placement.
- Carry out joint observations with the Curriculum Tutor and liaise with the university Curriculum Tutor, for up to three school visits and at all other times as necessary.
- Attend in-service scheduled Mentor meetings to review trainees' progress and to plan, review, monitor and evaluate the University and school components of the Curriculum course.
- New Mentors undertake to arrange one half day visit to another school to observe Mentoring for Mentor training and moderation purposes. Experienced Mentors are encouraged to do the same. (Supply cover is paid for).

Some Subject Mentors may:

- Take an active part in the selection of trainee teachers including interviewing with university tutors using agreed criteria.
- Be invited to assess trainees' PGCE assignments with university tutors using agreed criteria.
- Be invited to lead a curriculum session.
- Be involved in the QTS ratification board.

Course Leads

Each phase/course has a dedicated Course Lead who manages provision and oversees a team of tutors. In the majority of cases, issues to do with individual participation and progress will be managed within the Curriculum Tutor relationship. Trainees should, nonetheless, feel able to consult the Course Lead as necessary. This should initially be done by email.

Course Leads report to the Head of ITE and will, in conjunction with partnership schools, carry out all relevant matters concerning the day to day running of the course, including:

- Overall responsibility for the course, including planning, selection and progression of trainees content, delivery, assessment and evaluation.
- Managing the day to day running of the course, including timetabling and rooming.
- Organising and running team meetings.
- Coordinating the work of faculty members and part time tutors.
- Provision of Professional Studies.

- Monitoring of trainee progress, including pastoral care (arrangements for trainees at risk or requesting temporary/permanent withdrawal).
- Budget management in respect of logistics and specific funds.
- Managing and developing partnership arrangements with schools, including liaising and working with Professional Tutors and Mentors.
- Making the arrangements for Ofsted inspections and preparing relevant documentation, as guided by the Head and Deputy Head of ITE.
- Working with the Head and Deputy of ITE on quality assurance (including internal University procedures) across all areas of provision.
- Collaborating with academic colleagues on course and module development and curriculum changes, including academic content, delivery and assessment.
- Liaising as appropriate with the NCTL and OFSTED.
- Promoting the course in various ways, including attending internal and external committees.

School Partnership Leads

School Partnership Leads are responsible for overseeing the partnership between the University and partner schools. As such, School Partnership Leads and their teams makes regular visits to schools and consult with all stakeholders regarding the quality of school-based training, seeking to identify where further support is required by trainees or members of the partnership. Primary and Secondary School Partnership Leads act as a link between schools and the University providing an important point of contact for Professional Tutors.

School Partnership Leads ...

- Produce a written record of each school visit to be kept in a school cluster file with copies made available to the school and all tutors concerned – and report back to relevant meetings as necessary.
- Meet briefly with trainees to review their school experience and progress in preparing teaching files and the RPK portfolio.
- In collaboration with the Secondary Partnership Lead, lead cluster group meetings in the autumn and spring terms (see meetings schedule).

Head of Initial Teacher Education

The Head of ITE and the Deputy Head of ITE are university appointments made in consultation with the Consortium Steering Committee. The Head of ITE reports to the Head of the School of Education and Social Work and the Deputy Head of ITE reports to the Head of ITE.

Responsibilities of the Head of ITE office include:

- Leading the strategic vision towards the redevelopment of the curriculum and assessment across all ITE programmes
- Ensuring delivery of DfE Quality Requirements from September 2024.

- Strategically leading quality assurance of curriculum, teaching and assessment identified in collaboration with course leaders. This includes leading the accredited provider overall QA processes.
- Overseeing overall compliance with the Teachers' Standards, the ITT Core Content Framework, student recruitment and student progress.
- Overseeing trainee progress and experience, including school/university wide EDI initiatives.
- Overseeing internal monitoring and evaluation and annual monitoring; external monitoring and evaluation; and reporting to the University, the Sussex Consortium, the DfE and Ofsted as appropriate.
- External liaison: with the Sussex Consortium, Teaching School Hubs, the DfE and Ofsted; representing the University on the UCET secondary committee and other events.
- Nominating of External Examiners in conjunction with PGCE course leads, and overseeing Primary and Secondary Standards Examiners visits.
- Leading Ofsted inspections.
- Sharing oversight of ITE Safeguarding with Deputy Head of ITE.
- Monitoring new developments and initiatives in ITE, and assessing their strategic value for the tSchool of Education and Social Work, discussing possible involvement with appropriate members.
- Leading consultations and tenders, including future reaccreditation in 2025/26.
- Overseeing returns and responses to the DfE, including bids for trainee places.
- Overseeing recruitment of Initial Teacher Education trainees, with the Director of Recruitment & Admissions for the School of Education and Social Work.
- Contributing to the wider leadership of the Department of Education and School of Education and Social Work via the School Leadership Team (SLT).
- Line managing all Senior Lecturers across ITE, including overseeing their workload planning, appraisals, professional development and support.
- Overseeing the ITE budget for the School of Education and Social Work at the University of Sussex, liaising with PGCE course leads and the Head of the School as necessary.

Deputy Head of Initial Teacher Education

Responsibilities of the Deputy Head of ITE include:

- Leading the strategic vision for Partnership working across all ITE programmes, including Mentoring, Professional Tutoring, School Direct, and Teacher Level 7 Apprenticeship from 2025.
- Strategically leading quality assurance of the Partnership, including Mentoring.
- Supporting the Head of Initial Teacher Education in the accredited provider overall QA processes.
- Overseeing teacher trainee progress and experience, including school/university-wide EDI initiatives.
- Supporting the Head of Initial Teacher Education for consultations and tenders, including future reaccreditation in 2025/26.
- Sharing the oversight of ITE Safeguarding with the Head of ITE.

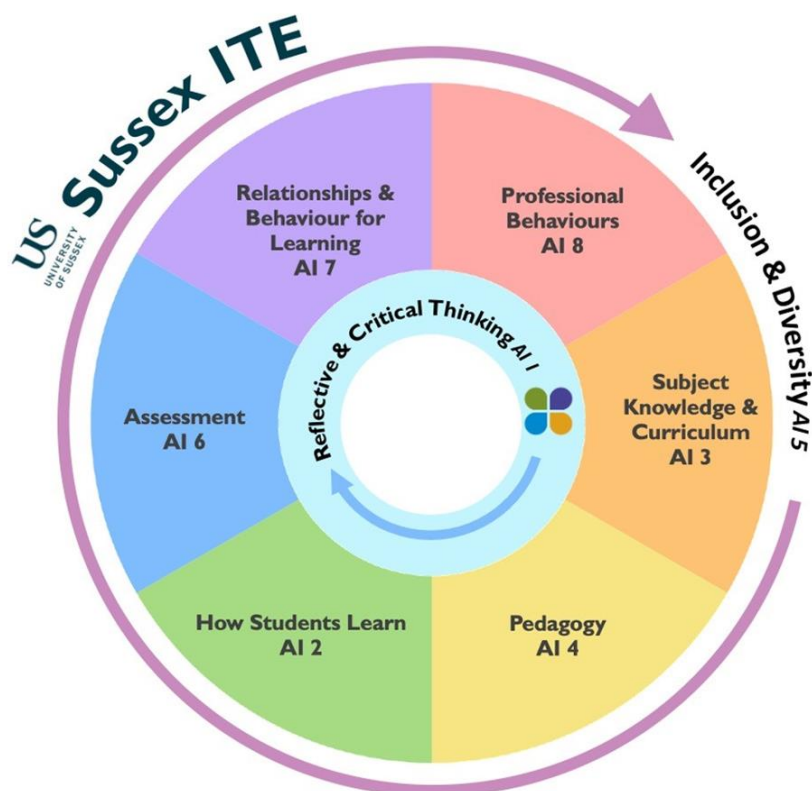
- Contributing to the wider leadership of the Department of Education and School of Education and Social Work via the School Leadership Team (SLT).
- Line managing a subset of ITE faculty and School Tutors, including for workload planning, appraisals, professional development and support.
- Supporting the Head of Initial Teacher Education with Ofsted inspections

Section 4: THE CURRICULUM AND TRAINEE ENTITLEMENTS

Curriculum and Core Content Framework Entitlement

Our curriculum is designed to develop high quality teachers drawing on the strongest evidence and being explicit in its full integration of the CCF (DfE, 2019). It is ambitious in scope and rigorous in content choice ensuring that trainees are developed beyond the expectations of the CCF and fully prepared for entry as Early Career Teachers.

Our curriculum was highly praised in our last Ofsted inspection in 2023 for its distinctiveness and for our commitment to reflection, critical thinking and integration of the required knowledge base for robust research-informed teacher education. The pillars of our curriculum are built on the eight foci of the CCF which form our Areas of Intent (AI) which are conceptualised as a curriculum wheel and underpin our ITE programme. Six AIs are represented within the wheel with two interwoven around the outside to reinforce how inclusion, diversity and reflective and critical thinking are core to our curriculum. The circular design of our curriculum wheel is informed by cognitive science research, spacing to facilitate revisiting, interleaving new with previously-covered content and intentional design reducing cognitive load. As such, our CCF informed AI are revisited across the year, embedding a sequential emphasis to match the expected stage of trainee development as their knowledge is built from foundational elements to more complexity in high-quality teaching.



AI 1: Reflective and Critical Thinking:

Trainees are reflective, research informed and critically engaged with both seminal and up to date, relevant and meaningful research, and scholarship. They make valuable contributions to the wider teaching profession in our Partnership of schools through making clear connections between theory and practice in the classroom.

AI 2: How Students Learn:

Trainees critically engage with theory and practice about how students learn through the phase specific curricula for primary and secondary. They consider the importance of cognition, metacognition, and oracy through their applied practice.

AI 3: Subject Knowledge & Curriculum:

Trainees possess the requisite substantive and disciplinary knowledge underpinned by subject specific and phase specific research and scholarship. Trainees have the critical knowledge and understanding of curriculum theory and policy and can apply this to the design of sequenced lessons and schemes of learning which promote student progress appropriate to subject and phase.

AI 4: Pedagogy:

Trainees can identify, apply, and reflect on appropriate and motivational pedagogies that secure their phase's/subject's curriculum intent. They are able to explore a range of pedagogical approaches with increasing complexity as their practice develops underpinned by relevant research and scholarship.

AI 5: Inclusion and Diversity:

Trainees have the critical knowledge and skills around inclusive practice which enables them to plan and adapt their teaching to a diverse range of students according to individual needs.

AI 6: Assessment:

Trainees have an in depth understanding of how effective assessment practice is critical to understanding students' needs and supporting student attainment and progress. They are able to make accurate and productive use of a range of assessment practices according to phase/subject.

AI 7: Relationships and Behaviour for Learning:

Trainees have the critical knowledge and skills to motivate, engage and create a positive culture for learning in classrooms. This includes the role they play in promoting high expectations, diversity, inclusion and belonging with their students and in the wider school community.

AI 8: Professional Behaviours:

Trainees develop as practitioners who can demonstrate high standards of personal and professional conduct and are committed to their own continuous professional learning and wellbeing through collaborative practice with expert colleagues.

Areas of Intent (AI)

Each AI has a series of Progress Descriptors (PD) within our assessment framework which are correlated with the CCF and describe expected levels of progress at each phase against our ITE curriculum (see Phase Reports on PebblePad for descriptors). This promotes incremental development in trainee expertise and confidence, enshrines the CCF entitlements, and ensures our trainees are well prepared to exceed the expectations of meeting the Teachers' Standards when assessed at the end of the course. The curriculum explicitly embeds 'learn that' statements within the AIs and PDs. Through purposeful integration, 'learn how to' content is delivered by subject specific experts during provider-led and on-placement learning. Target setting embeds the PDs which both formatively and summatively assess progress throughout the year.

The curriculum is designed to ensure that any generic principles are always understood practically and in relation to subject and phase. It is co-produced with partners to ensure learning is integrated

and sequenced across the partnership delivered by leaders, Mentors and (where applicable) centre- and placement- based staff throughout the partnership, who have a firm and common understanding of the intended curriculum and what it means for their practice.

The subject specific/phase curriculum is taught and practised within and across the centre-base and school-base to build trainees' knowledge, confidence and classroom fluency at each stage of the training. This is supported by our serial placement course structure where weekly subject/phase specific training interlace with placement experience. All components are taught in a sequenced way to build and strengthen trainee knowledge across the year and a range of training methods - group work, one-to-one supervision and supported independent study – enrich and embed professional learning so trainees know, remember and understand the outcomes of their training. Local and national priorities are also reflected emphasising our focus on diversity and inclusion, raising attainment in reading, writing and oracy.

The University Curriculum and Professional Studies

We embrace these areas of intent in our curriculum to frame both our curriculum studies and professional studies programmes. Both programmes have been rigorously mapped to the Core Content Framework Learn That statements to ensure that we meet and exceed this minimum entitlement. Curriculum studies seminars and practical workshops develop curriculum knowledge and understanding in your specialist subject or phase. For secondary, our subject specific curriculum maps are available on your subject Canvas site and our Secondary Partnership Padlet, password: metacognition. For Primary, details of all the university taught sessions are detailed in the PDT.

Professional Studies are an essential element of our full training programme and include lectures, seminars and cross curricular days or half days. In this programme trainees are introduced to those elements of teaching and learning, educational issues and pedagogy that are common to all subjects. There are also, from time to time, optional sessions to help, support or extend our core offer. University lectures and seminars are intended to introduce trainees to a particular topic or issue before it is developed and given a specific subject focus (as appropriate) in Curriculum Studies.

The core objectives for university Professional Studies Course are to:

- Develop an understanding of educational issues as they apply to the curriculum
- Engage with theories of pedagogy and cognitive development
- Become aware of the impact of personal and social development as they relate to the educational experience of students in school
- Expand awareness of, and ability to undertake, pastoral responsibilities
- Develop a coherent, reasoned philosophy of education, and the ability to express this orally and in writing
- Engage in constructive self-evaluation and to develop the ability to reflect productively on activities as professionals
- Enable trainees to improve and update their understanding and practice.

Teaching methods

A range of appropriate and diverse training methods to develop trainees' subject and pedagogic knowledge are deployed with a strong emphasis on active methods of study which encourage cooperative – not competitive – attitudes. High quality and adaptive learning materials support all aspects of training including session slides, deliberate practice plans, exemplar videos showcasing practice, analysing journal articles and teaching resources, etc. A high standard of achievement is expected, and every trainee teacher must be successful in both practical and written work, as these elements all help us be sure that graduates from each course demonstrate that they meet the Teachers' Standards by the end of the ITE year and are ready to succeed in their first teaching appointment as Early Career Teachers.

ITAP weeks

In 2023/24, we will be piloting the introduction of two Intensive Training and Practice (ITAP) weeks in preparation for the new Quality Requirements in 2024. PGCE Primary will be piloting 1 ITAP week. These two weeks have been designed to allow trainees to focus on specific skills in specific areas grounded in an element of the Core Content Framework (e.g., an aspect of behaviour management, assessment, subject/phase specific pedagogy) to support their developing practice. More information about the ITAP weeks will be disseminated at appropriate times of the academic year and will make clear the role of schools in supporting trainees during these periods. ITAP weeks will also be addressed in Mentor training and in meetings with Professional Tutors.

Mentoring Entitlement

Mentors must have approximately one hour a week of timetabled time kept free of interruptions for a private training with the teacher trainee to discuss their progress and plan opportunities for further development. These meetings should be prepared and planned for carefully by the trainee using the Mentor Meeting Programme in the Secondary Mentor/PT Guidebook and the Primary PDT to help establish a focus for discussion each week. Trainees should have relevant files, materials and resources from their PebblePad workbook with them for every Mentor Meeting.

Trainee-Mentor meetings should provide an opportunity to:

1. Review progress towards teaching standards by focusing on their weekly reflections on PebblePad and observations of practice – not solely for lesson planning purposes.
2. Discuss pedagogical strands and strategies as suggested by University Tutors / handbooks; preparing for forthcoming teaching and strategies for meeting identified areas for development.

All PGCE trainees should keep a record of discussions and targets in the Weekly Reflections section on PebblePad. They must take responsibility for keeping a record of their weekly sessions with their Mentor, noting topics addressed and targets agreed as well as progress and achievements. These should then be used to help plan the agenda for the following Mentor Meeting. Weekly Reflections, including the notes made during the meeting, are automatically shared with the Mentor and Professional Tutor via PebblePad.

Interaction with Mentors will of course extend outside the designated meetings. Informal discussions and conversations will naturally take place which are equally central in the Mentoring process. However, trainees are reminded that Mentors are busy professionals who cannot offer individual support on demand.

For further guidance on being a Mentor or Professional Tutor for teacher trainees from the University of Sussex, see the 'Secondary Mentor & Professional Tutor Guidebook: 2023/24':

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=secondary-mentor-professional-tutor-guidebook-2023-24.pdf&site=26>.

Primary teacher trainees should follow the guidance in the PDT to discuss, plan and prepare. Trainees may share aspects of their Learning and Wellbeing Bundles, Reflective Sketchbooks, or other materials in their discussions.

School-based Professional Studies Entitlement

The school-based Professional Studies programme is intended to develop any emerging themes introduced in university Professional Studies and provide the vital school context. The school-based Professional Studies programme is arranged by the Professional Tutor, although may be led by other members of school staff. The school's Professional Studies programme consists of a series of key topics to be addressed by all schools during the two school placements which are explicitly linked to the CCF (DfE, 2019) and to our sessions at the University. Professional Studies sessions may be combined with training programmes for ECTs and whole staff Inset. It is intended to provide:

- High quality school-based training to enable trainees to meet the Teachers' Standards.
- A common Professional Studies course for trainees from all local Universities and on all routes to QTS placed in the same school.
- Quality assurance within and across schools, and a common entitlement for all trainees.

For further information on school based Secondary Professional Studies programmes, see the 'Secondary Mentor & Professional Tutor Guidebook: 2023/24':

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=secondary-mentor-professional-tutor-guidebook-2023-24.pdf&site=26> and/or the Sussex Secondary Partnership Padlet (password needed): <https://uofsussex.padlet.org/kperera2/sussex-secondary-ite-partnership-professional-tutor-padlet-1yjau3spp9qnu80>.

For the Primary Professional Studies programme, please refer to the PDT.

Professional Conduct

As this is a professional course, we have high expectations regarding professional conduct for school and university. Trainees are expected to be on time for all sessions, and to behave in a professional manner at all times as set out in Part 2 of the Teacher Standards (DfE, 2012)

There are a number of expectations we have of Sussex teacher trainees to ensure they develop into excellent practitioners. These include:

- High standards of professionalism – with regards your knowledge, your practice and your professional development.
- Excellent attendance, engagement, and participation in your university-based studies (professional and curriculum studies) as well as in your school placements.
- A tangible commitment to evidence based informed practice.
- Enthusiasm, imagination, hard work, responsiveness and resilience.
- A commitment to the Sussex ITE ethos of 'Pushing the Boundaries'.

On placement in school, teacher trainees must:

- Accept responsibility for their own learning and professional development under the guidance and support of Mentors and Professional Tutors.
- Undertake and complete all assigned course work, including teaching practice, preparation and marking.
- Complete the university lesson plan pro forma for every lesson they are due to teach and submit these to the Mentor or relevant class teacher, 24 – 48 hours in advance of the lesson (as directed by the school). Lessons should be evaluated as directed by the Mentor.
- Work within the agreed channels of communication between school and university tutors.
- Behave in an acceptably professional manner, abiding by the codes of behaviour for each institution.
- Alert School-based Mentors, Professional Tutors and/or University Tutors to any problems and concerns.
- Complete Weekly Reflections on PebblePad each week – and update these for sharing with the Mentor on a weekly basis..
- Keep a record of their attendance on PebblePad each week on the Weekly Reflections workbook, completing a 'Reason for Absence Proforma for any days/sessions missed.
- Read and take note of school procedures, staff notice board, school documents and policies, schemes of work, syllabuses. All these will help build up a sense of the purposes, practices and ethos of the school.

Attendance

Professional standards of attendance and punctuality are expected from all students. It is therefore an explicit expectation that trainees attend all university-based and practice-based learning in school. Session registers are kept and if trainees are unable to attend a university session it is important that they inform the Curriculum Tutor on the day. Teacher trainees must attend the full number of Professional Practice days to gain QTS, so absence may have to be made up at a later date.

PUNCTUALITY

Punctuality is a requirement. Trainees are held personally responsible for lateness – and must provide an explanation to the appropriate tutor (Curriculum Tutor or Mentor) on the day. Consistent lateness may be deemed to constitute absence by the Course Leader.

PLANNED ABSENCE

Where a trainee believes they have good reason to request absence in advance – either from university or school – they should seek permission from their Curriculum Tutor and complete the Absence Form.

UNEXPLAINED ABSENCE

Any absence of two or more consecutive days from either professional practice or university-based learning without explanation should be reported to the Course Lead who will request a meeting to identify the reasons for absence. Minutes of this meeting will be taken and the Course Lead's response placed on the teacher trainee's file.

SANCTIONS

We will ensure that all poor attendance, absenteeism and lateness is treated fairly to ensure just and equitable treatment for trainees. In the event of inadequate attendance, the Course Lead is empowered to: inform funding bodies; include information on attendance and lateness in references to employers; and note potential failure of Reflecting on Professional Knowledge. In cases of serious breaches of attendance policy, institute termination procedures under the terms of unprofessional behaviour.

ABSENCE PROCEDURES

Teacher trainees who are unable to attend a day at their school placement must inform their Mentor and Professional Tutor as soon as possible. They must also avail themselves of their school's absence expectations and procedures. A text message regarding absence at school is not appropriate. It should be a phone call.

UNEXPECTED ABSENCE

Trainees missing a taught session at university must complete the Absence Form and email it to ite@sussex.ac.uk AND their Curriculum Tutor.

Trainees missing a day at their school placement must also complete an Absence Form and send it to their Mentor, Professional Tutor AND university Curriculum Tutor.

REQUESTING ABSENCE IN ADVANCE

Trainees needing to request time off from school or university in advance – for example, for a medical appointment which cannot be arranged during school holidays – must complete an Absence Request Form and email it to their Curriculum Tutor.

If the absence request relates to time that would have been spent on a school placement, the form should also be shared with the relevant Mentor and Professional Tutor. Absence Request Forms can be found on the Secondary RPK Canvas site and in the Primary PDT.

Tutor Visits

Curriculum Tutors normally visit all trainees in their curriculum subject group individually in school two to three times a year, with at least one visit to the trainee teacher in each period of professional practice. Each visit should last half a day including travelling time. The purpose of these visits is to offer formative guidance to the trainee with regard to their professional development, to support school-based tutors in Mentoring and lesson observations, and to moderate professional practice. A record of these visits is shared with the trainee, the school and the Curriculum Tutor. Visits should be arranged in advance to suit tutors and the trainee concerned. Ideally, they should take place at least a few weeks into the professional practice so that the trainee is able to demonstrate progress made.

The Professional Tutor - as well as the Mentor - should be informed of forthcoming visits with sufficient notice given. Where the Mentor is not Head of the subject department or faculty, or the class teacher, it is an obvious courtesy that they should be informed of the visit in advance - as well as other teachers and support staff who may be affected by it.

Curriculum Tutors should register with the school office or reception immediately on arrival at the school. Each Curriculum Tutor visit should include the following activities - not necessarily in the order shown - according to the convenience of all involved:

- Discussion with each trainee teacher's Mentor about the trainee's progress, quality of lessons taught, reviewing targets, progress towards the Teachers' Standards, and any other relevant issues.
- Where appropriate, observation of the trainee teacher jointly with the Mentor in the classroom (normally of one timetabled lesson or equivalent) using the standardised observation schedule, the specific focus of the observation having been agreed in advance by the Curriculum Tutor, the trainee and the Mentor.
- The role to be taken by the Curriculum Tutor in the lesson to be discussed beforehand with the trainee providing a copy of their lesson plan, including a clear statement of the learning outcomes for the lesson as well as lesson materials 24 hours in advance of the lesson.
- Oral and written feedback on this observation using the standard observation schedule to be given to the trainee teacher as soon as possible after the lesson; the trainee and Mentor to receive a copy of the written feedback, and a copy to be stored in the trainee's assessment file.
- Further discussion with the trainee, review of evidence of progress against the Teachers' Standards and teaching experience file(s), assessment /record keeping etc.
- A dialogue regarding progress towards academic assignments and job applications as appropriate.
- Discussion with the Professional Tutor about the overall progress of the trainee, if required.

Support Plan and Cause For Concern

During the ITE year, trainees are expected to make phase appropriate progress against our ITE curriculum and to ultimately meet the Teachers' Standards at the end of the training year. Mentors, Professional Tutors, and Curriculum Tutors assess trainee progress on the course formatively and continually. When, in the opinion of a Mentor, Professional Tutor or Curriculum Tutor, insufficient progress is detected they will initiate a Support Plan and Support Tutor request. If they fail to make progress, then the Cause for Concern is instigated. This might also be triggered by unprofessional behaviour at the University e.g. lateness, continual absence etc.

STAGE 1: SUPPORT PLAN

Part A: This is the point that alerts the University to the need for a Support Plan for a trainee if their progress is not as strong as hoped. On receipt of this report, the University will assign the subject Curriculum Tutor, normally to visit or contact and guide the school in establishing a programme of additional support.

Part B: An action plan is drawn up by the University tutor in consultation with the Mentor/Professional Tutor to identify targets, support mechanisms and deadlines using the Support Plan Part B. Targets will be reviewed usually after two weeks.

Part C: Targets are reviewed and recorded on the Support Plan Part C. If sufficient progress is made, the trainee will no longer require the Support Plan. It is worth noting that many trainees previously requiring such support go on to successfully complete their course.

STAGE 2: CAUSE FOR CONCERN

If concerns remain and targets are not satisfactorily achieved, the trainee moves on to the 'Cause for Concern Process' whereby an action plan is prepared by the Curriculum Tutor, targets re-established, and an assessor's visit organised. The Support Plan and re-established targets are recorded on the Stage 2 Cause for Concern Review of Progress. If an assessor's visit is requested the form should be accompanied by a copy of the trainee's timetable with details of lesson times and class availability. An assessor will be appointed by the School Direct, PGCE or ITE Leader to observe the trainee - the examiner may be a Curriculum Tutor (from outside the curriculum area or phase), an experienced school-based tutor from another school or an External Examiner. The assessor will need to observe one or two separate lessons, discuss the trainee's progress with school-based tutors and interview the trainee.

Following this process, the examiner will make a recommendation on whether the professional practice should be terminated.

There may be unusual circumstances when a trainee fails the final stage of their Cause for Concern process. At this point they will have three options:

1. Permanent withdrawal from the course.
2. Go to an Exam Board to re-sit the failed placement.
3. In exceptional circumstances, trainees who have failed the Cause for Concern process MAY be moved directly to stage 2 of the Suitability for Professional Practice Procedure. See our ITE policies.

At each stage, the Support Plans and Cause for Concern forms must be completed in full and a copy given to the trainee at each stage. All Support Plans and Cause for Concern reports and reviews must be sent as soon as they are completed to the Course Coordinator. Alternatively, it may be scanned after signing by all parties and emailed to ite@sussex.ac.uk. Signed copies must be kept by the school and the trainee.

Please note that timescales may be significantly shorter depending on the circumstances and context.

Deadlines for submission of Secondary Support Plans:

- Wednesday 23 November 2023
- Wednesday 17 January 2024
- Wednesday 24 April 2024

Deadlines for submission of Primary Support Plans:

- Monday 13 November 2023
- Wednesday 15 January 2024
- Monday 26 February 2024

- Monday 22 April 2024

Trainees about whom tutors express concerns, or who require additional support, often turn out to have other difficulties as well (e.g. personal problems). Trainees are strongly urged, therefore, to keep their tutors advised of any such circumstances, and consult a student support adviser, so that these can be taken into account where appropriate.

Late Submission and Exceptional Circumstances

Work not submitted or submitted late is automatically penalised. The differentiated consequences of late submission are outlined in the University's 'Examination and Assessment Regulations Handbook'. The expectation is that trainees will work and organise their time and resources professionally enabling them to get assignments completed by set deadlines.

If lateness or non-submission is unavoidable, evidence of Exceptional Circumstances must be provided. Exceptional Circumstances relate to something that is sudden, unforeseen and temporary. Delays in the availability or failure of word-processing/printing facilities are not considered acceptable reasons for late or non-submission. The processes for providing exceptional evidence are reviewed annually by the support staff at the University's Student Centre. Latest information and guidance on Exceptional Circumstances can be found on the Student Hub:

<https://student.sussex.ac.uk/assessment/exceptional-circumstances>.

For longer term conditions, trainees should contact the Student Centre directly:

<https://student.sussex.ac.uk/centre/>.

Temporary and Permanent Withdrawal

Our ITE provision is very intense, and it is quite common for trainees to question their progress at some point. Issues are usually resolved through conversations with tutors or peers. However, if a trainee's concerns are not allayed or increase, they may wish to consider withdrawing from the course – either permanently or temporarily. Such decisions require very careful consideration, and each option is a negotiated process. Trainees considering withdrawal are strongly advised to meet with their Curriculum Tutor and, where appropriate, discuss their thoughts with their Mentor and/or Professional Tutor before making a final decision.

At a meeting with the Curriculum Tutor (or sometimes the Phase Leader), trainees will be encouraged to consider all possible options – with guidance and support – including:

- Withdrawal
- Negotiated intermission (Temporary Withdrawal)
- Course variation
- Continuing with the course (perhaps with more support)
- A short break from the course to be made up at the end in top-up days
- Setting up confidential counselling support

TEMPORARY WITHDRAWAL (INTERMISSION)

Trainees should refer to the appropriate section in the University's Examination and Assessment Regulations regarding arrangements for intermission and return:

<https://www.sussex.ac.uk/adqe/standards/examsandassessment>.

Within the context of these regulations, on a professional course this is a negotiated option which recognises that the trainee is currently experiencing extenuating circumstances which are undermining their potential to complete the course. Normally temporary withdrawal means that the trainee ends the course at a certain point and returns a year later. However, because the course requires continuity in developing professional practice, returning to the course may require the trainee to restart a period of professional practice in January - this may have financial implications in terms of paying additional fees. Temporary withdrawal is not an automatic option on a professional course and requires considerable negotiation between the trainee, University and school partner – temporary withdrawal will not be granted until all stakeholders are consulted and is not agreed to automatically. Where possible trainees should continue to honour professional responsibilities during any period of negotiation. Conditions are often set which require resolution before returning to the course.

Any trainee seeking temporary withdrawal must accept that a return to the course rests upon the availability of professional practice on their return. Any salary or bursary payments are suspended until the trainee returns and the remainder of the bursary is spread across the period of return to study. Trainees must also ensure that they are fully aware of any financial issues.

PERMANENT WITHDRAWAL

As with temporary withdrawal, permanent withdrawal requires negotiation. It is a professional expectation that even if a final decision has been made by the trainee, due notice should be given to partnership colleagues (usually five days) and that an exit interview with the Curriculum Tutor and Course Leader follows. Fees are not repayable and bursary payments cease immediately on withdrawal. Please note that trainees cannot be recorded as withdrawing if they seek to withdraw during a period of formal assessment (during an assignment deadline or Support Plan process) – in such circumstances the Progression and Assessment Board (PAB) is likely to note that the trainee failed the course.

Trainees are strongly advised to refer to the University regulations on permanent withdrawal - see: <https://www.sussex.ac.uk/adqe/standards/examsandassessment>.

RETURNING FROM INTERMISSION

It is usual at a Pre-Withdrawal Meeting for conditions for a return to be discussed. However, trainees should note that it is usually a Progression and Assessment Board (PAB) that will discuss and approve return arrangements. Returning trainees should note that where placements are limited and difficult to obtain, priority will be given to those trainees who are not returnees.

English and Mathematics Competencies

In accordance with DfE guidelines (DfE, 2022, C1.4), the University must ensure that all trainees have the necessary skills in mathematics and English to qualify as a teacher by the end of the training period. Any work to address shortfalls in English and mathematics must be undertaken by the trainee, in addition to any other aspects of training – with guidance and support from the University as relevant/necessary.

Trainees are expected to demonstrate competence in the following by the end of their training/course:

- Speaking, listening and communicating are fundamental to a teacher's role. Teachers should use standard English grammar, clear pronunciation and vocabulary relevant to the situation to convey instructions, questions, information, concepts and ideas with clarity. Teachers should read fluently and with good understanding.
- Writing by teachers will be seen by colleagues, pupils and parents and, as such, it is important that a teacher's writing reflects the high standards of accuracy their professional role demands. They should write clearly, accurately, legibly and coherently using correct spelling and punctuation.
- Teachers should use data and graphs to interpret information, identify patterns and trends and draw appropriate conclusions. They need to interpret pupil data and understand statistics and graphs in the news, academic reports and relevant papers.
- Teachers should be able to complete mathematical calculations fluently with whole numbers, fractions, decimals and percentages. They should be able to solve mathematical problems using a variety of methods and approaches including estimating and rounding, sense checking answers, breaking down problems into simpler steps and explaining and justifying answers using appropriate language.

The process for assessing trainees' skills started at the interview stage, which will have given tutors and trainees a good sense of whether trainees need to develop their mathematics or English skills. At the University of Sussex, we see the development of these fundamental skills as an embedded part of developing understanding of the roles and responsibilities of being a teacher and a professional. Throughout the course, trainees are given opportunities to improve their skills and understanding. That said, where trainees are aware of areas they need to develop, or are advised to that end by a tutor, or are given a recommendation post-interview, it is important trainees make the most of their time before the course starts to develop their confidence and relevant competencies.

ENGLISH

Spoken English is formatively assessed through the application process, within group and individual tasks, and through Mentor/Curriculum Tutor feedback on lessons. Written competency is formatively assessed through trainees' applications, writing tasks, academic assignments, and writing within the classroom context.

MATHEMATICS

Trainees undertake a short maths task early in the autumn term based on the sorts of mathematical challenges faced by teachers. Additional support and other opportunities to demonstrate trainees' mathematical competency are provided through the training year.

Academic Assignments

There are two modules taught at the University during the course:

- Applying Professional Knowledge (30 level 7 Credits)
- Reflecting on Professional Knowledge (30 level 7 Credits)

Whilst these modules have separate aims and are clearly defined by assessment expectations and learning outcomes, they are rarely taught in isolation and learning opportunities in one module often support learning in another. Instead, teaching and learning at the University is organised into curriculum sessions (seminars and practical workshops developing curriculum knowledge and understanding in your specialist subject or phase – see subject Canvas site) and professional studies sessions (whole cohort lectures or cross curricular workshops/seminars focusing on broader professional issues in education).

All official assignment submission dates and times are to be found on the relevant Sussex Direct student pages. The dates and times listed below are an indication only and must NOT be taken as binding or official. Trainees must log into Sussex Direct [<https://direct.sussex.ac.uk/login.php>] and use the date/time (together with any other requirements) listed there as the official deadline for submission.

A variety of assessment modes are used to develop and test different types of knowledge, skills and aptitudes. The assessment modes have been approved to test the course and module learning outcomes. Written submissions usually form an integral part of assessment at all levels. Written submissions include essays, reports, logs etc as appropriate to the module and the skills that you are being expected to develop. Feedback is provided to support you in future assignments.

The School of Education and Social Work gives notice that the following arrangements for assessment will apply to the examination of the Postgraduate Certificate in Education award and the associated recommendation of Qualified Teacher Status in 2023-24. Candidates are reminded to consult the Examination and Assessment Regulations Handbook on the 'Regulations for examinations and assessment web page: <https://www.sussex.ac.uk/adqe/standards/examsandassessment>.

An overview of Academic Assignments

Each trainee is required to submit items of assessment for the following modules for the award of PGCE. See deadlines below – but always check Sussex Direct [<https://direct.sussex.ac.uk/login.php>] for confirmation of those deadlines.

Deadlines for Academic Assignments

Assignment	Deadline	Notes
Applying Professional Knowledge (APK)	Thursday 22 February 2024	Electronic copies of assignments to be uploaded by 5pm on the deadline date to the appropriate eSubmission area of Canvas via Turnitin.
		Printed copies of the appendices only must be

		handed in at Essex House reception by 5pm on Friday 23 February 2024. Digital copies of appendices must also be submitted by 5pm on Friday 23 February 2024 to the subject Canvas site.
Reflecting on Professional Knowledge (RPK)	Monday 13 May 2024	Electronic Portfolios of Reflections to be uploaded to the subject Canvas site by 9am.
	By Friday 24 May 2024	Portfolios must be submitted to a panel of Curriculum/School-based Tutors by 5pm.

For the recommendation of QTS, each candidate will also need to demonstrate that they have attended and fully participated in all course components, and successfully met all the Teachers' Standards (DfE, 2012).

The Applying Professional Knowledge (APK) Assessment

Requirements regarding the mode of assessment, learning objectives and outcomes and general guidance for assignment preparation are provided below. Further detailed advice may be offered during whole cohort assignment briefings or taught curriculum sessions.

Taught course assessment:

Applying Professional Knowledge (801X1)

Assessment Mode: Essay (with Unit of Work as appendices)

Credit Weighting: 30 Level 7 (Masters) credits

Length: 6000 word-essay with supplementary appendices

Assessed by: University Tutors

Moderated by: University Tutors

See generic learning outcomes for this module in Appendix 2

In consultation with Curriculum Tutor and Mentors, identify an appropriate topic in your specialist curriculum and/or phase to develop a unit of work or sequence of lessons. Using established school-based models, research literature and electronic resources as appropriate, critically reflect upon different approaches to both teaching and learning and outline how your own unit of work develops existing practice and responds to the specific needs of pupils in your professional practice placement. The unit of work/sequence of lessons should be designed so that it could be taught over a period of approximately 4 - 6 hours of pupil contact time as a norm. The lessons should be taught in part or in full during professional practice in the Autumn, or first part of the Spring terms. Advice should be sought from your Curriculum Tutor and Mentor about the overall learning objectives and the most appropriate time to plan and teach the lessons. Enough time should be left to ensure that all issues arising from its teaching and assessment should be fully evaluated. All trainees are entitled to tutorial support and feedback on 50% of a first draft of the assignment. Exemplar materials are

provided on Canvas although candidates are warned that the focus and/or assessment brief can change each year so these should be used with caution. Sign up sessions offering academic support with academic writing will also be available. Further information on preparing for this assignment will be given in a lecture and in addition Curriculum Tutors will provide subject specific guidance. The assignment itself should therefore include:

- A Rationale and Literature Review: Including a discussion of why the topic selected should be taught, how it responds to statutory requirements in your subject area/phase as well as the local needs of the pupils you teach. It should explain why teaching and learning approaches have been adopted, an analysis of how pedagogic theory informed planning as well as how pupil learning is assessed. A variety of scholarship and theory should underpin this discussion.
- Unit of Work Grid: An overview grid must be included before the evaluation section briefly outlining each lesson. You should also indicate how the selected literature and/or strategies have influenced the design of your unit. Information and suggestions on how to do this will be given in the lecture in the Autumn term. Detailed lesson plans, teaching and learning resources, assessment activities and criteria are to be included as part of the Appendices. Individual taught lessons will also include evaluations using an agreed format.
- Evaluation: Should reflect upon the overall impact of the lessons on pupil learning, as well as issues emerging from individual lessons. Strong assignments will include critical analysis which pick up on issues discussed in the literature review and relate these to relevant literature and scholarship. If teaching every lesson has been difficult then critical reflections upon how prior teaching episodes informed the planning process should be included. The evaluation should conclude with a clear indication of how this lesson sequence planning could be developed.

The word length of 6000 words should be divided appropriately between the rationale, literature review and evaluation. The unit overview grid is not counted within the word limit. The assignment must be supported by full bibliographic details of all texts, resources and references used.

OBJECTIVES AND LINKS TO THE CORE CONTENT FRAMEWORK

The purpose of the APK assessment is to develop strategies for effective short and medium-term planning, and to strengthen the process of evaluation and reflection. As such, this assignment offers trainees the explicit opportunity to make progress towards:

- S4 Classroom Practice
- S5 Adaptive Teaching
- S6 Assessment

The Reflecting on Professional Knowledge (RPK) Assessment

Taught course assessment:

Reflecting on Professional Knowledge (804X1)

Assessment Mode: Presentation

Credit Weighting: 30 Level 7 (Masters) credits.

Length: N/A

Assessed by: University Tutors

Moderated by University Tutors, Mentors and Professional Tutors

See generic learning outcomes for this Module in Appendix 2

The Reflecting on Professional Knowledge Outline form must be completed and submitted electronically to the relevant Canvas site by 9.00am on the first date of the RPK interviews. Please note, you are not able to be assessed if you are on a Cause for Concern and/or are at risk of failing your Professional Practice PP2 module.

This assessment is conducted through the review of a viva with a modest portfolio of evidence as support which demonstrates your professional knowledge, understanding, criticality and skills as a reflective practitioner developed during the course. The presentation will take the form of a professional dialogue with two examiners at the end of the course during an extended exit tutorial. At least one examiner will be a University Tutor. Please note that the presentations are digitally recorded for moderation purposes.

Pedagogic Dialogue. You are expected to demonstrate an ability to draw on scholarship and pedagogic theory to inform your planning, reflection and evaluation of teaching and learning. You will demonstrate how a specific area of pedagogy has informed your practice and impacted on pupils' learning and well-being. You may not use lessons from the Unit of Work in your Applying Professional Knowledge assignment in this dialogue.

Assessment Outcomes for APK and RPK

In order to achieve a PASS at Level 7, assignments should demonstrate:

- M1: Knowledge and understanding of policy, professional and research literature related to the teaching and learning in subject area/phase and the processes and complexities of learners' needs and development in different contexts.
- M2: A capacity to analyse complex teaching and learning situations and issues through critical engagement with scholarship, reflection and research to tackle problems creatively and respond to challenges.
- M3: An ability to exercise initiative in personal and professional responsibility.
- M4: An awareness of own continuing professional development needs within teaching, and the independent learning ability to identify ways of fulfilling those needs.
- M5: A broad range of practical teaching and learning skills, applicable within the classroom and in schools generally relating explicitly to any current statutory requirements.
- M6: Effective communication skills shared with a range of professional and academic audiences both orally and in writing with clarity, focus and coherence.

Generic Marking Criteria

Each Masters' level module assignment must achieve its own published learning outcomes to be awarded a pass. Where a mark and grade (as opposed to Pass/Fail) are awarded, the following generic level descriptors should be used to support the judgement. In so doing, the assessor should recognise that not all the criteria listed may be relevant to the assignment and that a 'best fit' approach should be taken. See Appendix 2 for generic marking criteria for both the APK and RPK assignments.

A note on the use of literature and engagement with research

The agreed learning outcomes for PGCE explicitly require each assignment to be informed by a range of literature and scholarship. Candidates are advised that wider reading should go beyond the citing of official or semi-official documents (for example, National Curricula) or textbooks used to support classroom teaching in particular schools. Wider reading, including professional journals, subject based academic literature, and education journals and books published by academic publishers, should allow candidates to show that their developing professional knowledge has theoretical foundations, particularly in respect of subject knowledge and associated pedagogy as well as pupils' learning. It should allow them to demonstrate an awareness and understanding of issues that may not have emerged within their particular professional contexts but which would facilitate their critical analysis of such contexts. Critical engagement with literature (both content and methodologies) will be necessary, as appropriate for a Masters (Level 7) course. Guidance on academic referencing, and in particular the Harvard referencing system (to be applied in all ESW assignments) can be found online at on the Library's Canvas site:

<http://www.sussex.ac.uk/students/support/>

Marking and Moderation

Once an assignment is submitted, internal examiners are appointed (usually course tutors) and are allocated a number of assignments to mark. Each element of assessed work is marked and then verified and moderated according to University policy. Internal examiners use a standard report form to comment on how far the assignment criteria have been met and to give formative feedback on how the candidate can develop their academic work. During term time tutors aim to normally supply assignment feedback within 15 working days from the final date of submission. Following internal moderation, examples of the range of work are identified and are then read by External Examiners, who comment on standards. Internal examiners also review the criteria for the assignment. Please note that all marks are provisional and subject to external examination, until ratified by the relevant Progress and Assessment Board.

The Initial Teacher Education Examination Progress and Assessment Board (PAB) makes the final decisions about candidates' marks and the nature of award, following recommendations by internal markers and External Examiners. For further details, students should refer to the full University Examination and Assessment Regulations Handbook.

The Postgraduate Certificate in Education (PGCE) Award

Trainees are required to take and pass 90 credits. The mean for the award is calculated across all modules, except for Professional Practice 1 [X1027] and Professional Practice 2 [X1030] which are pass/fail. These regulations apply to the regular Postgraduate Certificate in Education (PGCE) as well as to the Postgraduate Certificate in Education (Pedagogy and Practice).

Professional Practice 1 [X1027] and Professional Practice 2 [X1030] must be passed as a prerequisite for passing the PGCE, and normally before sitting Reflecting on Professional Knowledge [804X1]. In the event of a trainee failing Applying Professional Knowledge [801X1] or Reflecting on Professional Knowledge [804X1], an in-year resit is offered. Marks awarded for resits are capped at the pass mark. In exceptional circumstances, the Partnership may recommend a trainee for QTS only (i.e. no

academic award) if both periods of professional practice have been passed successfully and there is sufficient evidence of meeting all the Teachers' Standards across all modules.

The Education MA

Progression to the Education MA at the University of Sussex with advanced standing is determined as follows:

This distinctive and professionally oriented taught Masters course can be progression route for successful ITE graduates from training through to early professional development. The central aim of the course is to foster and support continued acquisition and developmental mastery of professional knowledge through practice, application and research, with a specific focus on specialisation in subject and phase pedagogy.

In their first year as an Early Career Teacher, newly qualified teachers have the option to attend a series of remote twilight sessions across the academic year with the University of Sussex which support their professional practice and gaining them a further 30 Masters credits. This 30 credit module is assessed through ongoing participation and involvement in the twilight sessions, plus preparation and submission of a 3000 word assignment due in May/June through which reflections are shared more formally.

As only 60 credits can be carried across from the PGCE year to other courses, the additional 30 credits gained in the above described module enable newly qualified teachers to bring 90 credits into their second ECT year which, if wanted, can count towards a full Masters degree: the Education MA.

More details of this option will be shared with trainees and newly qualified teachers at pertinent times, but any questions about the Education MA can also be directed at any time to the Education MA Course Lead, Dr James Williams: james.williams@sussex.ac.uk.

Support for Trainees

The ITE partnership is committed to ensuring that all trainee teachers receive quality teacher education - at the University *and* during their professional practice. A range of quality assurance strategies are used to monitor the effectiveness of our provision and enshrine the support we offer our trainees and school partners.

This section outlines the range of support opportunities for trainees, representation and feedback mechanisms, the professional expectations we all share across the partnership and other quality assurance processes.

Our aim is to enable trainees to participate fully in the life of the partnership and to enjoy the experience as well as to achieve good results. Trainees will be supported in various ways as outlined below.

The Curriculum Tutor

Each student has a Curriculum Tutor who operates as a personal tutor who has responsibility for providing academic guidance and advice and is an individual point of contact for the discussion of any issues of participation and progress on the course. The Curriculum Tutor will additionally provide the link between the University-based, taught course elements of the course and the school experience placements, particularly in communicating with school-based Mentors.

Beyond feedback after lesson observations each student is entitled to a total of up to five hours of academic and professional support. This support can take the form of tutorials, feedback on assignment drafts as well as email communications and telephone consultations. Some of this support is integrated into the course structure through formal progress review sessions whilst further support may be available on request. Some of this support might be in group reflect and review sessions.

Note that tutorials are an opportunity for trainees to seek advice and guidance in order to help them meet the requirements of the course. Tutorials will usually focus upon drafts of assignments and the progress being made towards QTS. In the interests of equity trainees should not seek to exceed their entitlement, however further guidance may be sought from other tutors who support the course. Please note that it is the responsibility of the trainee as an adult learner to arrange tutorial times and ensure they receive the tutorial time allocated to them. In our experience tutorials are crucial; where trainees fail to make progress, it is usually because not enough help has been sought. Some tutorials need not be academic in focus and of course tutors will make themselves available to see trainees who are facing problems at home or at work which threaten their progress on the course.

Student Support

The Student Centre is located on campus on Refectory Road. The Atrium (ground floor) is open 24/7. It is the central point on the campus for information and advice for Sussex Students. General opening times are Monday - Friday from 8.30am -5pm. They are an invaluable support. The Student Centre team can support and advice on a wide range of student issues, including:

- Personal concerns
- Finance/funding, incl scholarships, bursaries and Vice Chancellor loans
- Wellbeing
- Complaints / disciplinary proceedings
- Submission of Mitigating Evidence
- Help with understanding University procedures*

Students needing information about temporary withdrawal, or considering withdrawing, can seek advice/support from the Student Centre. However, concerns of this nature should also be discussed with Curriculum Tutors and/or Course Leads first.

Contact details:

T 01273 075700 – available 9am - 4.30pm

Or submit an online enquiry via <https://student.sussex.ac.uk/centre/contact>

**The Sussex Student Union [<https://sussexstudent.com>] can also assist with these matters, including representing students at hearings if wanted. Contact the Sussex Students' Union Advice Service so that appropriate support and advice can be arranged through the USSU:*

Room 137, Falmer House

T 01273 877388

More information about student support in the School of Education and Social Work is provided during induction. For full details on all aspects of support and services available at the University of Sussex, please refer to the Student Hub: <https://student.sussex.ac.uk/policies>

Black and Minority Ethnic (BAME) Support

Along with a number of universities in the South-East region, the University of Sussex has funded a project looking at ways to improve recruitment and support for BAME teacher trainees into Initial Teacher Education. We are aware that the demography of the Sussex area does not reflect the broad range of ethnic diversity that is found in many other areas of the country. Consequently, trainees from black or minority ethnic backgrounds may feel isolated, or in need of additional support. If so, they are encouraged to talk to their Course Lead for access to appropriate support.

For information on how the School of Education and Social Work is addressing race equality, see the 'Race Equality' web page on our internal website:

<https://www.sussex.ac.uk/esw/internal/forstaff/eandd/race-equality>.

Reasonable Adjustments for Trainees with Disabilities and/or Additional Learning Needs

From September 2002, universities and colleges are required to consider and make reasonable adjustments to any arrangement which may place a differently abled student/trainee at a disadvantage. Whilst "reasonableness" can be open to interpretation, there are a number of adjustments which are required under the law. Some relate to study aids and support arrangements in respect of teaching and learning, which are already routinely recommended when assessing the needs of students with disabilities in higher education. Most aids and services are provided by the students/trainees themselves - often following receipt of DSA. Certain other adjustments, such as providing outline lecture notes and making materials available electronically, fall upon the academic unit. From 2002, a differently abled student for whom this type of support is useful has the right to require that it be put in place. This requirement has been reinforced by the more recent Equalities legislation.

Whilst the needs of individual students will vary, there are a number of support arrangements - from the use of tape-recorders in lectures and seminars to extra time in examinations - which are generally acknowledged to be standard provision. We do not seek here to provide a summary of the legal requirements nor an exhaustive list of adjustments, but to provide what we hope are some relevant and useful highlights:

DIGITAL RECORDER

A digital recorder may be recommended for students who are unable to write by hand or continue to write over a prolonged period. Examples include:

- A blind/partially sighted student who is unable to use a Braille note taker or laptop
- A student who is hard of hearing or a lip reader
- A dyslexic student who has difficulties taking notes whilst listening
- A student with RSI, back injury, arthritis, or other physical disability
- A student whose concentration may lapse due to discomfort, tiredness or medication
- A student, for reasons relating to physical disability or mental health difficulty cannot attend lectures or classes at certain times or who requires breaks during a class

COPIES OF POWERPOINT SLIDES/LECTURE NOTES

There are some situations in which it is recommended that a student is given copies of any overhead slides because he/she will not be able to take notes at the same speed as other students. Examples include:

- Students who are partially sighted and cannot see the detail in the slides
- Students with dyslexia who may need longer to process written information
- Students with physical disabilities that affect speed of writing
- Hearing-impaired students who need to lip read.

For all ITE courses, all lecture outline notes should be uploaded onto the VLE in advance of taught sessions enabling trainees to view/download/print/save them in advance and can adapt the formatting to suit if necessary, irrespective of differing needs or abilities. Where helpful, copies of outline notes can also be provided to note-takers and BSL interpreters to enhance the service that they are able to provide to the student.

ALTERNATIVE FORMATS: LARGE PRINT LECTURE OUTLINES & COURSE MATERIALS

Differently abled students/trainees often have access to specialist software enabling them to produce and process information. Therefore, electronically provided materials can be adapted to suit almost any student at no additional time, effort or cost to schools. 14 point Arial is recognised nationally as the most legible for many students/trainees with visual impairments, although individuals often have a preferred format. Clarity, colour and contrast are also important, for example some students prefer coloured paper to avoid the glare of black text on white paper. Materials in alternative formats are usually requested for students with visual impairments, or with dyslexia / dyspraxia.

NOTE-TAKER

Students may use a note-taker if they are unable to write their own notes. Note-takers are recruited and trained by the Student Support Unit and are funded by the student - usually from the Disabled Students Allowance. Note-takers may be employed to assist students with hearing impairment who need to lip read, and/or students who are visually impaired and unable to see sufficiently well to write, and/or students with a physical disability who are unable to write or use a laptop.

AMANUENSIS

Amanuenses may read aloud or record on audiotape recommended texts, or proofread assignments and produce written work for students who have difficulties writing or typing. They can be used in

examinations to produce a dictated answer. Examples include for students with a visual impairment, or for those unable to write or type because of a physical disability.

FUNDING

For the majority of UK students, the cost of equipment – such as tape recorders, specialist PCs, and the cost of human support such as note-takers – is covered by the Disabled Student's Allowance and is paid for by the student. Other expenses, including the cost of additional photocopying, is also covered by the DSA. UK students can also apply to the Hardship Fund for assistance towards the cost of additional photocopying and, in some cases, for help in purchasing equipment. There is an as yet unresolved issue about the financing of specialist equipment or human support for overseas students who are unable to fund themselves, although it is likely that this will be the University's responsibility.

ADDITIONAL NOTES

In addition to the above recognised reasonable adjustments, the course team has undertaken to embed all the most commonly recommended reasonable adjustments for students with SLDs into all of our teaching practice so that additional adjustments should not be required unless there are additional disability issues. This recognises the improvements that this makes to the learning experiences of all students.

'Special educational needs', as defined by the Department for Education's Special Educational Needs Code of Practice (2015), refers to young people who have a learning difficulty. This means that they either: have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

'Statutory frameworks' includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions Document.

Academies and Free Schools will depend on the specific establishment arrangements of those schools. Independent schools are not required to use the standards but may do so if they wish.

COMMUNICATING TO YOUR PLACEMENT SCHOOL ABOUT ADDITIONAL NEEDS:

The Secondary ITE team at Sussex has developed a pen portrait and consent form for completion by trainees during their induction period which is embedded in the 'All About me' section of Pebblepad. It requires and stores key information about trainees and their needs, including any SEND needs that they would like their Mentor, Professional Tutor and/or other school-based colleagues to be aware of prior to commencing their professional practice. As information regarding a trainee's SEND is confidential meaning that the University is not permitted to share third party information with schools in the Partnership, it is incumbent on the trainee to share their pen portraits and consent form when they meet with their Mentor and Professional Tutor on their first and second school placements to ensure that reasonable adjustments can be put in place.

For Primary teacher trainees, we recommend that you speak with your tutor about how best they can provide the requisite support for you, as well as what and how information is shared with key colleagues at your school placements.

GUIDANCE FOR PREGNANT TRAINEES: MATERNITY & PATERNITY

Under the Equality Act (2010), the University does not penalise trainees who miss exams or coursework deadlines because of pregnancy/maternity, including pregnancy-related illness or a related medical appointment. Relevant guidance includes:

- Maternity is defined as including all stages of pregnancy and up to 26 weeks after the birth of a child.
- Pregnant trainees should talk to their Curriculum Tutor and Headteacher/Professional Tutor (if on school- based training) as soon as they are able.
- The Headteacher/Curriculum Tutor may inform the respective management teams and other colleagues about the pregnancy.
- Pregnant trainees are allowed to attend antenatal care if recommended by a doctor or a midwife. Absence due to pregnancy, maternity or paternity should not normally exceed six days.
- Regular health and safety reviews may be necessary to take account of changes as the pregnancy develops. By law, the mother must remain absent from work for two weeks immediately after the birth.
- Absence, including paternity leave, would normally be decided following discussions with the Headteacher/professional tutor, trainee teacher and partnership coordinator.
- As you are not employees, there is no entitlement to paternity leave, but individual circumstances should be discussed with your Curriculum Tutor.

Equality and Diversity

The University of Sussex is committed to promoting equality and appreciating diversity in our society (DfE, 2022, C3.3). Diversity has many different dimensions, including academic and physical ability, socio-economic and religious background, sexual orientation, ethnicity and culture. Sussex is committed to providing an inclusive and supportive environment for all, including pupils and trainees, in an environment free of harassment and bullying on any grounds. Please see our Equal opportunities policy and our Equality and Diversity policy. By challenging stereotypes and educating pupils about cultural heritage we can assist in community cohesion. At Sussex we are committed to producing teachers who understand and respect diversity and have a goal of promoting community cohesion alongside delivering their subject teaching. We seek to recruit trainees from a variety of backgrounds.

Preference is given to those who are prepared to take responsibility for their own professional development, are punctual and reliable, work hard, and bring a sense of humour to see them through the difficult patches. We also expect trainee teachers to have a commitment to meeting the needs of all pupils. As such trainees are expected to develop an awareness of the particular features associated with pupils' social and ethnic origins, their gender and sexuality, and their levels of physical, emotional and intellectual ability. All our ITE courses seek to feature appropriate emphasis on issues around diversity and a consideration of community cohesion underpins all that we do. In addition, we run specific sessions in the Professional Studies programme, as well as in subject specific seminars. We have also recently established subject links with schools in London and elsewhere where our trainees can experience a more diverse environment and learn from experienced professionals.

If you experience any harassment on grounds of gender, sexual orientation, ethnicity, religion, nationality, age or disability, please contact the Director of Student Experience within the School of Education and Social Work [eswdose@sussex.ac.uk] and/or the Welfare Officer at the Sussex Student Union: welfare@ussu.sussex.ac.uk / 01273 873354.

For more advice and information, see the 'Equality, Diversity and Inclusion' web pages on the University website: <https://www.sussex.ac.uk/equalities/>

For information on disability support, see 'Disability support' web page on the Student Hub: <http://www.sussex.ac.uk/student-support/disability> or contact the Student Centre: <https://student.sussex.ac.uk/centre/>.

For concerns regarding issues relating to LGBTQ+, see the 'LGBTQ+ in ESW' web page on the School of Education and Social Work's internal website: <https://www.sussex.ac.uk/esw/internal/forstaff/eandd/lgbtq-in-esw>

Placements

PGCE Placements

The first period of professional practice is distinguished by a serial placement where four out of five days are spent in school with Fridays dedicated to curriculum and professional studies. The second period of professional practice often includes more of a long block placement, with a small number of review days held at the University at strategic points.

The two PGCE Professional Practice placements are organised by University Tutors following consultation with the Schools Partnership Team and partner schools and take account of:

- Availability of placements in particular subject areas, age phases and specialisms
- The need to provide for experience across the entire age range
- Accessibility for trainees in relation to where they live and access to transport
- Knowledge of our school partnerships.

Section 5: PROCEDURES

Whilst we make every effort to place trainees in schools within reasonable commutes of their home address, this is not always possible. Trainees must expect to travel for up to 1.5 hours to a placement school. If a student refuses a school placement that is considered suitable by the University, they may be deemed to have withdrawn themselves from the PGCE course.

School Direct Placements

School Direct trainees are usually recruited by a School Direct Partnership and will have already been assigned their main school placement. The University Partnership Team will liaise with the School Direct Partnership to confirm placements along with any PGCE placements.

School Direct Partnerships are responsible for selecting and organising a suitable and contrasting Second Placement for each of their trainees. Individual arrangements apply within each partnership as to whether this is the role of the Lead School or the main Professional Practice school. Where possible, trainees are exchanged within the wider partnership, however this may not always be possible for logistical reasons. University subject tutors may welcome an input into the selection of a suitable second placement but do not usually arrange them as it is the responsibility of the SD Lead school. However, where there is a problem, we are always happy to help and you can contact the University Curriculum Tutor for the subject or our Partnership Coordinator itepartnership@sussex.ac.uk

If you require further advice or support. Please do not ask trainees to broker their own placement in any circumstances.

The intention is that the Second School experience should provide an alternative experience and be in a different type of school setting; your tutor will discuss with you how the placement varies, for instance a different socio- economic catchment area, single gender/mixed, urban/rural/coastal, faith or non-faith school, size/number on roll, opportunity to teach post 16, etc.

SD Lead schools should carefully consider the most appropriate school for each trainee. Location and journey time are important however what the trainee can gain from a placement to improve their practice is paramount and the experience should be 'progress led' rather than 'convenience led'. As such it may be necessary for partnerships to go outside their immediate school partners for a placement and it may not always be appropriate to exchange trainees within individual School Direct partnerships if the second placement will not provide enough of a contrast to the main placement.

School Direct second placements would usually be in a state school unless there are reasons why a particular independent school is considered to be the best placement in this instance for an individual trainee and agreed with the university Curriculum Tutor or Partnership Team.

The School Direct second placement is an intense 6-week school placement that must be contrasting and developmental in nature from the main placement school. During the 6 weeks, trainees need to be offered a bespoke training experience where gaps in entitlement are addressed. For instance:

- Subject and curriculum knowledge across different key stages (particularly for 14-19 courses and for Latin and Classics and MFL 1 and 2)
- Opportunities are provided for trainees to teach different year groups and classes (e.g. a class that has a high number of SEN or a high number of HPAs)
- Focused areas of the CCF that the trainee needs to develop – for instance around assessment practices and adaptive teaching.

In this way, the trainee has a sharply focused timetable across the 6 weeks that is tailored to their needs. In some cases, this will mean that trainees in the second placement SD school will not simply be able to pick up the classes that the main placement SD trainee took on. The compilation of an appropriate timetable should be devised by the Subject Mentor with a justification as to the classes that are given. All SD second placement timetables should be coordinated by the Professional Tutor to ensure that the trainee entitlements at the SD school are met.

The university will circulate a full list of Secondary School Direct trainees with subject, main placement school and Professional Tutor contacts in late September or early October once registration is complete to help you set up the placements. Primary information will be available during the Spring Term as the second school placement is later.

Multiple Placements

The Sussex Consortium encourages schools to take two or more PGCE trainees in a single department. Schools that have placed pairs of trainees in a single department have reported favourably on the increased levels of support available to their pupils and on the high quality of preparation and resources used in paired sessions. Recent placements have revealed that there are a number of benefits to a paired professional practice, ie:

- Increased trainee support: Trainees can find teaching a lonely experience. Pairing provides mutual support for trainees in relation to planning, resource preparation, teaching strategies, management and evaluation.
- School-based sessions with Professional Tutor and/or subject Mentor can sometimes be taken with both trainees present; this can encourage a more honest and reflective dialogue.

Preparation for the Second Secondary Placement

The following preparations should be made in readiness for trainees to embark on their second placement.

The Mentor and trainee together identify what areas of the Core Content Framework should be focused on in the new school so that these are targeted, and ensure training experience that builds on the first placement. Towards the end of the first placement all trainees should ideally make a one-day visit or virtual visit to their second school. A Zoom meeting is set up for both Mentors to discuss the trainee's progress so there is a continuity of training that identifies strengths, and needs as set

out on the Progress Report C on PebblePad. Trainees also need to discuss their new timetable, meet relevant staff and observe some lessons.

School Direct trainees often make arrangements to visit the second placement school prior to the start of the second placement. Preliminary visits should not take place on a Friday when trainees will be attending the university training.

Teaching Load and Timetables

The construction of suitable teaching and learning timetables is crucial to ensuring trainee progress through both placements. In each placement, trainees should build up teaching practice gradually so develop their practice at each appropriate stage of their training. All placements should provide opportunities for the trainee to observe expert practitioners and a range of practice including the classes they will eventually take responsibility for. Observation of expert colleagues is a key requirement all the way through the course.

In the first professional practice, the build-up of teaching activities is likely to be slower, whereas, in the second, the trainee will assume greater responsibility for a larger number of classes or lessons more quickly. In both placements, it is important to balance the teaching experiences with other opportunities for professional development including: tutoring, observations of expert practitioners, clubs, trips with some devoted time for planning and preparation. It is beneficial for trainees to have a range of pupils to teach but trainees should not be allocated unduly challenging classes, especially at the beginning of their training.

Note that while we specify ‘hours’ of teaching, it generally takes a trainee just as long to plan a 45 minute lesson as an hour one, so if your school has 45 minute lessons, we advise 8 lessons by Christmas, not 8 hours.

Secondary trainees should be allocated a tutor group to work with on both placements to develop their pastoral experience. It is good practice for the trainee to work with a tutor outside of the trainee’s department. Trainees should attend all registration sessions and adopt all of the key responsibilities of a form tutor, but any safeguarding issues must be led by the official form tutor.

Whilst working with other teachers is desirable in designing timetables, in the Secondary phase, the partnership expects that a minimum of 50% of allocated lessons should be with the Mentor’s classes. This ensures the Mentor is in a strong position to assess and support trainee progress during each professional practice.

Trainees should not be used as cover for classes and if they are to be left alone with a class towards the end of the second placement, it is essential that there is a designated qualified teacher nearby.

For indicative timetables and how they build over first and second placement for Secondary phase refer to ‘Secondary Mentor & Professional Tutor Guidebook: 2023/24:

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=secondary-mentor-professional-tutor-guidebook-2023-24.pdf&site=26>.

Primary trainees should refer to the Primary PDT:

<https://sussex.app.box.com/v/UoSPrimaryPGCEforms>.

In all observations, formal and informal, the University Lesson Observation proforma should be used by the observer which can be found on our Partnership Pages.

Timetabling for Secondary School Direct Salaried and Self-funded Trainees

The Sussex Partnership has developed guidelines for the Secondary Trainees School Direct Salaried programme that provides a comparable quality of training and support as the core PGCE and School Direct (Tuition Fee) and Primary School Direct Salaried programmes. These guidelines have now been embedded in the Partnership agreement which Schools, Trainees and the University sign before the course commences.

See indicative timetables in the 'Secondary Mentor & Professional Tutor Guidebook: 2023/24: <https://www.sussex.ac.uk/webteam/gateway/file.php?name=secondary-mentor-professional-tutor-guidebook-2023-24.pdf&site=26> - which can also be used for School Direct Salaried and Self- Funded trainees as it is strongly recommended that they are supernumerary for at least the first term of training. Although some have had previous TA or cover supervisor experience, most have had no prior teaching experience in their subject. Whilst recognising that there is no legal supernumerary requirement for salaried trainees, as a Partnership we recommend that salaried trainees with little or no previous teaching experience are regarded as 'additional' in as many classes as possible in the early phase of their training. During the first term it is important that the trainee has sufficient opportunities to micro/team teach and joint plan with experienced teachers. They will also need opportunities to be observed and to receive informal feedback on their teaching in addition to their formal observations. Each School Direct Trainee should be viewed on an individual basis and their teaching load planned according to their previous experience, confidence and competence with care taken not to overload trainees at each phase of the training. Mentors can seek further guidance from the Partnership Lead or Subject

CURRICULUM TUTOR

The progress of pupils in their lessons should be the most significant factor in deciding whether a trainee is ready to teach a particular class independently. Schools will also no doubt be aware that it is the intention that School Direct trainees will be seriously considered for appointments by the School Direct partnership after completing the programme. Therefore, giving each trainee access to the best training possible will be key in securing high outcomes and safeguarding pupil achievement.

For School Direct Salaried Trainees, maximum timetabling expectations are set out in the 'Secondary Mentor & Professional Tutor Guidebook: 2023/24:

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=secondary-mentor-professional-tutor-guidebook-2023-24.pdf&site=26>. Any exceptions where schools wish to exceed this with regard to particular candidates must be explicitly pre negotiated between school and university with a signed agreement in place between School, Trainee and University at the start of the course.

Where School Direct Salaried trainees are fully supernumerary and do not have their own timetabled classes one official Mentor observation per week in addition to informal observations by Mentor and class teacher is sufficient in line with PGCE and School Direct (Tuition Fee) routes.

We highly recommend that trainees should not be asked to teach lessons without a qualified teacher present. If trainees are asked to teach from the beginning of term, even with supervision, they must

have been provided with a package of training by the school prior to the beginning of term. Key training areas covered should include safeguarding, behaviour and class management including relationships and routines, lesson planning, use of basic data, child protection, relevant school policies, etc.

School-based Assessment

All trainee teachers, regardless of their phase, subject specialism, or training route (PGCE, PGCE-PP, part time or SD) are expected to pass the following modules. These modules embrace the minimum entitlement set out in the CCF (DfE, 2019), providing the partnership with confidence that trainees should be awarded QTS and are ready to enter the profession as successful Early Career Teachers (ECTs). The principle of partnership between the university and schools is at the heart of Initial Teacher Education and teaching and assessment are viewed as a joint enterprise between the university and partnership schools.

All trainees spend 120 days across two different school contexts undertaking professional practice during their course. There are two main periods of professional practice and these are formally organised and assessed as discrete modules. They are assessed at strategically important points over the training year and allow all partners to assess progress and performance at half termly intervals.

MODULE 1

School-based Assessment Details: Professional Practice 1

Assessment Mode: Progress Reports

Credit Weighting: 15 Level 6 Credits (Pass/Fail)

Assessed by: School-based Tutors (moderated by University Tutors)

Submission Deadline: Friday 14 December 2023, 5pm

In this module, trainees will be given the opportunity to develop and apply their knowledge and understanding in a phase/subject specialism in a school and classroom context. During their Professional Practice trainees are provided with opportunities to develop their practice in accordance with the Teachers' Standards (DfE, 2012) and receive their CCF minimum entitlement (DfE, 2019).

The module includes:

- An induction week programme, providing an introduction to school policies and procedures
- Opportunities to observe expert colleagues in the trainee's specialist subject/phase
- One hour's dedicated Mentor time per week, focusing on subject knowledge and pedagogy
- Regular professional development seminars and opportunities organised by the Professional Tutor
- A phased introduction to teaching, including a negotiated timetable of classes across Foundation stage, KS1 2, 3, 4 and Post 16 (as, or where appropriate), amounting to a total of 13 hours (8 hours classroom teaching and 5 hours other professional duties) though this may be significantly more for trainees employed on a School Direct salaried route

- One formal observation (assessing the quality of teaching and pupil progress using the evaluation schedule) once a week by the Mentor or designated other subject/class teacher, with written and oral feedback
- One observation by the school Professional Tutor, with written and oral feedback
- One or two observations by the university Curriculum Tutor, with written and oral feedback
- Access to school resources, including ICT facilities
- Opportunities to take part in wider school life, e.g. trips, clubs, tutor groups, parents' evenings
- Time to reflect critically on this experience, plan lessons and prepare resources.

See learning outcomes for this Module in Appendix 3 .

MODULE 2

School-based Assessment Details: Professional Practice 2

Assessment Mode: Progress Reports

Credit Weighting: 15 Level 7 Credits (Pass/Fail)

Assessed by: School-based Tutors (moderated by University Tutors)

Submission Deadline: Friday 24 May 2024 at 5pm

In this module, students will be given the opportunity to develop, apply and strengthen their knowledge and understanding in a phase/subject specialism in a school and classroom context. There is an expectation that in this Level 7 module trainees operate with more autonomy and demonstrate higher levels of professional knowledge. During their Professional Practice trainees are provided with opportunities to develop their practice in accordance with the Teachers' Standards (DfE, 2012).

The module includes:

- An induction week programme when starting the second school, providing an introduction to school policies and procedures
- Opportunities to observe experienced practitioners in the student's specialist subject
- One hour's dedicated Mentor time per week, focusing on subject knowledge and pedagogy
- Regular professional studies seminars organised by the school Professional Tutor
- A negotiated timetable of classes across Foundation Stage KS1, 2 3, 4 and Post 16 (where appropriate), amounting to a total of 16 hours (12 hours classroom teaching and 4 hours other professional duties) though this may be significantly more for trainees employed on a School Direct salaried route
- One formal observation (assessing the quality of teaching and pupil progress using the evaluation schedule) once a week by the Mentor or designated other teacher in the department, or for primary, the school, with written and oral feedback
- One observation by the school Professional Tutor, with written and oral feedback
- One or two observations by the university Curriculum Tutor, with written and oral feedback
- Access to school resources, including ICT
- Opportunities to take part in wider school life, e.g. trips, clubs, tutor groups, parents' evenings
- Time to reflect critically on this experience, plan lessons and prepare resources

See learning outcomes for this Module in Appendix 3.

Assessment of Professional Practice

The two Professional Practices are primarily assessed by Mentors and Professional Tutors and reported to the University through 5 Progress Reports via the Phase Reports on PebblePad or the Primary PDT. Curriculum Tutors make school visits to assist and moderate these professional judgements.

The five phases and how they relate to professional practice are as follows:

Phase	Progress Report	Secondary Professional Practice	Primary Professional Practice
A: Finding out	Progress Report A	1	1
B: Trying out	Progress Report B	1	1
C: Consolidating	Progress Report C	2	1
D: Moving on	Progress Report D	2	1
E: Meeting The Standards	Progress Report E	2	2

Trainee progress is monitored carefully and regularly by all stakeholders across the Partnership through continuous formative assessment. The Secondary Professional Practice Record is completed at five points over the year, acting as half termly assessment reports on PebblePad. In Primary, progress is monitored through section 4 of the PDT. There are descriptors for each area of intent pertaining to our ITE curriculum which are staged at each of the five review points – Phase A to Phase E. These descriptors are used formatively on a regular basis to promote an ongoing professional conversation with trainees, university and school-based colleagues about the current level a trainee is working at. A holistic view of the descriptors for each phase needs to be considered; if trainees are not making expected progress, then this should be preempted by the implementation of a support plan.

Assessment of professional practice does not grade against the Teacher Standards. As trainees progress within the ITE curriculum through the training year, trainees are Working Towards meeting the Teacher Standards for Secondary trainees in Phase E. The final summative assessment (Phase E) should be derived from rigorous professional judgements from across the partnership where trainees must meet all the Teachers' Standards in order to be recommended for Qualified Teacher Status. At the end of the training year (Phase E), each Teacher Standard will be based on an assessment of the available evidence by university and school-based partners and will consider the setting and context of the complementary school experiences in which the training has taken place.

It is expected that Primary trainees would be meeting the Teacher Standards at the end of Phase D (the end of their main placements) and that in Phase E (during their second placement) they will be focusing on their own target areas and relating their practice to the different key stages.

Part 2 of the Teacher Standards relates to personal and professional conduct. Trainees embarking on an ITE programme will have demonstrated that they possess the required attitudes and behaviours as an element of the selection process. No matter which route to QTS, all trainees are expected to demonstrate high professional standards from the outset and across all phases (Phases A-E). Part 2 of the Teacher Standards is assessed at each phase as Pass or Fail as an expectation of the course throughout.

Completing Phase Reports

Phase Reports are located in the trainee's area of PebblePad. They are regularly monitored by Mentors, Professional Tutors and University Tutors. Mentors, Professional Tutors and University Tutors will be provided with access to the trainee's area of PebblePad by the trainee in order to complete each Progress Reports at the end of each phase.

At the end of each phase, trainees reflect on their progress made during the phase through the relevant phase descriptors and on the areas for development set from previous phase reports. These reflections are discussed in professional dialogue with the subject Mentor at an End of Phase Review meeting. The Mentor makes a professional judgement on the progress the trainee is making against our curriculum at each given phase using the descriptors on the Progress Reports to guide them. Additionally, Mentors should consider their observations of trainee practice, Mentor meeting discussions and the scrutiny of the trainee's school files which are all collated on PebblePad.

Mentors also (under moderation of the Professional Tutor) identify strengths and provide areas for development which are linked to the Areas of Intent, with recommendations on strategies to achieve these on the Phase Reports. Consideration must be given as to the phase of training the trainees are working in. The Professional Tutor then completes the Professional Tutor feedback and comments on whether the trainee is meeting the Personal and Professional Conduct required of a teacher.

Please note that in Secondary, for Phase Reports B and Phase Report E, full written trainee reflections are required against each of the core areas of our curriculum. For Phase Reports A, B and C, the Phase Reports are completed by school colleagues only following a professional discussion with the trainee at the End of Phase Review meeting. In the final Progress Report E, Mentors will need to make recommendations for QTS by indicating that the trainee has met each and every Teacher Standard. Formative comments should be linked to the Teacher Standards and areas for development targeted at ECT year 1.

Phase Reports are completed by the class Mentor and trainee at the end of each of the Phases in school, phases A-E. These documents can be found on PebblePad and will be shared with Mentors during each phase.

Trainees reflect on their progress made during the phase and on the areas for development set from previous Phase Reports. These reflections are discussed in professional dialogue with the Mentor who makes a professional judgement on the progress the trainee is making against our curriculum at each given phase using the descriptors on the Phase Reports to guide them. Additionally, Mentors should consider their observations of trainee practice, Mentor meeting discussions, the trainee's reflective sketchbook and their Evidenced Learning Sequences to inform an overarching summary of key strengths and areas for development for the next phase. Forms should be submitted to primaryite@sussex.ac.uk.

PebblePad

PebblePad is a personalised electronic portfolio system designed to support trainees in their personal and professional development as teachers. It is completely web-based and works by providing trainees with a flexible way to plan, record and reflect on their learning over the teacher training year. Trainees use PebblePad to create records of their learning, experiences and achievements in order to evidence the growth of knowledge and skills as a teacher through a number of different

phase appropriate workbooks. Trainees can easily share their learning ‘assets’ with Mentors, Professional Tutors, University Tutors, employers and peers, internal and external to the university, and invite comment and collaboration. Mentors and Professional Tutors or any other school-based colleague who is involved in the training and assessment of teacher trainees has access to PebblePad where they can review and comment on trainees’ development over the course of the training year and scrutinise/quality assure evidence of meeting the Teachers’ Standards at the end. Integrating with the PebblePad, trainees collate weekly reflections against the Areas of Intent, record weekly Mentor meetings, collate lesson observation feedback, review subject knowledge, upload recordings of teaching practice and collect evidence towards meeting the Teachers’ Standards at the end of the training programme on PebblePad. In this way, PebblePad ensures that we can enhance sharing of our assessment processes effectively with school partners and also streamline trainee workload.

PebblePad e-portfolios are reviewed regularly by all stakeholders who play a role in the training of the teacher trainee; this includes the half termly Progress Reports which are located in the Secondary Professional Practice Record on PebblePad. To facilitate this process, all school colleagues and university tutors are requested to complete and moderate all assessment paperwork in a timely fashion in order that the PGCE Course Coordinator for Progress and Achievement, can collate the data after each half term. This data is used to provide bespoke interventions for particular trainees during the training year as well as preparation for the QTS Ratification Board at the end of the year.

For further information on PebblePad, visit <https://www.pebblepad.co.uk/>.

Moderation of Teaching

Moderation of a trainee’s teaching is achieved through a range of moderation opportunities. In school, Professional Tutors oversee the work of all Mentors and observe trainees from different subjects teaching. Curriculum Tutors work with Mentors in training meetings to develop consistent assessment of trainees’ teaching, progress towards meeting the Teachers’ Standards summatively at the end of the course and co-observe during school visits. In the final weeks of Professional Practice internal examiners (selected Curriculum Tutors and senior school partners, usually Professional Tutors) and External Examiners visit a sample of schools and observe trainees’ teaching in order to ensure that trainees:

- develop relevant teaching skills to meet the Teachers’ Standards by the end of the course
- support and guide induction into the teaching profession
- promote and encourage opportunities for self-reflection and responsiveness through dialogue with school and university tutors, leading to appropriate targets
- encourage the production of realistic and relevant action plans for each target, which will specify, make explicit and thereby enhance professional development.

Regular meetings take place at school providing Mentor feedback, and half-termly meetings with Curriculum Tutors are held at the university. It is important that Mentors, in their first week of meeting the trainees, set up a regular meeting schedule for the purpose of discussing their minimum entitlement across the 5 core areas of the ITT CCF, reviewing progress to date and target setting for the period between meetings. As all areas of the framework are unlikely to be addressed at once, the purpose of these scheduled meetings is to review progress achieved and produce on-going action plans, which set realistic areas for development to be achieved between meetings. In this context, it must be appreciated that trainees will be at different stages of development and their rate of

progress will vary. Trainees must take responsibility for their own learning to facilitate their on-going development and provide tutors with a self-audited record of their progress (including records of Mentor meetings) by regularly completing their weekly reflections on PebblePad.

School partners are primarily responsible for monitoring and formatively assessing trainees' teaching and this is moderated by university tutors. Reports are completed regularly in the form of:

- **Lesson observations:**
Formal lesson observation each week after October half term completed by Mentors, Professional Tutors or other experienced teachers/tutors. During formal lesson observations evidence of pupil progress is assessed, as well as the trainee's own progress using the appropriate criteria for the stage of course from our ITE curriculum's phase descriptors i.e. Phase A, B, C, D or E descriptors.
- **Progress Reports:**
The five Progress Reports over the year summarise progress within our curriculum during professional practice (including identifying areas of strength and areas for development) with the final report (Progress Report E) reporting on trainees meeting the Teachers' Standards (DfE, 2011). The reports include consideration of observations, tutorials and the scrutiny of school files and are collated on PebblePad.

These reports are also designed as a prompt to identify any Support Plan or Cause for Concern requirements.

At the end of the course, readiness for QTS is assessed in full by the school. Final judgements are moderated and quality assured through the QTS Ratification Board.

SEND Enhanced Placement

The Sussex ITE Partnership believes in all children accessing education through equitable and just approaches to classroom teaching and learning. As part of this commitment, we integrate special educational needs and disability (SEND) awareness and understanding through our Professional Studies programme, our curriculum sessions and also through our unique additional training placement opportunities in special schools.

We offer a number of primary and secondary ITE trainees the opportunity to take up an optional 6 week placement in a local special school for which they receive some additional training, preparation and support from the university. For secondary trainees the placement would be between February half term and Easter or for one a day a week during the Spring Term. For primary trainees it would be the second placement running from Easter to May half term. All trainees have to be making good progress on the course to be eligible to opt for half a term placement in a SEND setting. If you are considering taking up this option, please let your Curriculum Tutor know as you will need their approval to undertake the placement. School Direct trainees will also need the approval of their school Professional Tutor in addition to their Curriculum Tutor to take up this option. Trainees who take up this opportunity go on to teach, often in mainstream schools, with enhanced understanding of how to include every child; or they take up their first teaching post in a special school; or go on to pursue the MA Education with us where they can specialise in SEND or inclusive education. For their future careers, many are looking towards increased responsibility for SEND or specialist roles within

schools. Secondary trainees need to be aware that they may have limited or no access to teaching their own specialist subject on a SEND school placement. A certificate of additional training and experience in SEND is awarded to those who successfully complete the placement. Primary trainees interested in SEND for their second placement should speak with their University tutor.

Secondary trainees interested in this enhanced placement should sign up on the RPK Study Direct site when we announce that there is a link available and you will be contacted in due course to see whether you would like to take that interest further. Expressing interest does not commit you or us to an enhanced placement. The remit for trainees undertaking a special school placement includes:

- To gain experience of teaching in a specialist setting.
- To understand the varying needs of children in education and how adjustments are made in terms of differentiation and personalisation of the curriculum.
- To gain breadth of experience and to be involved in the whole school community rather than defining themselves by their specialist subject knowledge.
- To develop pedagogic strategies for ALL children.
- To learn from and disseminate knowledge in their future ECT role.

WHAT DOES THE SCHOOL DO?

- Provides an induction
- Undertakes Mentor session once a week for one hour (trainees to keep notes and log on their Weekly Reflections on PebblePad).
- Weekly professional studies (they may also be generic opportunities available in school).
- At least FIVE formal observations during the placement.
- Day to day support and advice from colleagues.
- Reports on trainee attendance at planning meetings, staff meetings, INSET as appropriate.
- Completes one Progress Report C. Trainees should share key points from their first Progress Reports (A and B) to help address gaps in their training.

Pre- and Post-Phase Experience

Those awarded Qualified Teacher Status (QTS) must have the opportunity to develop a comprehensive understanding of progression across – as well as before and after – the age range they are training to teach. This might include enhanced experiences in other age ranges. (DfE, 2022 C2.2) This means that all trainees should have experience of Primary provision (particularly KS2) and Key Stage 5 (Sixth Form) achieved in the following ways:

- During university subject and professional studies sessions
- Wider reading
- Exploring the data secondary schools have, for example, on incoming pupils or predictive data for Key Stage 5
- Discussions with teachers and other professionals, especially those dealing with transition arrangements
- Observing practice in these phases.

Alongside the work that trainees develop through university-based curriculum and Professional Studies sessions, all Secondary trainees should, as a minimum requirement, visit a Primary school as part of their professional training – with a particular focus on Upper Key Stage 2. This should ideally take place in one of the Primary feeder schools that work with the trainee’s first placement school. Trainees are also required to observe for a minimum of one day in either a local Sixth Form College or in the KS5 provision of the placement school if the school is 11-18 in placement 2. ~

NOTE: Business Studies, Media Studies and Psychology trainees should be working with Key Stage 3 pupils – and be familiar with the expectations, curricula, strategies and teaching arrangements for this phase of teaching.

Professional Tutors and/or the Secondary Transition Lead/Head of Year 7 usually set up both the KS2 and KS5 visit through their contacts with local schools and Sixth Form colleges. Liaison between the Professional Tutor and the Primary school contact or Sixth Form lead ahead of these visits would be most useful to help make the best of the day and structure it appropriately. Please note that one day in both KS2 and one day in KS5 is the minimum requirement. Should trainees wish to observe for a couple of days, then they need to make the necessary arrangements with their school-based Professional Tutor. Trainees might also want to take the opportunity to go back to a primary or Sixth Form setting during enrichment week after May half term. Curriculum Tutors will also incorporate inputs on both the KS2 and KS5 curriculum and assessment pertinent to subject area and will also consider wider issues regarding transition from KS2 to KS3 and from KS4 to KS5.

PRIMARY PHASE EXPERIENCE

Aims:

- To understand the similarities and differences in pedagogy and pastoral aspects of teaching in secondary and primary/middle schools.
- To understand the teaching of early reading and systematic synthetic phonics.
- To understand appropriate teaching strategies used to teach early mathematics.
- To appreciate liaison arrangements and the transition needs of pupils (from primary/middle to secondary) – this would be best achieved in a feeder school.

Requirements:

Trainees are required to undertake a school visit to a Primary school (or middle school years 5 & 6). The length of the time spent in the school should be a minimum of one day (or the equivalent). Visits should be arranged by the professional Mentor at the main placement school. After the visit(s) trainees are required to complete the KS2 Cross Phase Visit report on PebblePad. This should also be shared with the primary school, as a matter of courtesy. It would be helpful if the Professional Tutor organising the visit gives some direction to the primary/middle school.

The activities that are planned for the trainee could include:

- A discussion between the trainee and the subject coordinator about how their specialist subject (if applicable) is taught at key stage 2.
- Observation of lessons at key stage 2 (including early reading and systematic synthetic phonics and mathematics).
- Trainee to support as a teaching assistant.
- Trainee to plan and teach a lesson(s) in their subject specialism (if applicable)

POST 16 EXPERIENCE

Aims:

- To understand the similarities and differences in pedagogy and pastoral aspects of teaching in secondary and Sixth Form classes.
- To understand the similarities and differences in the pastoral role of the tutor.
- To appreciate liaison arrangements and the transition needs of pupils (from secondary to Sixth Form study and from Sixth Form study to undergraduate study/apprenticeships)

Requirements:

Trainees are required to undertake a school visit to a Sixth Form college or an 11-18 school. The length of the time spent in the school should be a minimum of one day (or the equivalent).

Visits should be arranged by the Professional Tutor at the main placement school but the Secondary Partnership team will also help to liaise with schools with KS5 provision. After the visit(s) trainees are required to complete the KS5 Cross Phase Visit report on PebblePad. This should also be shared with the Sixth Form College/teachers, as a matter of courtesy. It would be helpful if the Professional Tutor organising the visit gives some direction to the KS5 institution.

Activities planned for the trainee could include:

- A discussion between the trainee and the subject coordinator about how their specialist subject is taught at Key Stage 5.
- Observation of lessons at key stage 5 (pastoral and academic).
- Trainee to support as a teaching assistant.
- Trainee to plan and teach a lesson(s) in their subject specialism

A short note of thanks to the school and to your Professional Tutor following each visit is usually appreciated. Trainees might also want to take the opportunity to go back to a Primary or Sixth Form setting during enrichment week after May half term.

In Primary, the teaching practice placements will be in both Key Stages to provide trainees with experiences of both primary phases. Trainees are encouraged to observe, and where possible teach, in other classes in their placement schools.

Section 6: SCHOOL EXPERIENCE DOCUMENTATION

Lesson Planning

It is important for us as a Partnership to support trainee teachers in effectively managing their workload, in particular the balance between their professional practice and academic assignments. This commitment, as well as being central to the wellbeing of trainees at Sussex (see the ITE [Balancing workload and lives policy](#)), is embedded into national policy, Trainee Workload (DfE, 2022 C3.1), Addressing teacher workload in Initial Teacher Education (ITE) (DfE, 2018). To support trainees, we have a programme of scaffolded support regarding lesson planning expectations (see below), and alongside this we have streamlined documentation such as the Sussex lesson plan proforma on which the front section is standardised for all trainees for the purposes of clarity and consistency. We have introduced a 'one-page lesson plan' which trainees can move to two weeks after February half term if the Mentor decides that the trainees' planning is secure enough at this point in the phase. It is the expectation for all trainees using the one-page lesson plan, that a full planning proforma will be used for formal lesson observations (usually one per week). Any trainees on a Support Plan or Cause for Concern will need to complete the full Sussex proformas for each lesson taught.

Lesson planning would initially be under very close supervision and guidance with the Mentor or class teacher, the trainee gradually taking more responsibility. We recommend that Mentors co-plan and co-mark with trainees in the early stages of placement 1 and placement 2. By the end of December, the trainee should be planning their own lessons independently in consultation with the Mentor/class teacher.

Trainee teachers are told that they should plan their lessons and submit these plans to Mentors 24-48 hours in advance unless there are circumstances that prevent this. Where a trainee sees a class on consecutive days then planning cannot be meaningful until the previous lesson has been taught. An outline of the next lesson could be prepared, discussed and then refined once the progress of the pupils has been assessed. The PGCE secondary course has developed subject specific lesson planning templates in order to address pedagogic issues within subjects. Prior to starting their placement trainees will be given training and support to plan lessons in subject specific curriculum studies sessions during University induction. Subject Mentors are also aware of lesson planning expectations.

Trainees are expected to be allowed to use school/departmental shared resources to reduce workload and avoid reinventing the wheel. However, it is an expectation that trainees adapt the materials on the school/departmental shared area so that they are adjusted to the students they are teaching and modified to reflect their own teaching styles and identity as a teacher.

In Primary, the trainees have a planning format which is designed to encourage them to consider different aspects of teaching and learning. We suggest they use this format initially, adapting as necessary to meet the needs of the class, and in discussion with the University Tutor they may move to the schools agreed format as they develop their practice.

Spring/Summer Lesson Planning

Whilst in the autumn term trainees develop their practice in planning individual lessons, in the Spring term trainees should be given far more autonomy and freedom to enable them to plan sequences of lessons over a period of time (two, three, four or more lessons). Time spent on planning should not be wasted time. Lesson plans should be given the proportionate status they merit, and no more, to lessen trainee workloads. By working together, drawing on evidence about 'what works', trainees and Mentors can increase their joint knowledge of a subject and the best way to teach it.

Lesson Evaluations

It is essential that trainees reflect on lessons and use these to inform discussions in the weekly Mentor meetings. Sussex has championed reflective practice for many years, and it is something that we are keen that all trainees should adopt and embed in their training year since it has the potential to impact significantly on their practice throughout their entire teaching career. Reflective teaching involves a willingness to engage in constant self-appraisal and development, enabling the trainee to make the transition from focusing on their own performance to focusing on the processes of teaching and learning.

In both Trainee-Mentor meetings and after lesson observations, trainees are guided and supported in reflecting upon their own practice. However, trainees are expected to reflect upon their progress on their own through regular lesson evaluations and completing their Weekly Reflections on PebblePad each week. They will also be reflecting on their Progress Reports.

It is a requirement for trainees to evaluate all their lessons. Writing lesson evaluations should be bullet point only unless the trainee wants to write fuller reflections or they are evaluations to support the delivery of their APK pedagogic focus.

Effective evaluation:

- Occurs within 24 hours of the lesson
- Refers to what happened in the lesson with reference to:
 - a) what worked well
 - b) what requires change in the future - and usually
 - c) how far current targets were met
- Identifies targets for future lessons and learning
- Identifies immediate issues for discussion with the Mentor
- Does not need to be written in lengthy prose – bullet points will often suffice when identifying what when well and areas for improvement

Lesson Observations

Mentors are expected to undertake regular observations of lessons with written feedback at least once a week during each practice. All observations should be recorded on the lesson observation proforma which is designed to provide both summative assessment (evidence of progress against the Teachers' Standards) and formative guidance on where strengths are emerging and areas for development.

Whilst observation by other colleagues is encouraged, the partnership expects Mentors to be responsible for lesson observations at least once a fortnight.

Trainees should receive brief informal feedback after every lesson – this can take the form of 'What Went Well' and 'Even Better If' bullet points, verbally or in writing.

When trainees are up to 8 -14 hrs teaching, they should not receive detailed feedback after every lesson since this can be overwhelming.

In completing observations, observers are encouraged to ensure that strengths and areas for development are linked to the phase appropriate descriptors found on the Secondary Professional Practice Record accessible on PebblePad. The quality of verbal and written feedback is central to a trainee's development and the lesson observation proforma should be completed during the observation and returned to the trainee within 24 hrs after the lesson.

For detailed guidance on conducting lesson observations and feeding back to trainees, Secondary trainees should refer to the 'Secondary Mentor & Professional Tutor Guidebook: 2023/24': <https://www.sussex.ac.uk/webteam/gateway/file.php?name=secondary-mentor-professional-tutor-guidebook-2023-24.pdf&site=26>. Primary trainees can refer to a video on YouTube created by the Sussex ITE team entitled 'Primary PGCE Observations': <https://www.youtube.com/watch?v=oLmpCVhxweQ>

Subject Knowledge

Subject Knowledge Development for Primary Teacher Trainees

CCF S3 states that teacher trainees must demonstrate good subject and curriculum knowledge. The trainee's knowledge will develop through planning and teaching with their Mentor in both placements, and from reflecting upon the curriculum sessions at the university. With support from university tutors, trainees will collate a range of Evidenced Learning Sequences, demonstrating their subject, curriculum and pedagogical knowledge. The trainees will also record their reflections and developing subject and curriculum knowledge across foundation subjects in their Reflective Sketchbook. This evidence combined, will inform Mentor feedback in each phase and will enable trainees to meet Teachers' Standard 3 (TS3) in order to successfully gain QTS.

Subject Knowledge Development for Secondary Teacher Trainees

As well as identifying areas of subject knowledge for development at interview, all teacher trainees complete a detailed subject knowledge audit (SKA) during Induction. This provides a useful benchmark to prioritise areas of personal knowledge and subject development. Each subject has an audit and enables Mentors and Curriculum Tutors to monitor trainees' progress across the training year. Trainees' subject knowledge for teaching is also incorporated into the subject knowledge audit and included as a prompt for trainees' reflections at various stages over the course. In addition, Mentors are involved in the process of auditing their trainee's subject knowledge as part of their phase reviews over the year. Each trainee will be expected to provide evidence to demonstrate development of subject knowledge in order to meet Teacher Standard 3 (TS3) by the end of the course and successfully gain QTS.

Section 7: SAFEGUARDING

Safeguarding, Disclosure and Barring Arrangements

DBS Responsibilities

All entrants to ITE programmes must by law be checked against the DBS barred list and subject to criminal record checks (DfE, 2022, C1.3). DBS certificates will be issued to individual applicants and not, as in the past, to registered bodies such as providers. ITE/ITT providers have a responsibility to ensure that entrants on all routes, including Salaried School Direct programmes, have been subject to these checks, although how this is done for trainees on salaried routes does differ.

The university confirms in writing that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged to be suitable to work with children. The university is not required to provide any information to schools in addition to this confirmation.

In a small number of cases a trainee may not have DBS clearance – where a school allows an individual to start work in a regulated activity before the DBS certificate is available, the school should ensure that the individual is appropriately supervised and that all checks, including a separate barred list check, has been completed.

Trainees have access to the Department for Education's (DfE's) statutory guidance 'Keeping Children Safe in Education' via the RPK Canvas site. Schools should ensure that all trainee teachers are provided with the following at the commencement of their training in each school:

- The child protection policy
- The staff behaviour policy (sometimes called a code of conduct)
- Information about the role of the designated safeguarding lead
- A copy of Keeping Children safe in Education (this is also available for trainees on the RPK Canvas site)

See the Sussex ITE Safeguarding policy:

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=ite-safeguarding-policy-2020.pdf&site=26>.

Other Background Checks

Schools have a duty to ensure that trainees are properly managed and supervised and that, if there are any concerns, information is referred to the university immediately plus the police and DBS as applicable.

The university and employing schools (School Direct Salaried) will 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).

At the University, our Local Safeguarding Officer for ESW is Professor Simon Thompson and our Safeguarding Officers for ITE are Clare Stenning, Head of ITE, and Keith Perea, Deputy Head of ITE.

Data Protection

The University of Sussex holds and processes 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, from time to time, and will annually seek to verify the information held. 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.

Further information can be found in the ITE Safeguarding Policy:

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=ite-safeguarding-policy-2020.pdf&site=26>.

Section 8: QUALITY ASSURANCE

Quality assurance systems are embedded across all of our provision to ensure excellent training and consistency across the curriculum and partnership (DfE, 2022, C3.4). Quality assurance is delivered by operational personnel (Partnership Leads, Professional Tutors, Curriculum Tutors) and is strategically overseen by the Sussex Consortium for Teacher Education and Research (SCTER) steering committee.

SUSSEX CONSORTIUM FOR TEACHER EDUCATION AND RESEARCH STEERING COMMITTEE

Our ITE provision is overseen by a stakeholder committee chaired by nominated senior leaders from participating schools and attended by representatives drawn from university tutors, Professional Tutors, Mentors, ECTs and trainees. The Steering Committee has responsibility for ensuring all courses are properly run in accordance with its aims and objectives, external regulatory requirements and University regulations. Each cohort should elect or appoint four representatives (drawn from different phases and routes: Secondary, Primary, School Direct, etc.) to sit on the Committee. The Committee meets once a term. The details of the SCTER governance structure can be found in Appendix 1.

Mechanisms to Quality Assure In-school Provision and the Trainee Experience

PARTNERSHIP AGREEMENTS

The Department of Education (DfE) works with a wide range of schools and colleges. We believe that our partnership arrangements are the key to our success as a teacher training provider. In common with other providers, the School of Education and Social Work has a partnership agreement with schools that agree to take our trainees. This agreement sets out the aims, roles and responsibilities of the University and the partnership School/College. Mutual expectations and commitments are enshrined within the partnership agreement which is renewed annually and sets out the aims, roles and responsibilities of all partnership institutions for trainees on the PGCE route, School Direct Tuition, School Direct Salaried and Teach Hurst training routes.

SELECTION OF SCHOOL MENTORS

Selection of Mentors Criteria for the selection of Mentors are:

- Substantial and current experience as classroom teachers
- Specialist subject knowledge, skills and understanding, updated through in-service, further training or other means as appropriate
- Good classroom practitioner, as identified by the school or OFSTED inspectors
- Engages with the Provider's general Mentor curriculum
- Delivers high quality Mentoring to support the progress and development of the trainee they are Mentoring
- Engages with the research base which informs the provider curriculum to ensure that in-school experiences are seamless and coherent with the trainee curriculum
- Provides opportunities for trainees to engage with purposeful practice of the key areas of intent from the curriculum and receive high quality feedback
- Provides skilled observation, deconstruction and feedback of developing practice throughout the placement

- Confidently assess the trainee's progress throughout the year, drawing on the support of Professional Tutors and centre-based Curriculum Tutors where necessary to intervene or modify provision for under-performing trainees
- Monitors trainees' subject knowledge development at key points in the placement
- Takes an active role in the selection of trainee teachers including interviewing with university tutors using agreed criteria
- Provides pastoral support for the trainee
- Has clear communication skills with children and adults
- Has strong social skills, such as ability to work well with others
- Is willing to undertake Mentorship role and commitment to ITE
- Where relevant, has previous successful experience as a Mentor within/beyond the Consortium.

SELECTING MENTORS FOR SCHOOL DIRECT SALARIED TRAINEES

We strongly recommend that, due to the length of the main placement and the complexity of the Salaried route, Professional Tutors should select staff who have already Mentored on PGCE, UG or another route such as the GTP and are not beginner Mentors. We recognise however that this may not necessarily always be possible in the case of the Cosmopolitan (additional) subjects such as Art, Health and Social Care, Psychology, Social Science, Media Studies and Computer Studies where schools may not have had any opportunity to host trainees previously. However staff Mentoring trainees in all the Cosmopolitan subjects do need to be highly experienced in teaching their own subject as the responsibility for delivering part of the Curriculum Studies programme to the trainee rests with them and their department.

SELECTION OF PROFESSIONAL TUTORS

Selection of Professional Tutors Selection criteria for school Professional Tutors are:

- Normally a member of the school senior management team
- Previous experience with ITE, normally as a Mentor
- Willingness to undertake the role of Professional Tutor and commitment to ITE, including attendance at the Professional Tutor forum
- Has oversight and accountability for the Mentoring in the school
- Provides a Bespoke in-school Professional Studies curriculum (fulfilling the CCF requirements and integrated with the provider curriculum). This includes opportunities for the trainee to engage with purposeful practice of the key areas of intent from the curriculum and receive high-quality feedback
- Develops a deep understanding of the research base which informs the provider curriculum to ensure that in-school experiences are seamless and coherent with the trainee curriculum
- Provides skilled observation, deconstruction and feedback of developing practice throughout the year with subject Mentor at least once a term
- Monitors the formative and summative assessment of trainee progress
- Has oversight of trainee experience –this includes reasonable adjustments to accommodate and support trainees with disabilities and health needs and pastoral support
- Can confidently assess trainee progress throughout the year, intervening or modifying provision for underperforming trainees with the centre base ITE Team
- Hosts Partnership Leads on school visits for monitoring and quality assurance checks

- Takes an active part in the selection of trainee teachers including interviewing with centre based Subject Tutors using agreed criteria
- Other criteria as for Mentors above. Partnership schools need to recognise the workload, status and whole school responsibility of the Professional Tutor.

TERMINATION OF AGREEMENT AND DESELECTION

Either party can immediately terminate the agreement if it can be shown that the other party has not fulfilled its obligations as outlined in this agreement. For any other reasons, either partner can terminate the agreement by giving 6 months' notice. In all cases we will seek to negotiate a resolution to avoid this. The agreement to enter into partnership will continue on an annual basis unless amended or ended by either partner.

OTHER MECHANISMS TO QUALITY ASSURE IN-SCHOOL PROVISION AND TRAINEE EXPERIENCE

- Partnership visits by Partnership Leads at the start of each practice ensure high-quality placements and identify any challenges/issues that might need intervention.
- Curriculum Tutor and Professional Tutor observation of trainees with Subject Mentors to quality assure feedback and target setting.
- Written feedback and target setting is tracked through our Provider Mentor database.
- End of phase reports are completed by schools and moderated by Curriculum Tutors.
- Trainee documentation is viewed regularly by the following stakeholders via our online portal.

Who?	How Often?	What?
University Curriculum Tutors	Weekly	Trainee reflections, Mentor meeting minutes, Mentor formal written lesson observation feedback all via PebblePad
Subject Mentors Professional Tutors	Weekly	Lesson plans and evaluations
Professional Tutors	Every 6 weeks at each Phase Review	Lesson plans, evaluations, reflections for PP1 and PP2, portfolio of evidence, PebblePad
University Curriculum Tutors	Every 6 weeks at each Phase Review	Lesson plans, evaluations, reflections for PP1 and PP2, portfolio of evidence, PebblePad

- The quality and validity of QTS recommendations are scrutinised by the Sussex Partnership Ratification Board who moderate a sample of trainees' work including any on the pass/fail borderline. Moderation is conducted by Internal Assessors who are nominated by the SCTER steering committee
- Annual course reviews by Curriculum Tutors to identify required curriculum modifications/delivery enhancement
- Internal assessors - a number of our senior partnership colleagues from schools are nominated by the Steering Committee to act as Internal Assessors. The role of Internal Assessor is to undertake a moderation role. As with External Examiners, Internal Assessors will observe and discuss the teaching of a sample of trainee teachers. If a student is in the final stages of a Cause for Concern process an Internal Assessor is appointed to assess progress in professional practice.

- External moderation

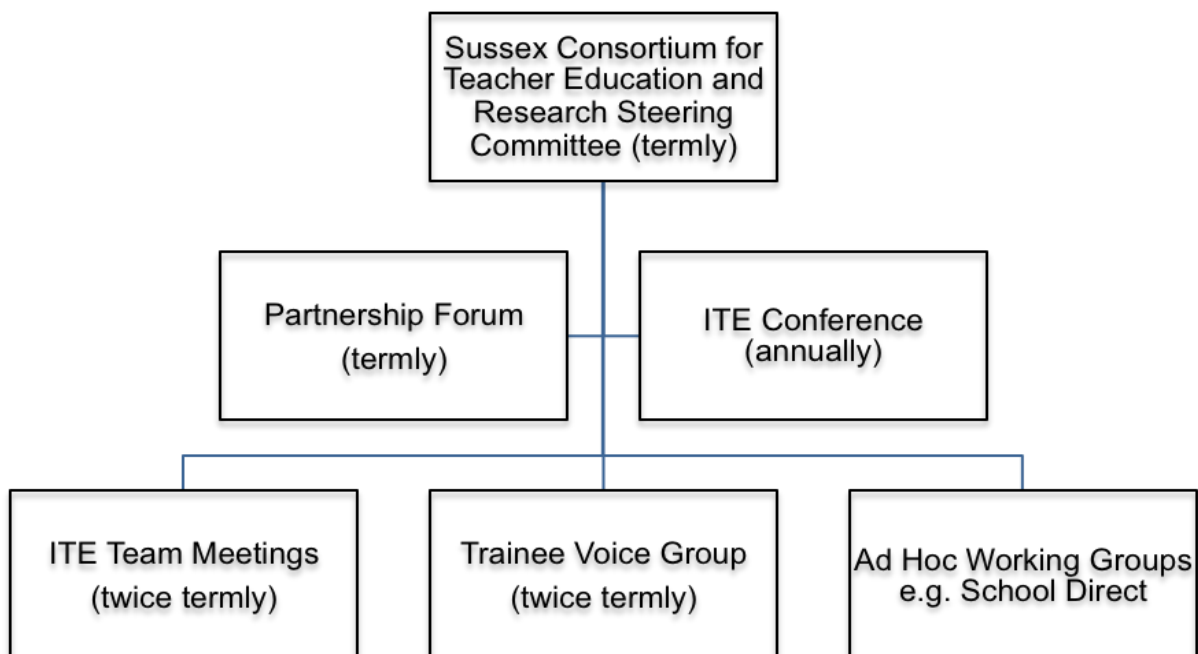
- External examiners:

The work of external examiners forms part of the Quality Assurance procedures within the University and across our partnership. The role of the External Examiners is to ensure that the examination of trainee teachers for the award of PGCE and recommendations for QTS are fair and consistent across coursework assessment and professional practice.

- Ofsted:

From time to time, Ofsted is required to inspect Initial Teacher Education provision. The framework for these Inspections can be found at www.ofsted.gov.uk. Ofsted most recently inspected our PGCE programme in January 2023 and you can see the report [here](#):

The following framework of meetings provides all partners an opportunity to remain informed about policy initiatives and developments as well as inform the direction of initial teacher education across the partnership:



Internal Moderation

THE ROLE OF PARTNERSHIP LEADS

A team of Partnership Lead Tutors visit Partnership Schools under the leadership of the Schools' Partnership Leader during each academic year to meet with Professional Tutors and explore QA issues about the course, monitoring school provision and providing a channel of communication to the university. They collate issues which are fed back to the Consortium Steering Committee.

SCHOOLS PARTNERSHIP LEADS SCHOOL VISITS

The following are guidelines for Schools Partnership Leader visits to schools and school liaison. For primary the partnership visit forms part of the first Curriculum Tutor visit.

In Secondary, the Schools Partnership Leads (or their representative) will visit all schools at least once a year but preferably once per placement (approximately one hour each visit, plus travelling time). Additional visits may be delegated to Partnership Support Tutors.

The visits will be arranged in advance, at a time to suit both the Schools Partnership Leads and Professional Tutor. They should meet with the Professional Tutor to review the overall progress of trainees, the school provision of training and support, and the content and delivery of the Professional Studies course.

They should discuss with the Professional Tutor:

- Coordination, support and facilitation of the delivery of Professional Studies in schools and/or clusters of schools as appropriate
- Trainees' access to ICT in all subject areas/as part of whole school provision and other issues such as:
 - Dissemination of information across the school cluster
 - Development of possible research opportunities.

GUIDELINES FOR SCHOOLS FACILITATING SCHOOLS PARTNERSHIP LEADS OR UNIVERSITY TUTOR VISITS

Secondary School tutors should keep pre-arranged appointments and inform the University if the Mentor or Professional Tutor is absent so that the visit can be rearranged.

School tutors should negotiate and set aside time and an appropriate space for the Curriculum Tutor to give detailed feedback to the trainee. Ideally this should be also available for discussion with the Mentor.

School tutors are asked to please inform other relevant teachers in the department, or for Primary, the school, of Curriculum Tutor visits, should they need to discuss the trainee's progress

CURRICULUM TUTOR SCHOOL VISITS

The following are guidelines for Curriculum Tutor visits to schools and school liaison:

- Curriculum Tutors will normally visit all members of their curriculum subject/phase group individually in school, usually twice a year for secondary and three times a year for primary, with one visit to the trainee teacher in each of their placement schools. A record of these visits is submitted to the School of Education Office by the end of each PP.
- The visits will be arranged in advance, to suit tutors, the school and the trainee concerned. The Professional Tutor as well as the Mentor should be informed of forthcoming visits, with sufficient notice given. For Secondary, where the Mentor is not Head of the Subject Department or Faculty, it is an obvious courtesy that the HoD or HoF, or for Primary, the Headteacher, should be informed of the visit in advance, as well as other teachers and support staff who may be affected by it.
- Each visit should last one half day including travelling time.
- Curriculum Tutors should register with the school office or reception, immediately on arrival in the school.
- Each visit by the Curriculum Tutor should include the following activities, not necessarily in the order shown, according to the convenience of all involved:

- Discussion with each trainee teacher's Mentor about the trainee's progress, reviewing targets and progress towards attainment of QTS and the Teachers' Standards, and any other relevant issues.
- Where appropriate, observation of the trainee teacher jointly with the Mentor in the classroom (normally of one timetabled lesson or equivalent) using the standardised observation schedule, the specific focus of the observation having been agreed in advance by the Curriculum Tutor, the trainee and the Mentor.
- A focus for the observation and role of the Curriculum Tutor in the lesson to be discussed beforehand, and the trainee to provide a copy of the lesson plan including a clear statement of aims and objectives for the lesson, as well as content.
- Verbal and written feedback on this observation using the standard observation schedule to be given to the trainee teacher as soon as possible after the lesson; the trainee and the Mentor to receive a copy of the written feedback, and a copy to be saved in the trainee's assessment file.
- Further discussion with the trainee, reviewing teaching experience file(s), assessment /record keeping, subject knowledge development, PebblePad etc.
- Discussion with the Professional Tutor about the overall progress of the trainee, if required.
- If there are particular problems emerging, the following courses of action are available:
 - o further discussion between the Curriculum Tutor, the trainee teacher, Mentor and possibly the Professional Tutor together to agree additional targets.
 - o Additional visits by the designated extra Support Tutor to observe the trainee and draw up a jointly negotiated action plan with the school tutors and trainee teacher.

THE ROLE OF INTERNAL ASSESSORS

In addition to External Examiners, a number of our senior partnership colleagues from schools are nominated by the Steering Committee to act as Internal Assessors. The role of Internal Assessor is to undertake a moderation role. As with External Examiners, Internal Assessors will observe and discuss the teaching of a sample of trainee teachers. If a student is in the final stages of a Cause for Concern process an Internal Assessor is appointed to assess progress in professional practice.

External Moderation

EXTERNAL EXAMINERS

The work of external examiners forms part of the Quality Assurance procedures within the University and across our partnership. The role of the External Examiners is to ensure that the examination of trainee teachers for the award of PGCE and recommendations for QTS are fair and consistent across coursework assessment and professional practice.

External Examiners make visits to a sample of trainee teachers during the end of professional practice in the summer

term and conduct individual and group interviews with a sample of trainees during an examination event in June. Over the year they sample a range of assessments from across subjects, phases and training routes. External Examiners make oral reports to the Progress and Assessment Board on all aspects of examination procedures, the partnership's provision and courses in general. They also provide written reports which are presented to the Consortium Steering Committee, ESW Teaching and Learning Committee and the Vice Chancellor of the University.

It is not appropriate for individual trainees to contact External Examiners, but the trainee voice representatives do have a meeting with them at the end of the course to raise issues.

OFSTED

From time to time, Ofsted is required to inspect Initial Teacher Education provision. The framework for these Inspections can be found on the Department for Education's website:

<https://www.gov.uk/government/organisations/ofsted>. The resultant report from the last Ofsted inspection of ITE provision at the University of Sussex in 2023 can be viewed on our website: <https://files.ofsted.gov.uk/v1/file/50210722>.

Course Evaluation

We have robust systems to gather feedback from stakeholders sustaining a continuous culture of improvement across the partnership. These include:

- Trainee voice committees convened by PGCE Leads (twice termly and usually ahead of the Steering Committee meetings) enable students from each curriculum area, phase specialists and training routes to discuss the trainee experience across courses and consider, where relevant, ways of improving or enhancing it. Each curriculum group is asked to elect a representative during induction. We take your feedback very seriously: sometimes we are able to react to it immediately and otherwise we use the feedback to improve the next iteration of the course for the next cohort of trainees. Feedback from trainee voice committees is shared with all trainees via the RPK Canvas site.
- Trainees can also provide feedback on their course through:
 - Seminars with university Curriculum Tutors
 - Direct communication with the Primary/Secondary Course Lead
 - Annual group discussions with External Examiners, which a sample of trainees from each curriculum group are required to attend
 - The ESW student voice committee.
- Periodic formal trainee surveys evaluating the quality of induction, professional practice support and university based training. Individual trainees evaluate the university course and the subject specific aspects at various points during the course and again at the end of the year. Each professional practice is also evaluated in the same way. Feedback on the experience and impact of the course as a whole is gathered at an evaluation meeting at the end of each year.
- Student Union: Your student card provides you with membership of the University of Sussex Student Union. As well as a wide range of social activities, events and commercial services, the Student Union offer representation and support: raising campus issues with the University, holding annual elections for Union committee roles, and feeding your voice into national student campaigns. They also have professional advisers who can represent you in individual complaints or appeals. Details about the Student Union can be found on their website: <https://sussexstudent.com/>.
- Mentor and Professional Tutor evaluations in both professional practice placements
- Professional Tutor Forum: Each year a programme of meetings is provided for Professional Tutors, Subject Mentors and new Mentors. These meetings cover a wide agenda and provide good opportunities for evaluative feedback and on-going discussion of course developments. The Professional Tutor Forum is open to representatives from across the Consortium,

including school, university and trainee representatives. Its purpose is to discuss and advise upon current issues in ITE, make recommendations to the Primary and Secondary Education Heads to implement necessary changes and improvements, and help to plan these changes where appropriate. The Professional Tutor Forum meets termly to feed information to the Consortium Steering Committee. The Summer Term meeting is nested within the ITE conference and includes a full review of the year's programme, the Professional Tutor's role within it, and planning for the following year. Recommendations arising out of this meeting are passed on to the ITE Team and the SCTER for consideration and implementation, if agreed, the following year.

- Mutual expectations and commitments are enshrined within a partnership agreement which is renewed annually and sets out the aims, roles and responsibilities of all partnership institutions.
- Annual Partnership Conference: Every year in June the partnership meets to review the quality of teacher education across all its provision. Each partner sends a representative who evaluates the performance of their trainees, the university and their own contribution. All partners are involved in review and development of the provision offering expertise, perspective and direction and ensure that adaptations are informed by the view of all stakeholders. A feedback form is completed by all partners and used to inform planning and course enhancement. Key findings are presented to the partnership the following September.
- Year 1 ECT evaluations to Headteachers to quality assure impact of our provision and consider enhancements in action planning.
- ITE Course team meetings: University Tutors meet regularly in a number of Team Meetings. All tutors contribute to the agenda of meetings. These meetings regularly consider matters relating to on-going course evaluation and development.

All mechanisms feed into an annual Self Evaluation Document and ongoing improvement plan. Oral feedback is reported via Curriculum Tutors, ITE Teams and External Examiners to Course Leaders. Written feedback is analysed by the Course Leader, and incorporated, with the oral feedback, into a SED presented to the Consortium Steering Committee. It is also used to inform the partnership's planning for the following year's course.

CONDUCT AND EXPECTATIONS

There are formal procedures for dealing with complaints by trainees and for terminating practice placements/training where trainee conduct is damaging, dangerous or seriously unprofessional. Where necessary, cases may be brought to the Student Progress Committee.

COMPLAINTS

The University Complaints Procedures apply to ITE courses. If there is cause for complaint about any aspect of the course or life at the University this should first be taken up with the person responsible. This includes issues of sexual and/or racial harassment. If there is any uncertainty about who is responsible for the matter to which the complaint relates, advice should be sought from a Student Advisor, a Curriculum Tutor or a Course Leader. This can be done via a Trainee representative or the Student Union if this is preferred. The details of how complaints are dealt with thereafter are set out in the Complaints Procedures section in the University's General Handbook.

WHISTLE BLOWING

The University has a set of Whistle Blowing Procedures for handling allegations relating to the running of the University or to the work-related activities of members of staff. These apply in situations of illegal, criminal, dangerous, unjust or improper behaviour and of malpractice in relation to administrative, professional or academic matters.

For further details on complaints/whistle blowing, please refer to the 'Division of General Counsel, Governance and Compliance' web pages on the University of Sussex website:

<https://www.sussex.ac.uk/ogs/policies/goodconduct/raisingconcerns>.

TERMINATION OF PLACEMENTS AND SUITABILITY FOR PROFESSIONAL PRACTICE PROCEDURES

Occasionally it becomes necessary to terminate professional practice. This can be in response to a trainee's concerns or as a sanction used to address unprofessional behaviour on the part of the trainee. Both situations are complex and require careful consideration. It is crucial for the satisfactory resolution of problems regarding professional practice that action by either the trainee or the school is not taken unilaterally, the consequences of which can undermine both progression and partnership. In some extreme cases it may be necessary to invoke Suitability for Professional Practice Procedures. At all stages Course Leaders should be informed and consulted and agreed procedures set out in our Suitability for Professional Practice Procedures should be strictly observed by all.

MISCONDUCT, COLLUSION AND PLAGIARISM

It is an offence for any student to be guilty of or party to, attempting to commit or committing collusion, plagiarism, or any other misconduct in an examination or in the preparation of work that is submitted for assessment. Misconduct in assessment exercises, examinations or in the presentation of marks achieved elsewhere is conduct likely to be prejudicial to the integrity and fairness of the examination process. The submission of an essay or any other assessment will be considered by the examiners to be a declaration that it is the candidate's own work.

1. Collusion

Collusion is the preparation of production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. An act of collusion is understood to encompass those who actively assist others as well as those who derive benefit from others' work. Where joint preparation is permitted by the examiners, but joint production is not, the submitted work must be produced solely by the candidate making the submission. Where joint production or joint presentation and production of work for assessment is specifically permitted, this will be stated explicitly in the relevant course documentation.

2. Plagiarism

Plagiarism is the use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of another as one's own in written work submitted for assessment. To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations), is plagiarism; to paraphrase without acknowledgement is likewise plagiarism. Where such copying or paraphrase has occurred the mere mention of the source in the bibliography shall not be deemed sufficient acknowledgement; each such instance must be referred specifically to its source. Verbatim quotations must be either in inverted commas, or indented, and directly acknowledged. In the event of plagiarism being suspected, the assignment will be referred to an Investigating Officer and may result in a Misconduct Panel

hearing. If the charge of plagiarism is upheld, a penalty – the most severe of which is disqualification - will be imposed.

Full details can be found on the 'Academic Quality and Partnerships' web pages on the University of Sussex website: <https://www.sussex.ac.uk/adqe/standards/examsandassessment>.

Section 9: OVERVIEW OF COURSE DOCUMENTATION

Primary course documentation	Link to folder in Box	https://sussex.box.com/v/UoSPrimaryPGCEforms
Secondary course documentation	Secondary Partnership web pages	https://www.sussex.ac.uk/education/ite/partners/secondary
Secondary curriculum roadmaps	Secondary Partnership Padlet	https://uofsussex.padlet.org/kperera2/sussex-secondary-ite-partnership-professional-tutor-padlet-1yjaju3spp9qnu80
ITE Policies	ITE Partnership web pages	http://www.sussex.ac.uk/education/ite

Section 10: APPENDICES

APPENDIX 1

SCTR Steering Committee Composition & Terms of Reference

The Initial Teacher Education (ITE) partnership at the University of Sussex is run in the interests of and under the authority of the Sussex Consortium for Teacher Education and Research. The consortium consists of all partnership schools with the University of Sussex operating as the managing agent. Membership of the consortium is reviewed annually and seeks to be fully inclusive drawing upon the expertise of Teaching School Hubs, School Direct partnerships as well as individual schools or academies operating in the primary, secondary, tertiary, special educational needs and independent sectors. Membership of the partnership is secured through the renewal of an annual partnership agreement.

The role of the steering committee is to oversee the strategic direction of the consortium, reviewing and approving recommendations and monitoring the quality of ITE provision.

SCTER COMPOSITION

- Headteachers, Professional Tutors and setting managers representing the geographical area covered by the Consortium (Brighton & Hove, East Sussex and West Sussex, Kent, Surrey and Hampshire)
- Partnership Leaders
- Head of Primary Education
- Head of Secondary Education Primary PGCE Leader Secondary PGCE Leader
- Early Years Teacher Status (EYTS) Leader
- Primary & Early Years Education BA (BAPEYE) Leader
- Distance learning leader (currently P and P and Hurst College) 1 trainee representative
- 1 x Professional Tutor representative
- 1 x Mentor representative
- 1 x NQT representative (Sussex Alumni) 1 RQT representative (Sussex Alumni)
- 1 x University Officer (co-opted as non-voting member) whose advice might be appropriate

The Steering Committee to be serviced by a University officer. The Chair of the Steering Committee to be nominated from the Headteacher representatives.

CONSORTIUM STEERING COMMITTEE MEMBERSHIP + TERMS OF REFERENCE

1. To plan strategically, manage and oversee the development of the Consortium, including resource allocation, and to advise its members accordingly.
2. To receive, scrutinise and transmit to the School's Taught Programmes Committee, all Initial Teacher Education curriculum and assessment proposals.
3. To oversee monitoring, evaluation and quality assurance procedures.

4. To co-ordinate on behalf of members developments pertinent to and relationships with the DfE while recognizing that the University, as managing agent, retains responsibility for formal contracts with that Agency.
5. To encourage the development of good practice and research in the fields of Initial Teacher Education and the Continuing Professional Development of Teachers.
6. To offer advice and guidance in these and other relevant areas to its members and other appropriate bodies.
7. Equality, Diversity and Inclusivity. To promote the values of equality, diversity and inclusivity in our work as a Consortium. The Steering Committee to be serviced by a University officer. The Chair of the Steering Committee to be nominated from the Headteacher or Professional Tutor representatives.

APPENDIX 2:

Generic Marking Criteria Masters

Each Masters' level module assignment must achieve its own published learning outcomes to be awarded a pass. Where a mark and grade (as opposed to Pass/Fail) are awarded, the following generic level descriptors should be used to support the judgement. In so doing, the assessor should recognise that not all the criteria listed may be relevant to the assignment and that a 'best fit' approach should be taken.

Masters Level Pass with Distinction (70-100) <i>The assignment is most accurately described by elements of this category.</i>	<ul style="list-style-type: none"> • An excellent level of up-to-date knowledge and a deep understanding • A sophisticated ability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience • A sophisticated and insightful ability to design, conduct and evaluate an enquiry or problem-solving activity • A work of distinctive professional or academic value which makes a significant contribution to advancing learning and/or solving problems • An original argument with well substantiated conclusions • Very clearly written and easily readable, with consistently correct use of language and academic convention.
Masters Level Pass with Merit (60-69) <i>The assignment is most accurately described by elements of this category.</i>	<ul style="list-style-type: none"> • A good level of relevant, up-to-date knowledge and understanding • A good ability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience • A good ability to design, conduct and evaluate an enquiry or problem-solving activity • A good argument made with a number of reasoned and substantiated conclusions • Consistently well written, good use of language and academic convention.
Masters Level Pass (50-59) <i>The assignment is most accurately described by</i>	<ul style="list-style-type: none"> • An acceptable level of relevant knowledge and understanding

<i>elements of this category.</i>	<ul style="list-style-type: none"> • An ability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience • An ability to design, conduct and evaluate an enquiry or problem- solving activity • An argument made with some reasoned conclusions • Generally well written with a small number of errors in spelling punctuation, grammar or academic convention.
<p>Fail (0-49)</p> <p><i>The assignment is most accurately described by elements of this category.</i></p>	<ul style="list-style-type: none"> • Little or no knowledge or understanding • An inability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience • An inability to design or carry out an enquiry or solve problems • An incoherent argument and lack of reasoned conclusions • Consistently weak spelling punctuation, grammar and inadequate application of academic convention.

APPENDIX 3:

PP1 & PP2 Learning Outcomes

<p>Professional Practice 1 (15 Level 6 Credits)</p> <p>In order to achieve a PASS at Level 6 trainees should, with the help of experienced teachers, make good progress using established OFSTED grading descriptors and specifically demonstrate:</p> <ul style="list-style-type: none"> • Knowledge and understanding of appropriate subject, curriculum and pedagogy as well as teaching and learning methodology appropriate to learners and schools within a specific age phase. • A broad range of practical teaching and learning skills, applicable within the classroom and in schools generally. • Apply methods and techniques they have learnt to initiate learning opportunities, assess their impact and evaluate their effectiveness. • An ability to manage their own learning and work collaboratively with peers, teachers and other education professionals. • Effective communication skills shared with a range of professional and academic audiences (including tutors, peers, pupils' parents, school governors and local community representatives) both orally and in writing with clarity, focus and coherence. 	<p>Progress Reports A & B</p>
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<p>Professional Practice 2 (15 Level 7 Credits)</p> <p>In order to achieve a PASS at Level 7 trainees should independently make good progress using established OFSTED grading descriptors and specifically demonstrate:</p> <ul style="list-style-type: none"> • An advanced knowledge and understanding of appropriate subject, curriculum and pedagogy as well as teaching and learning methodology appropriate to learners and schools within a specific age phase. • A capacity to analyse and deal with complex teaching and learning situations selecting and applying appropriate teaching and learning strategies and skills. • An ability to exercise self-direction and initiative in personal and professional responsibility. • An awareness of own continuing professional development needs within teaching, and the independent learning ability to identify ways of fulfilling those needs. • An ability to work collaboratively with peers, teachers and other education professionals managing the work of others where appropriate. • Effective communication skills shared with a range of professional and academic audiences (including tutors, peers, pupils' parents, school governors and local community representatives) both orally and in writing with clarity, focus and coherence. 	<p>Progress Reports C, D & E</p>
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CONTACT

Education Office
School of Education and Social Work
Essex House
University of Sussex
Falmer, Brighton
BN1 9QQ
T +44 (0)1273 877888
E itepartnership@sussex.ac.uk

www.sussex.ac.uk/education/ite

This Guide is for advice and guidance only and is not a substitute for the formal statements and requirements of the Charter, Statutes, Ordinances, Regulations and procedures of the University. In case of any conflict these formal statements and requirements take precedence over this Guide.

Every effort has been made to ensure the accuracy of the information contained in this Guide, as at 1 Sept 2023. The University can, however, take no responsibility for errors or omissions, or for arrangements made by third parties. It reserves the right to change the information given at any time.

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