UNIVERSITY *of* WORCESTER

DIPLOMA IN TEACHING
Further Education & Skills

Partnership Handbook 2024-25

Institute of Education

CONTENTS

SECTION 1
AIMS, VISION, OUTCOMES

Welcome to the University of Worcester Diploma in Teaching (Further Education and Skills) Partnership Handbook 2024-25

The Diploma in Teaching (Further Education and Skills) (hereafter DiT) is a nationally recognised qualification for teaching in the vast, vibrant, and diverse Further Education and Skills sector. The course will qualify you to teach post-14 learners in a range of educational contexts such as FE Colleges, Sixth Form Colleges, independent training providers (ITPs), Adult Community Learning (ACL) providers, or offender learning.

The DiT leads to a University of Worcester award and is taught at a Partner College. One module is taught by University of Worcester tutors, while the remainder of the DiT is taught by tutors from the Partner College, who will have detailed first-hand knowledge of the respective local contexts, systems, and opportunities.

The DiT course will benefit those who are in employment or those who wish to obtain a teaching qualification before seeking employment. Over two years, alongside taught modules, a minimum of 250 hours will be spent in placement, of which a minimum of 150 must be spent teaching. The requirement to complete 250 hours is irrespective of employment status; full time, part time, and volunteer teachers will all need to ensure they can reach this minimum requirement over the two years of the course. During the two years, 20 hours will be spent in a second placement, and trainees will deliver 20 hours of online (synchronous) teaching.

"Leaders work seamlessly with delivery partners to ensure that tutors deliver an ambitious curriculum." Ofsted, 2023

Programme Aims

- inspire and nurture values centred on inclusive practice, high expectations and the promotion of safe and respectful learning environments.
- support the development of students who are highly skilled in the planning, implementation, assessment and evaluation of teaching and learning.
- promote the development of highly skilled, knowledgeable and inspirational subject specialists.
- develop confident, critical, and reflective practitioners.
- improve students' digital skills for teaching, learning, assessment, and wider roles.
- inspire students to be effective communicators who can work in a collegial manner.
- nurture evidence-informed practitioners who promote a love of learning.
- nurture socially, culturally and globally aware teachers.
- develop resilient professionals who demonstrate high standards of personal conduct and understanding of relevant legislation and codes of practice.

Programme Vision

The Institute of Education's **REACH** vision seeks to produce…

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

Programme Outcomes

Trainees will…

- meet the Level 5 National Occupational Standard for the Learning and Skills Teacher
- meet the requirements of the Initial Teacher education (ITE) Inspection Framework
- gain 120 credits at level 5.

All students who complete the programme successfully will be eligible to apply for Qualified Teacher Learning and Skills (QTLS) status with the Society of Education and Training. QTLS is recognised as equivalent to QTS and, therefore, provides eligibility to teach Post 14 learners in schools.

SECTION 2
ESSENTIAL INFORMATION

This guidance should be read in conjunction with the UW Partnership website where you will find a range of documentation for Senior and Curriculum managers, Course Tutors, Personal Academic Tutors, and Subject Mentors.

https://www.worcester.ac.uk/pce-partnerships

If you have queries, the first point of contact is the Course Coordinator, Mike Tyler (m.tyler@worc.ac.uk)

UNIVERSITY of WORCESTER

Programme calendar 2024-2025. Colour-coded schedule; break periods (shown as vertical bands): HALF TERM (28/10/24), CHRISTMAS (23/12/24–30/12/24), HALF TERM (17/02/25), EASTER (14/04/25), HALF TERM (26/05/25).

Category	Item	09/09/24	16/09/24	23/09/24	30/09/24	07/10/24	14/10/24	21/10/24	28/10/24	04/11/24	11/11/24	18/11/24	25/11/24	02/12/24	09/12/24	16/12/24	23/12/24	30/12/24	06/01/25	13/01/25	20/01/25	27/01/25	03/02/25	10/02/25	17/02/25	24/02/25	03/03/25	10/03/25	17/03/25	24/03/24	31/03/25	07/04/25	14/04/25	21/04/25	28/04/25	05/05/25	12/05/25	19/05/25	26/05/25	02/06/25
	Taught Module Submissions							F1						S1		F2					S2						F1	F1	S1							F2		S2		
	Professional Practice Module Submissions																		F1													F2								S1
	Starting Out	■	■	■	■																																			
Practice Record	Teaching Practice Log																																							
Practice Record	Additional Duties Log																																							
Targets	Observation Targets																																							
Targets	Personal Targets																																							
Targets	Report Targets																																							
Observations	Tutor	1	1	1	1	1	1									3			3	3	3	3	3							5	5					5	5	5	5	
Observations	Mentor									2	2	2	2	2	2											4	4	4	4	4	4									
Reports	Professional Report 1																																							
Reports	Professional Report 2																																							
Reports	End of Year Discussion																																							
Other Activities	Professional Discussion Log																																							
Other Activities	Tutorial Tasks																																							
Other Activities	Reflective Journal																																							

Training Events

In addition to the mandatory training listed below, the non-compulsory informal drop-in sessions provide an opportunity to seek advice and guidance from UW Tutors on any matters arising, and to share good practice.

Date	Time	Training	Where?	Who?
Tue 03 Sep 2024	9:00-9:45	Partnership Briefing	Online	Compulsory for Course Leaders Optional for Managers & Course Tutors
Thu 12 Sep 2024	5:15-5:45	Mentor Training 1	Online	Compulsory for Subject Mentors
Thu 19 Sep 2024	5:15-5:45	PAT Training 1	Online	Compulsory for PATs
Thu 03 Oct 2024	5:15-5:45	Mentor Training 2	Online	Compulsory for Subject Mentors
Wed 09 Oct 2024	5:15-5:45	Mentor Drop-in 1	Online	Non-compulsory for Subject Mentors
Thu 14 Oct 2024	5:15-5:45	Mentor Drop-in 2	Online	Non-compulsory for Subject Mentors
Thu 28 Nov 2024	5:15-5:45	Mentor Training 3	Online	Compulsory for Subject Mentors
Fri 13 Dec 2024	5:15-5:45	Mentor Drop-in 3	Online	Non-compulsory for Subject Mentors
Thu 16 Jan 2025	5:15-5:45	PAT Drop-in 1	Online	Non-compulsory for PATs
Mon 10 Feb 2025	5:15-5:45	Mentor Drop-in 4	Online	Non-compulsory for Subject Mentors
Wed 26 Mar 2025	5:15-5:45	PAT Drop-in 2	Online	Non-compulsory for PATs
Tue 01 Apr 2025	5:15-5:45	Mentor Drop-in 5	Online	Non-compulsory for Subject Mentors

Partnership Governance Board (PGB) Meetings

Date	Time	Training	Where?	Who?
Wed 06 Nov 2024	9:30-11:00	PGB 1	Hybrid (Halesowen College)	Mandatory for Course Leaders Advised for Senior Managers
Wed 29 Jan 2025	9:30-11:00	PGB 2	Hybrid (Halesowen College)	Mandatory for Course Leaders Advised for Senior Managers
Wed 07 May 2025	9:30-11:00	PGB 3	Hybrid (Halesowen College)	Mandatory for Course Leaders Advised for Senior Managers

Submission Dates for Professional Reports / End of Year Discussion

Professional Report 1	Professional Report 2	End of Year Discussion
Friday 10[h] January 2024	Friday 11[h] April 2024	Friday 6th June 2024

SECTION 3
ROLES & RESPONSIBILITIES

Each member of the course team has a crucial and unique role. Listed below are key roles and responsibilities for course team members at the trainee's placement, the provider college, and the University of Worcester.

Senior Manager (Placement) with responsibility for trainee placements
- Confirm agreement with the Partnership Agreement.
- Ensure completion and return of the H&S audit.
- Liaise with University of Worcester and Halesowen College as appropriate.

Course Leader (Provider College)
- Liaise with settings.
- Organise interviews and registrations.
- Review recruitment policies and strategies.
- Manage the course timetable and calendar.
- Organise mentor training meetings.
- Carry out observations.
- Mark and moderate assignments
- Enter grades on University systems.
- Organise External Examiner visits.
- Quality assure judgements against the NOS through joint observations and other activities.
- Provide feedback to the partnership on quality assurance matters including AER, the annual course Improvement and Development Plan and Self Evaluation Document (SED).
- Evaluate and review course structures and procedures.
- Develop the course considering feedback from Ofsted, External Examiners, Mentors and Trainees.
- Co-ordinate inspections.

Subject Mentor (Placement)
- Day to day supervision, and pastoral support
- Undertake mentor training as requested by the University.
- Establish a shared understanding of effective mentoring practice.
- Enhance the quality of mentoring for practitioners.
- Ensure that mentoring is supportive and nurturing.
- Help mentees to develop teaching, learning and assessment strategies which meet learners' needs.
- Participate in trainee's first observation with university colleagues for training purposes.
- Provide a suitable timetable for the trainee.
- Provide access to relevant department and setting documents e.g. schemes of work & learner data.
- Ensuring the completion of 2 formal observations and feedback each year.
- Arrange regular sessions to review progress and negotiate targets that are regularly monitored.
- Work with colleagues and tutors to determine timely and accurate assessment of progress towards the National Occupational Standard using partnership documentation.
- Liaise with Course Leader to complete 2 Professional Reports summarising trainee progress.

Personal and Academic Tutor (Provider College)
- Meet with each trainee for whom they are responsible at least once every 10 weeks.
- Provide pastoral, welfare, academic support, and career guidance to the trainee.
- Review PebblePad to track Trainee progress.

QA Manager (Provider College)
- Liaise with Course Coordinator and Course Leader on operational developments including quality assurance, recruitment, and inspection.
- Lead on wider HE Partnership activities, including staff development.

Course Coordinator (University)
- Coordinate Programme Governance Board (PGB) meetings.
- Provide feedback to the partnership on quality assurance matters.
- Review recruitment policies and strategies.
- Organise examination boards.
- Organise External Examiners.
- Liaise with national bodies about developments in the structure and management of ITE (Initial Teacher Education) courses.
- Co-ordinate inspections.

Link Tutor (University)
- Monitor the application of quality assurance and enhancement procedures to ensure the correct processes are being followed and timely intervention occurs where appropriate.
- Provide quality oversight of the course.
- Attend the relevant meetings.
- Provide support to Course Leader or key contact at partner institution.
- Provide a link for partner trainees.
- Liaise with Course Leader and key contacts with partner institution.
- Evaluate and review course structures and procedures.

Professional and Administration Services (University)
- Collate setting offers and match trainees to suitable placements that meet their needs.
- Ensure all settings have been quality checked, have completed the health and safety audit, and have returned the partnership agreement.
- Ensure that trainees are placed in quality-assured settings.
- Administration of documentation between Trainees, settings, and the university.
- Coordinate arrangements for the delivery of mentor training and keeping a record of attendance.

"Subject-specific tutors … support trainees to develop their understanding of specific strategies to use while teaching their subject." Ofsted, 2023

SECTION 4
MENTORING

Mentoring Strategy

Mentoring is at the heart of the Diploma in Teaching. Mentors have a huge role to play in shaping the experience of the trainees in their care and will be a very important source of subject-specific guidance for trainees. Consequently, it is essential that mentors receive in-depth training for their role.

Mentor Training

All new mentors will be 'new mentor' trained through the University of Worcester regardless of previous training with other providers. This training involves a 6-hour online training course, three mandatory mentor meetings run by the University, and non-compulsory drop-in sessions for additional guidance if needed.

1. Compulsory University Training Sessions

Mentors are required to attend three online training sessions delivered by University of Worcester. These sessions will introduce Mentors to the online documentation they will be using in their role. Sessions will be around 30 minutes each.

Mentor Training 1	Mentor Training 2	Mentor Training 3
Observation Training *Thursday 12th September 2024* *5:15-5:45 on Microsoft Teams*	Using PebblePad as a Mentor *Thursday 3rd October 2024* *5:15-5:45 on Microsoft Teams*	Writing Professional Reports *Thursday 28th November 2024* *5:15-5:45 on Microsoft Teams*

2. Non-compulsory Drop-in Sessions

Alongside the compulsory mentor training, we will host drop ins on different evenings through the year for Mentors to have discuss their practice with the Course Team and with each other. These informal sessions will provide the opportunity to collaborate, and problem solve together with other mentors.

Mentor Drop-in 1	Mentor Drop-in 2	Mentor Drop-in 3
Wednesday 9th October 2024 *5:15-5:45 on Microsoft Teams*	Thursday 14th October 2024 *5:15-5:45 on Microsoft Teams*	Friday 13th December 2024 *5:15-5:45 on Microsoft Teams*
Mentor Drop-in 4	**Mentor Drop-in 5**	
Monday 10th February 2025 *5:15-5:45 on Microsoft Teams*	Tuesday 1st April 2025 *5:15-5:45 on Microsoft Teams*	

Staying informed about the Mentoring Process

To best support Subject Mentors in their role, as well as to oversee the quality of mentoring, it is important that members of the wider course team have a full understanding of the DiT mentoring strategy. The Partnership Briefing and subsequent PAT Training sessions will outline the Mentoring process.
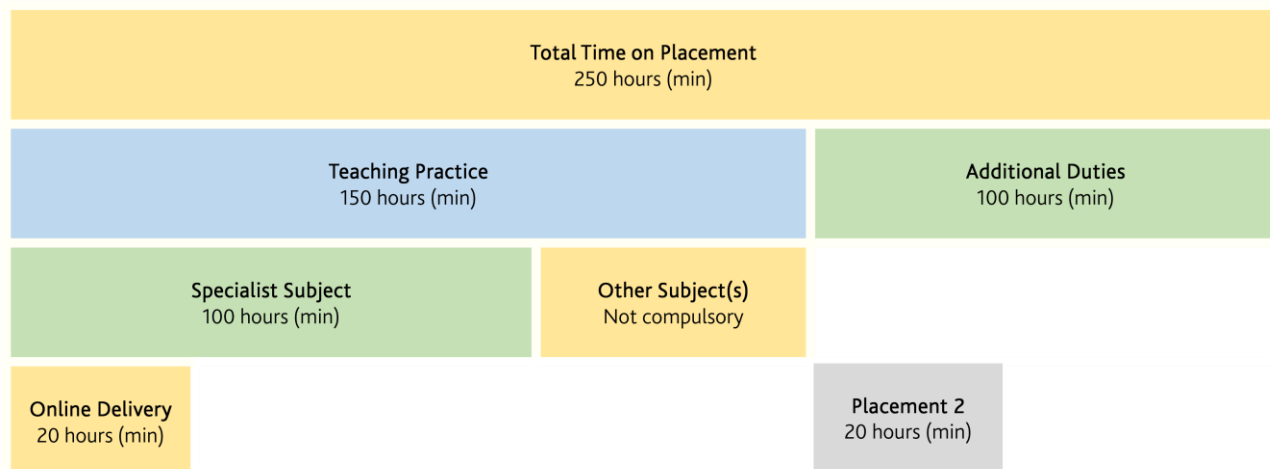
SECTION 5
TRAINEE EXPERIENCE

Trainee Entitlement

Guidance for Initial Teacher Training requires all providers to ensure trainees are given sufficient training time in settings. On placement, UW trainees are entitled to…

- Access to teaching practice hours to meet teaching practice module requirements – 150 hours teaching plus 100 hours of teaching-related duties over the course of the Programme.
- Regular meetings with a named Subject Mentor – one hour per fortnight is expected, and an agreed weekly meeting slot is recommended.
- Formative observation feedback opportunities as agreed with setting – trainees should be advised of these opportunities at induction.
- One joint observation with University/setting staff in the first 6 weeks of placement.
- Five observations per year with written feedback – September to May across each year of the two-year programme.
- Two Subject Mentor Professional Reports per year (early-February and early-April).
- Access to policies, related documents and systems as required by the trainee to fulfil their role.

YEAR ONE & TWO COMBINED

Total Time on Placement 250 hours (min)		
Teaching Practice 150 hours (min)		Additional Duties 100 hours (min)
Specialist Subject 100 hours (min)	Other Subject(s) Not compulsory	
Online Delivery 20 hours (min)		Placement 2 20 hours (min)

Please remember that most trainees are novices with minimal experience in a learning environment. They are learning to become teachers. Whilst they are on placement with you, they are training within our partnership, and we support them together. The university is responsible for the framework of the training, but it is the experience with you in the learning environment where they practice becoming teachers.

Trainee Conduct

Trainees are expected to behave as teachers, always maintaining a professional stance, i.e. to meet the Practice Themes which link to the personal and professional conduct expected of a teacher. All trainees are required to sign the UW Trainee Teacher Code of Conduct.

Trainee Outcomes

Ultimately trainees are developing their proficiency against the nine Duties of the <u>National Occupational Standard for the Learning and Skills Teacher</u>. These are:

Duty 1   Promote a passion for learning and set high expectations of all students and support their personal and skills development.

Duty 2   Maintain a focus on outcomes, for all students, so that they recognise the value of their learning and the future opportunities available to them.

Duty 3   Demonstrate, maintain and evidence excellent pedagogy, subject, curriculum and industry knowledge and practice.

Duty 4   Plan, deliver and evaluate effective evidence-informed teaching using assessment, relevant systems and safe use of technology to support learning.

Duty 5   Work in a manner that values diversity, and actively promote equality of opportunity and inclusion by responding to the needs of all students.

Duty 6   Model professional relationships with students, colleagues and stakeholders that support the highest quality education and training.

Duty 7   Work within professional boundaries, legal and ethical standards to set clear expectations for engaging in learning for all students.

Duty 8   Undertake relevant roles and duties and model sustainable practices, having regard to professional standards, demonstrating resilience and adaptability when dealing with challenge and change.

Duty 9   Support students with their next steps for progression and learning by providing appropriate information, advice, and guidance.

Quality Assurance Mechanisms

Pre-course Interviews	Documentation, Two interviewers, UW involvement
Mentoring	Training Needs Analysis, Training Attendance, Course Completion
Observations	JLOs, Feedback Audit
Teaching	Course Lead / Coordinator Observations
Assessment	Standardisation, Moderation
External Examiner	Moderation, Visits
PGB	Three per year
SSLC	Two per year
Surveys	Course & Module Evaluation, Teaching Foundations, CES
UW Processes	Course AER, FES SED, FES Enhancement Plan
Responsive Teaching	Formative, informal

Attendance

Our attendance and punctuality expectations reflect the professionalism required by the National Occupational Standard (see particularly Duties 6, 7, & 8).

Attendance is monitored throughout the year; all absences, lateness or leaving early and missed tutorials will be monitored by the Course Leader on an individual basis to support the trainee. Persistent absence or lateness will result in students being interviewed by the Course Leader to ascertain commitment to the course and review progress.

All trainees must have the opportunity to evidence a minimum of 250 hours practice in a full teaching role (150 of which should be teaching). They must record attendance their teaching hours on PebblePad.

As noted in the Code of Conduct trainees have the following responsibilities:

There is a requirement to attend all taught sessions unless you have agreed mitigating circumstances. You should arrive in good time and dress appropriately. If you are going to be absent, contact your tutor.

If you are going to be absent from your placement setting, messages **MUST** be given to the appropriate member of staff following normal placement setting procedures. An absence of five days should be followed up by a Doctor's note.

Request for absences: normally permission for absence is restricted to attending the funeral of a close relative or to attend a job interview following setting protocols as applicable. Absence from university sessions must be agreed with your tutor in advance. All planned absence from setting must be made up. If you are absent you will need to be prepared to supply work for classes to be covered and to communicate this clearly with your setting mentor.

Tutor Visits

During work-based learning, either the trainee's PAT or the Course Leader (if different) will arrange a suitable time to visit the trainee notifying the senior manager, Subject Mentor and Trainee. If possible, a joint observation will be conducted alongside the Subject Mentor. The visit will last approximately 2 hours.

Purpose: The purpose is to support the Subject Mentor and review trainee progress and entitlement. A joint observation aids consistency of assessment across settings and helps develop the skills of Subject Mentors and any others who conduct observations. Sometimes a moderating tutor (e.g. the UW Course Coordinator) will accompany the PAT to quality assure consistency of assessment across subjects and settings.

During the lesson: The essential part of the visit, for achieving consistency of judgement, is for joint observation to take place and for the Subject Mentor and PAT to agree appropriate 'highest leverage' practical actions for the trainee's development.

After the lesson: Ideally, the lesson will be followed by a brief discussion between the mentor and the tutor followed by a mentoring conversation with the trainee. The mentoring conversation should always start with the trainee being asked for their perspective on the successes and areas for improvement of their lesson. On all visits, the Subject Mentor should lead the feedback session but there may be times when the tutor adds to the conversation as part of the collaborative process.

Initial visits will generally take place between October and December. Feedback to trainees should be developmental and focus on the identification 'highest leverage' practical actions for the trainee's development. Tutors and mentors will focus on whether the right priorities are being identified and if progress is satisfactory for this stage of the course.

After the visit: Lesson observation feedback should be recorded on PebblePad and shared with the trainee. Documentation from the visit should also be shared with the senior manager at the placement. As part of the quality assurance process tutors will periodically review lesson observation uploaded by trainees onto

PebblePad and may provide feedback to the Subject Mentor, copying in a senior manager or Course Leader, as applicable.

Support Plan

In agreeing to accept the placement the setting has recognised the role and responsibilities that it has for supporting and training the trainee. The DiT course has a clear Support Plan procedure.

Exceptional Circumstances

In the event of a major crisis, for example professional misconduct, that requires the exclusion of a trainee from the placement, the Course Leader should be contacted immediately and before any precipitous action is taken. At this stage it may be necessary to follow the University Fitness to Practise procedures:

If a setting is unwilling for a trainee to continue, the setting or university may attempt to find an alternative placement if the cause is considered to have mitigating circumstances. This will be done openly, acknowledging that if a new placement cannot be found, the place on the course will terminate.

Please note a setting has the right to withdraw a placement at any time. At any stage in this process, if matters are considered serious enough, the trainee may be asked to leave the programme. Counselling through the university will be offered.

Temporary Withdrawal

Sometimes a trainee's circumstances change and interfere with them completing the course (e.g. pregnancy, or serious illness). In these circumstances trainees should talk with their PAT and the Course Leader. Where appropriate, a decision may be granted that will allow for temporary withdrawal until circumstances allow continuation. This would normally be within one year.

Trainees must arrange to meet with the Course Leader and complete the withdrawal form available on SOLE. No action will be taken until this form has been completed, and there may be financial implications to the trainee if they fail to complete this documentation.

Compliance with the ITE Criteria

The course complies with ITE criteria (DfE).

College Closure

Trainees on placement should follow the setting protocols and procedures concerning setting closure. Should a setting close trainees should use the time for planning and preparation. This is counted as a teaching placement day on attendance records.

Industrial Action

Trainee members of teaching unions cannot go on strike or participate in industrial action in any way as they are not employed by the setting, were not balloted about strike action, nor are they members of the Professional pension scheme. Consequently, trainees should go into settings provided that it remains open and that those colleagues responsible for the supervision of trainees are confident they can engage in training activities. However, trainees must not be used to cover a striking teacher and should not be left unsupervised. If the senior manager closes the setting or if there is a picket line at the setting and a trainee does not wish to cross this, they should inform the senior manager and tutor that they will be working from home. Trainees will not need to make up this day nor will progress on their training programme be jeopardised. If trainees wish to seek further advice, they are encouraged to contact their union/professional association.

What to do regarding Ofsted inspections

It is up to settings to manage arrangements for settings' Ofsted inspections. Most settings adopt a 'business as usual' policy and expect trainees to continue teaching.

University (ITE) inspections

The new Ofsted ITE Framework (2020). Providers are normally notified of inspections on a Wednesday and inspectors visit settings during the following week. University tutors will support settings and trainees with preparations.

Assignments

Trainees complete four modules over two years, each of which includes two formative and two summative assessments. The table below outlines these. Further details can be found in the Course Handbook, and the Module Outlines for each module.

Module	Formative 1	Summative 1	Formative 2	Summative 2
Year One				
DTFE2001	Microteach	Lesson Plan & Commentary	Pedagogical Concept Presentation	Theory into Practice Reflection
DTFE2002	Discussion Board	Classroom Solution Presentation	Podcast / Blog / Vlog	Action Plan & Justification
DTFE2003	Portfolio Audit		Portfolio Audit	Portfolio, Professional Discussion, Target Setting
Year Two				
DTFE2004	Professional Discussion	Curriculum Evaluation Presentation	EdTech Demo	Ed Tech Report / Impact Review
DTFE2005	CPD Action Plan	Impact Report on Subject Specialist CPD	Peer Discussion	Poster Presentation
DTFE2006	Portfolio Audit		Portfolio Audit	Portfolio, Viva Voce, Target Setting

Handbooks & Other Documents

Three handbooks are available for the course, each with a different focus. All handbooks are available on the UW Partnership Pages

Course Handbook	for trainees
Partnership Handbook	partner/provider college management teams (this handbook)
Professional Practice Handbook	for trainees as mentees, subject mentors, & PATs

PebblePad (ePortfolio)

The following headings are all sections of the PebblePad e-portfolio, which the trainee will update weekly with evidence of their progress. PebblePad belongs to the trainee, but they must share it with their subject mentor, their PAT, and any others who observe or assess their work.

n.b. there is a Microsoft Word version of some documents (*).

Practice Record	A series of tables to record teaching hours and other activities.
Targets	Trainees populate a table with targets and actions after observations, professional discussions and reports, and keep a record of their completion.
Observations*	Built into PebblePad, to be completed by the trainee prior to a lesson observation. The observer adds feedback directly to part two of the form.
Evidence & Commentary	Trainees will upload evidence of their practice and write a commentary on how it meets selected KSBs. Evidence is discussed with subject mentors.
Other Activities	Professional Discussions, Reflective Journals, and Tutorial Tasks provide the trainees with regular opportunities to reflect and seek advice on their practice.
Reports*	Trainees and subject mentors summarise the Trainee's progress against the Practice Themes. Two formative (ungraded) reports and one summative (graded) report are completed per year. The PAT decides on the final grade.

SECTION 7
SAFEGUARDNING

DBS Responsibilities

All entrants to ITE/ITT programmes must by law be checked against the DBS barred list and subject to criminal record checks. 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 have been subject to these checks.

The university confirms in writing that a 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 settings in addition to this confirmation. In a small number of cases a trainee may not have DBS clearance – where a setting allows an individual to start work in a regulated activity before the DBS certificate is available, the setting 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 statutory guidance Keeping Children Safe in Education via Blackboard. Settings should ensure that all trainee teachers are provided with the following at the commencement of their training:

- The learner 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

Other background checks

Settings 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 and also the police and DBS as applicable.

Data Protection

The University of Worcester will hold and process personal data transferred to it by the Partnership Setting 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 setting experience. For these purposes the University is the Data Controller.

The University will update information held in its records as notified by the Partnership Setting or by the trainee, from time to time, and will annually seek to verify the information held. The information will be held in line with the University's Document and Record Retention Schedule. The University will not share the information received from the Partnership Setting or its trainees with any third party, including outside of the UK, without the consent of the trainee and/or the setting.

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

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

"Leaders have developed a curriculum that is carefully matched to the subjects trainees teach." Ofsted, 2023

Glossary

Blackboard Ultra	The VLE, used as a repository for lesson material, for handing in assignment work and other tasks such as discussion boards.
Code of Conduct	Sets the standard for expected behaviour and conduct of trainee teachers.
DfE	Department of Education
ETF	Education and Training Foundation - sector body, awarders of QTLS
External Examiner	A person appointed from outside of the university with relevant qualifications and experience, responsible for independent assessment and quality assurance of the programme.
IfATE	Institute for Apprenticeships, Training and Education. The body that 'owns' the NOS.
KSBs	The Knowledge, Skills, and Behaviours of the National Occupational Standard (NOS) for the Learning and Skills Teacher. Trainees must evidence their achievement of all KSBs.
Module	Unit of assessed learning. Credits are awarded for the four taught modules, but not for the two Practice modules which are graded Fail, Pass or Distinction
NOS	National Occupational Standard (for the Learning and Skills Teacher)
Ofsted	Office for Standards in Education
Partnership	Professional relationship between the University of Worcester (UW) and a setting which provides the context for the work-based practice element of UW teacher training courses.
PAT	Personal Academic Tutor. The PAT may have several tutees and will hold meetings with their tutees at least once every 10 weeks.
PebblePad	The e-portfolio platform for gathering evidence in the Professional Practice modules.
QTLS	Qualified Teacher Learning and Skills- Post-qualification accreditation (equivalent to QTS)
SHARP targets	UW target-setting approach that makes explicit what needs to be achieved and how.
Subject Mentor	The placement mentor with most day-to-day contact with the trainee, particularly responsible for supporting the trainee to develop subject specialist knowledge.
Training Needs Analysis	An online form sent to mentors prior to the start of the academic year to assess what training is most likely to benefit them in their roles as mentors.

Key Contacts

Dr Tracy Wallis	Jane Sisk	Mike Tyler
UW	UW	UW
Head of Secondary & FES	PGCE FE Course Leader	DiT Course Coordinator
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DIPLOMA IN TEACHING
Further Education & Skills

Partnership Handbook (FE) 2024-25

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