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We are

Outstanding

for Initial Teacher Education





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Consolidation Professional Practice 2024-25 PGCE Primary (5-11)

24.03.2025 – 20.06.2025

'Trainees are immensely well supported by knowledgeable and inspirational tutors and by highly skilled, committed mentors. '



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Mentor development 2024 linked to DFE funding

Initial Mentor development audit form

Phase/subject
specific briefing
Teams

Core Mentor training
2023-25
OMNIS Section 1

QA 1-4
checkpoints
with Link tutor

Bite sized mentor development units OMNIS Section 2
for those who have not completed NPQ, MA, ECF (since 2016)
Bite sized professional development units self chosen (Behaviour, Supporting Inclusive Mentoring,
Effective WDS)

Supportive strategy units: Autism, dyslexia, dyspraxia, dyscalculia and ADHD

Record of mentor hours for DFE July 2025



QA 1-4 mentor development



QA 1: Wellbeing development focus (Teams meeting week before or week 1)



QA 2: Effective use of WDS focus (Teams meeting week 2 or 3)



QA 3: Subject specific feedback and target setting development focus (School visit face to face any time after QA2)



QA 4: Impact of mentor development focus (Final week of professional practice)

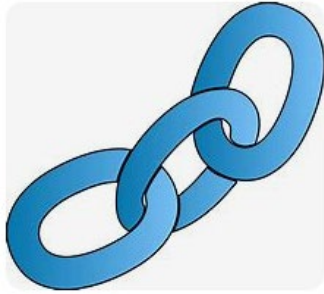


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Questions and Contacts

✓ Link Tutor



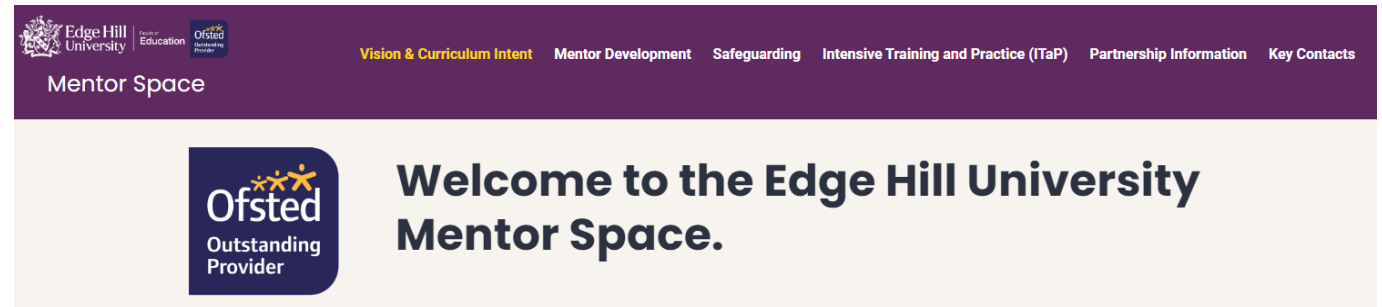
✓ Mentor Space

○ [Mentor Space](#)

✓ [ABYASA guidance](#)

✓ Email: FoEMentoring@edgehill.ac.uk

○ (case sensitive)





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Team Welcome

Meet the team

Primary PGCE
Strategic Lead

Sharon Stelling
Primary PGCE Course
Lead
(Ormskirk)



Emma Dickinson
Primary PGCE Course
Lead
(Holy Cross)



Virginia Kay
PPQL





Prior curriculum training

- *Introductory and developmental practices successfully completed*
- *PGCE is a steep learning curve – emphasis is on progress*
- *Some students have progressed from last placement with support*
- *Engaged in level 7 study: critically evaluating a planned lesson sequence & demonstrating understanding of academic research*
- *Core and foundation subjects alongside professional studies, which includes planning, assessment, EAL, EDI, SEND, adaptive teaching and behaviour management.*



The ITE curriculum for each course is purposefully sequenced on a week-by-week basis over the duration of each course so that Primary trainees cover over and above all aspects of the Core Content Framework (CCF)

There are some areas of particular interest for current practice in consolidation phase, for example:

- Plan, model, scaffold, developing independent learners
- Inclusion EDI, SEND, disadvantaged backgrounds, pupil premium and mental health.
- Quality first teaching, consider using cognitive science and formative assessment techniques to improve teaching and meet pupils' learning needs, adapting teaching responsively
- Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements)
- Be able to independently analyse, interpret and relate a school's assessment policy to their own teaching practice
- Behaviour for learning (developing relationships, in-class responsive and pro-active strategies to safeguarding, PHSE, <https://assets.publishing.service.gov.uk/government>)
- The importance of subject specific knowledge and training.
- Working with others, making effective use of other adults, working with parents, subject leadership
- Effective feedback and marking, workload strategies efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach.
- Trainees themselves need to demonstrate evidence that they know more and remember more of their ITE curriculum and that they can put this into practice.



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Adaptive teaching

Planning and Teaching:

To be able to identify and make adaptations and reasonable adjustments

To communicate effectively with other professionals and agencies

Use evidence-based approaches to adapt teaching for children with a range of needs

To plan for an inclusive, learner friendly environment, reasonable adjustment and adaptations within and beyond the classroom

Identify and make adaptations and reasonable adjustments.

Communicate effectively with other professionals and agencies.

Effectively communicate with and deploy support staff.

Identify and where necessary access sources of support for their own wellbeing.

Use evidence-based approaches to adapt teaching for children with a range of needs.

Identify ways to build effective partnerships with children and parents.

Capture the voice and aspirations of the child.

Use groupings to support learning and promote inclusion.

Discuss and analyse with expert colleagues the roles and responsibilities of outside agencies and professionals in working with children with Special Educational Needs.

Understand that their own social, emotional and mental health is important and needs to be supported.

Understand that the effective deployment of support staff is key to maintaining high expectations of all children and promoting inclusion.

To identify and make adaptations and reasonable adjustments.

To communicate effectively with other professionals and agencies

Use evidence-based approaches to adapt teaching for children with a range of needs.

Where and how to seek support when working with children with Special Educational Needs and Education, Health and Care plans

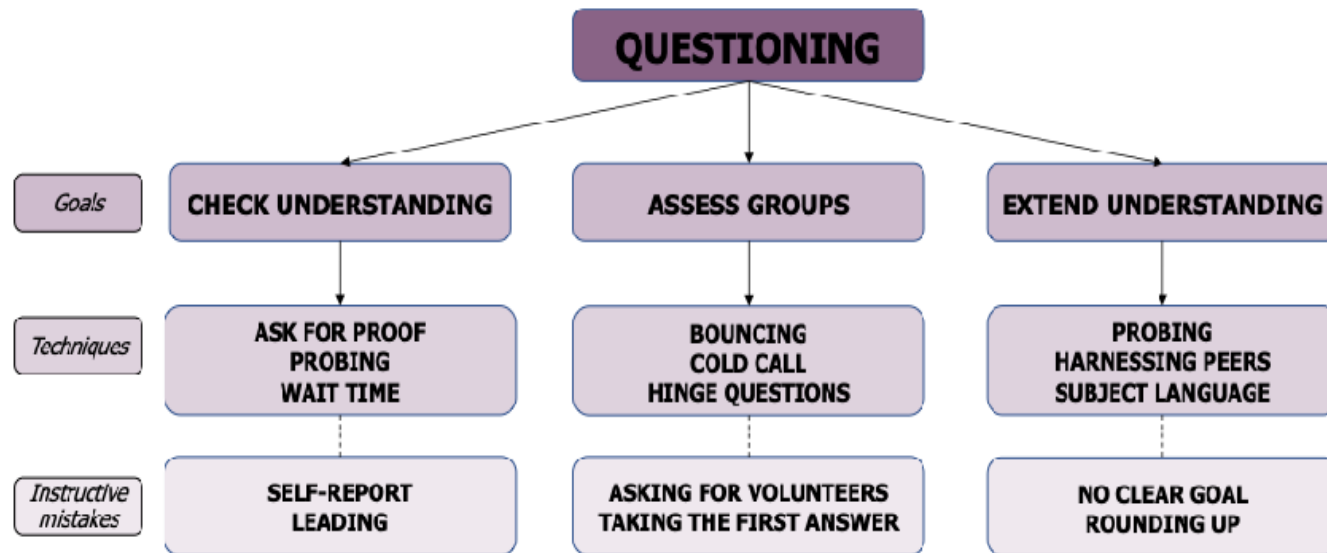
Identify ways to build effective partnerships with children and parents.



- Key foundational knowledge - students have completed their first three ITaP topics around:
 - Professional Behaviours
 - Transitions/Behaviour Management
 - Systematic Synthetic Phonics
- Mentor expectations - trainees should have developed confidence in their knowledge of the ITaP topics and will have had chance to put their learning into practice on their previous placements. This can now be consolidated through professional dialogue and additional opportunities to refine their skills in these areas with the children.
- Trainees are asked to seek constructive feedback on these areas as part of mentor/link tutor observations and their own continual professional development.



Questioning for Assessment



Learn that...

Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. **(Classroom Practice 4.6)**

Learn how to...

Stimulate pupil thinking and check understanding, by:

- Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). Elaborate on and query pupil contributions to support pupils' oral language skills, and knowledge development. **(Classroom Practice 4m)**
- Providing appropriate wait time between question and response where more developed responses are required. **(Classroom Practice 4n)**
- Including a range of different types of question to extend and challenge pupils e.g. by modelling new vocabulary or asking pupils to justify answer. **(Classroom Practice 4o)**

Meet individual needs without creating unnecessary workload, by:

- Reframing questions to provide greater scaffolding or greater stretch. **(Adaptive Teaching 5n)**

Avoid common assessment pitfalls, by:

- Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). **(Assessment 6a)**

Check prior knowledge and understanding during lessons, by:

- Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). **(Assessment 6f)**
- Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. **(Assessment 6g)**



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The Edge Hill ITE Curriculum

PGCE (5-11) Strand Component Tracker

Pre-populated onto the WDS
for weekly discussion.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
High Expectations <ul style="list-style-type: none"> • EDI • Behaviour • EAL 	<p>Know that variables such as gender, race, disability and socio-economic status intersect to increase the disadvantages faced by children</p> <p>To understand the role of the Pupil Premium and the strategies that can be employed to improve outcomes for disadvantaged pupils</p>	<p>Collaborate in multi-agency working with internal and external colleagues</p> <p>To understand the duty of schools in compensating for disadvantage</p>	<p>Know how schools develop, implement and review the impact of a Pupil Premium Strategy</p> <p>Review the government documentation on behaviour in schools</p>	<p>Know the professional responsibilities in relation to inclusion (e.g. The Equality Act, 2010).</p> <p>Understand which activities that are context embedded and cognitively demanding for children who use EAL</p>	<p>Instil belief and promote the academic potential of all pupils including disadvantaged learners</p>	<p>Know whole school approaches to bullying, recognise different types of bullying and implement strategies to support individuals and the whole class</p>	<p>Plan inspirational and challenging lessons independently that have high expectations of all learners</p> <p>Identify strategies to support outcomes for disadvantaged pupils.</p>	<p>Be able to demonstrate high behavioural expectations and create a culture of respect and trust in the classroom that supports all children to succeed.</p> <p>Apply knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory.</p>	<p>Know how to make effective use of teaching assistants and other adults to support effective classroom and behaviour management.</p>	<p>Understand the expectations of teachers who lead aspects of inclusion including CLA, race, gender and LGBTQ.</p> <p>Engage parents/carers in supporting whole school behaviour strategies</p>
How Pupils Learn, Classroom Practice and Adaptive Teaching <ul style="list-style-type: none"> • Adaptive Teaching • Planning • How Children Learn 	<p>Be able to provide targeted support to increase pupil success using well designed resources.</p> <p>Understand that adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular groups.</p>	<p>Understand pupils learn at different rates and require different levels of support to ensure their success and to be able to provide and plan to enable their success.</p> <p>Be able to incorporate the use of technology, including educational software and assistive technology to support teaching and learning for pupils with SEND.</p> <p>To be able to use the feedback gained to scaffold and ensure progress for all pupils.</p>	<p>Know how to effectively deploy support assistants and other adults to the benefit and progression of learners with SEND</p>	<p>Be able to build effective relationships and partnerships with parents and carers to better understand pupils needs.</p> <p>To be able to balance new input with the knowledge of prior learning so that pupils master important concepts.</p>	<p>Be able to apply high expectations to all groups and ensuring all pupils have access to a rich curriculum</p> <p>To be able to intentionally group in relation to specific learning outcomes and review these groupings, monitoring the impact and avoiding the perception that groups are fixed.</p>	<p>Be able to use formative assessments and 1 page profiles to adapt delivery and support to ensure success for all pupils.</p> <p>Know that sequences of learning must break down learning into small steps to take account of all learners (including those with SEND) from the outset.</p>	<p>Be able to group pupils effectively and apply high expectations to all groups ensuring all pupils have access to a rich curriculum.</p> <p>Understand the purpose and value of planning documentation for a range of adults and the importance of being mindful regarding workload.</p>	<p>Be able to work with SENDCO, and other expert colleagues and the designated safeguarding lead to understand the needs and provision for all pupils.</p> <p>Understand the role of curriculum design with consideration to how children learn.</p>	<p>Be able to incorporate the use of technology, including educational software and assistive technology to support teaching and learning for pupils with SEND.</p> <p>Be able to develop effective medium-term planning sequences which are informed by assessment of children's learning and consider the range of needs of pupils in their class.</p>	<p>Be able to effectively deploy support assistants and other adults to the benefit and progression of learners with SEND</p> <p>Understand the impact of targeted questioning on pupils' retrieval and recall</p>
Professional Behaviours <ul style="list-style-type: none"> • Safeguarding • Professionalism • Mental Health, Wellbeing and Workload 	<p>To be able to understand that information sharing is essential for the identification of patterns of behaviour</p>	<p>Know the importance of parental engagement and how it can have a positive impact of pupils' motivation, behaviour and academic success.</p>	<p>That teachers may be required to support other agencies and professionals in child protection.</p> <p>Understand how to collaborate in multi-agency working with internal and external colleagues (e.g., the role of CAMHS and other agencies in supporting mental health needs.</p>	<p>Know about school documentation and processes available for referring children in need to outside organisations</p>	<p>Understand how to effectively communicate with external colleagues to ensure appropriate support is in place for pupils to make good progress.</p>	<p>Understand how to tailor support for individual pupils, implement and evaluate</p>	<p>The importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner.</p>	<p>Investigate, evaluate and challenge mental health and wellbeing practices in schools (children and staff).</p>	<p>Be able to manage their workload effectively</p>	<p>Be able to develop processes that foster positive engagement with families/carers of children displaying mental health needs.</p>
Assessment				<p>Know the value of tracking and reporting in relation to their practice and key developments to reflect workload.</p>		<p>Understand how schools use data to set targets and monitor progress and communicate data for accountability to stakeholders.</p>			<p>Be able to independently analyse, interpret and relate a school's assessment policy to their own teaching practice</p>	



5-11 Professional practice expectations

Phase	Consolidation			
Minimum hours in classrooms (including observing, teaching, co-teaching each week.)	Week 1 - 4	Progressive teaching of a range of subjects		
	Week 5 +	Trainees should have an opportunity to experience 6 weeks of 80% contact ratio teaching. 80% refers to a full teaching timetable as is typically defined by your school. This may be adapted to provide additional support and input.		
Mentoring - Minimum hours of mentoring each week	1.5 hours. (This includes your weekly observation and weekly development meeting)	PPA Time (School based)	20%	
Subject coverage All trainees must have an opportunity to plan, teach and assess	Systematic synthetic phonics: Plan, teach and assess a sequence of SSP lessons	Core subjects: Plan, teach and assess all core subject lessons as per your class curriculum.	Foundation subjects: Plan, teach and assess all foundation subjects as per your class curriculum ensuring coverage of all foundation subjects	
Wider opportunities (based on opportunity)	Plan and deliver an extra-curricular club	Deliver an assembly or collective worship.	Attend pupil progress meetings	Attend school trip
	Attend parents evening or event and contribute to report writing	Supervise play times	Set and respond to homework	Meet/greet/dismiss children
	Register children	Attend staff meetings/INSET	Attend multi-agency meeting	



Edge Hill University Approach to Assessment





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Interviews & Applications

- Group mock interviews at University last term
- Application support - ongoing
- Interview questions – discussed in sessions





Weekly cycle for mentoring: WDS

Edge Hill University Weekly Cycle for Mentoring



Review

Using the Weekly Development Summary (WDS) as a record, the trainee and the mentor review the EHU curriculum content for the week, this provides a focus and is sequenced incrementally to manage cognitive load.



Questioning

The weekly Development Summary includes questions that the mentor can use to review prior learning and assess that the student has the relevant knowledge in order to benefit from opportunities to practise in a given week.



Observation of Experts

Trainees should be given focused and deliberately chosen opportunities to observe expert colleagues and analyse what they have seen throughout their teaching practice. Vitrally, these observations should be planned and selected by the mentor as instructional opportunities.



Practice and Feedback

The mentor will observe the trainee's practice, focusing on a particular technique, strategy or component of teaching, as appropriate to that week's curriculum. Sherrington and Caviglioli (2021) argue that mentors need to 'call your shots' and make the focus of the observation clear beforehand.



Reflection

A weekly development summary (WDS) of progress against the EHU ITE curriculum is completed, and the trainee reflects on progress. The cycle begins again at step 1.

1. Using the curriculum, review the content for that week with your trainee. Focussing just on the curriculum reduces the cognitive load and provides a clear focus for the trainee learning that week.
2. Using the questions provided on the WDS, question and probe the trainee to review their prior learning. Use this to inform the plan for the opportunities they will need that week to practise.
3. Identify opportunities for the trainee to observe and questions experts in line with the curriculum that week and based on their prior learning (point 2) and include this on the WDS.
4. Identify opportunities for the trainee to practice and receive feedback in line with the curriculum for that week and include this on the WDS.
5. In the next mentor meeting, review the progress against the curriculum (using the questions) and record on the WDS. Start cycle for the next week at step 1.



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Trainee progress: Abyasa

Receive log in and password

Home screen

Welcome

- Change password

Dashboard

- Trainee details
- Professional practice forms
- Reminders
- Attendance

The screenshot displays the 'Trainee progress: Abyasa' dashboard. At the top, the Edge Hill University Faculty of Education logo is visible. Below the logo is a navigation bar with links: Home, Personal Details, Records, Pro Report, Documents, and Change Password. A 'My Tasks' button is also present. The main content area is divided into several sections:

- My Trainees:** A section with a search bar and a 'View All' button.
- Recently Modified Trainee Forms:** A section with a list of forms and an 'Add Form' button.
- Forms Overdue:** A section showing the number of overdue forms (0).
- Forms Due This Week:** A section showing the number of forms due this week (0).
- Important Notifications:** A section with a bell icon and a filter for notifications (High, Medium, Low).
- Main Activities of This Week:** A section with a bar chart showing activity levels (0 to 5).
- Trainee Absence From:** A section showing the date 25/09/2023 and a message: 'Currently there are no absences within the specified limit.'



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Trainee Timeline



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Accessibility ▾

Log out

Timeline

Professional Practice Forms

Professional Practice Resources

Abyasa, Demo (ABY123456) - Abyasa Demo 23/24

Start

Filter



View Participants

WDS - Week 4

Required by: 14/10/2023

Start

Upcoming

Focused

WDS - Week 1

21/09/2023

Due date: 23/09/2023

Draft

Continue

WDS - Week 3

WDS - Week 2

Due date: 30/09/2023

Start

Lesson Observation

21/09/2023

Due date: 16/09/2023

Draft

Continue

Current Placement Details

School Name Abyasa Demo School

Mentor Name Mentor, Demo

Mentor Email

Date From 01/09/2023

Date To 20/12/2023

View more...



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Weekly Development summary WDS

**Pre-populated
curriculum linked to integrated
EHU curriculum and ITTECF
Review and reflect**

**Targets – what and how?
Encourage trainees to liaise
with other expert colleagues,
subject leads, SENCO, DSLs
etc.**

**Discuss workload and
wellbeing**

**Curriculum as the progress
model**

The screenshot shows the 'WDS - Week 1' form. At the top, it says 'This record is **not submitted** with 9 key questions unanswered.' and has a 'Go Back' button. The form includes fields for 'Date' (21/09/2023) and 'Link to a placement' (--not linked--). A sidebar on the left lists sections: 'Curriculum for the week', 'Feedback and Development target', 'Future development targets', 'Strategies and Wellbeing', 'Current progress', 'Signature', and 'Submit'. The main content area has a heading 'Please refer to [EHU ITE curriculum] guidance as appropriate. This week's key focus is:' followed by a text area with 'This.' and a rich text editor toolbar. Below this is a question 'Has discussion taken place?' with radio buttons for 'Yes' (selected) and 'No'. A 'Next >>' button is at the bottom right. On the right side of the form, there are tabs for 'comments', 'evidence', and 'others', with 'comments' selected. It shows '0 Comments' and an 'Add Comment' button. At the top right of the page, there are 'Accessibility' and 'Log out' links.



Wellbeing and workload

How and who?

- **WDS meeting each week**
- **Link tutor support**
- **University service support**
- **Concerns**

Support Wellbeing

Promote positive relationships

Anticipate pressure points

Share workload strategies

Giving subject
specific feedback

Lesson observation

Primary (Core)



Start Form

Select Record Type

Observation

Scheduled:

Currently there are no items.

Unscheduled:

- ☒ Core Subject Observation Form
- ☐ Art & Design Subject Observation Form
- ☐ Computing Subject Observation Form
- ☐ Design & Technology Subject Observation Form
- ☐ Geography Subject Observation Form
- ☐ History Subject Observation Form
- ☐ Languages Subject Observation Form
- ☐ Music Subject Observation Form
- ☐ PE Subject Observation Form
- ☐ PSHE Subject Observation Form
- ☐ RE Subject Observation Form
- ☐ Systematic Synthetic Phonics (SSP) Observation Form

Subject being observed

- ☒ English
- ☐ Mathematics
- ☐ Science

Giving subject
specific feedback

Lesson observation

SSP (with
suggested
prompts)



Start



Filter



○ Systematic Synthetic Phonics (SSP) Observation Form

Subject knowledge
and skills

Learning objective enables sequential development of children's component knowledge

Use of motivating
and appropriate
resources and
teaching strategies

Phoneme grapheme correspondence; hearing, identifying, segmenting and blending sounds; sight vocabulary, common exception words, high frequency words. fluency and comprehension

Opportunities for
children to practise
and apply skills

- use of correct terminology
- correct articulation of phonemes
- structure of SSP session appropriate to school's SSP framework (could be **revisit and review, teach, practise and apply**); formative assessment strategies, monitoring and recording assessment

Giving subject
specific feedback

Lesson observation

Primary
(Foundation, with
suggested
prompts)



Start Form

Select Record Type

Observation

Scheduled:

Currently there are no items.

Unscheduled:

☒ Art & Design Subject Observation Form



Art & Design Research and Subject Association Links [National Society for Education in Art and Design | NSEAD](#)

Subject Specific Elements

What makes an effective Art & Design lesson? Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.

- Planning in art and design shows a strong awareness of the National Curriculum and the core components of art and design (knowledge, generating ideas, making, evaluating)
- Potential misconceptions are anticipated and addressed through modelling of key skills and techniques.
- Excellent organisation in terms of materials and timing to ensure a safe and productive environment.
- Learning objectives clearly develop knowledge of the visual elements (e.g. colour, line, texture, form, pattern, shape and space)
- Images by different artists, craftworkers and designers are carefully selected and clearly connected to the theme.
- Pupils are taught how to use sketchbooks at KS2.
- Activities, techniques and resources are appropriate to the age and technical experience of the pupils.
- Evaluating is part of the process of generating ideas and making and not confined to end-product.
- Pupils critically evaluate the work of artists and their own work using the language of art and design.
- A variety of formative assessment strategies are used to plan, support learning and target specific pupils/groups.



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Lesson Observation

Practice and feedback

The mentor will observe the trainee's practice, focusing on a particular technique, strategy or component of teaching, as appropriate to that week's curriculum

Focused observation – 20 minutes to fit in with other 'low-stakes' opportunities.

This feedback focuses on the selected specific aspect of practice or subject specific focus, the teaching not the trainee and feels constructive. Collecting evidence, such by as noting details of a significant interaction or moment in the lesson that can be discussed afterwards.

Providing feedback, which includes specific praise for what worked well and constructive feedback, with a subject specific element, leading to the setting of an appropriate goal for future development.

Feedback is dialogic. Questioning prompts are used to engage the trainee in the process of review and probe understanding of their use of the target strategy.

Feedback results in action planning – the mentor identifies further practice or opportunities to observe experts, rehearse or practice needed to make progress.



Exemplar Observation Feedback

Subject Knowledge and Key Points from the session

Once again, M's subject knowledge was strong. Her substantive knowledge of the Earth's movement around the earth was good. She had clearly prepared for the lesson, which was evident in her ability to answer questions, begin to challenge misconceptions and confidently model the key learning in a variety of ways.

M supported children to understand the concept of how the Earth rotates & orbits the Sun, by engaging them first-hand practical experiences wherever possible. Children's substantive knowledge was reinforced/enhanced by having the opportunity to both use props to recreate the concept, while also using children to model the movement of the Earth as it orbits the sun.

M showed an awareness of how to adapt her teaching to enable access of all learners to the science curriculum. For her LA children, she prepared an accessible activity, which still allowed the child to access the key scientific learning. This simple, but effective adaptation, showed she had considered the pupil's science attainment, while providing appropriate challenge.

M modelled correct scientific vocabulary throughout the lesson and encouraged the children to mirror that vocabulary in both their verbal and written answers. To enhance this further, it would have been beneficial to plan in more time for 'pupil talk' to reinforce this new vocabulary, thinking and ideas.]

Trainee Strengths

M's eagerness to reinforce concepts through additional videos and practical experiences, ensured children's engagement and enthusiasm was evident throughout.

Formative assessment was evident both in the questioning and in the tools deployed to support this (whiteboards, talk partners and self-assessment strategies) Following on from last week, M continued to incorporate different questioning strategies: cold calling, hands up, partner talk, check for understanding.

During the activity, there was a conflict between two pupils. M discretely dealt with the issue, without it disrupting the flow of the lesson and impacting the learning of others.

M's classroom management had evidently developed from the previous observation. She demonstrated some of the strategies/pieces of advice from last week's observation. While continuing to use a couple of different ways to gain the children's attention, M ensured she had all the children's attention before moving on. She also used praise throughout for good behaviour/ accurate use of vocabulary etc.

Opportunities for further development

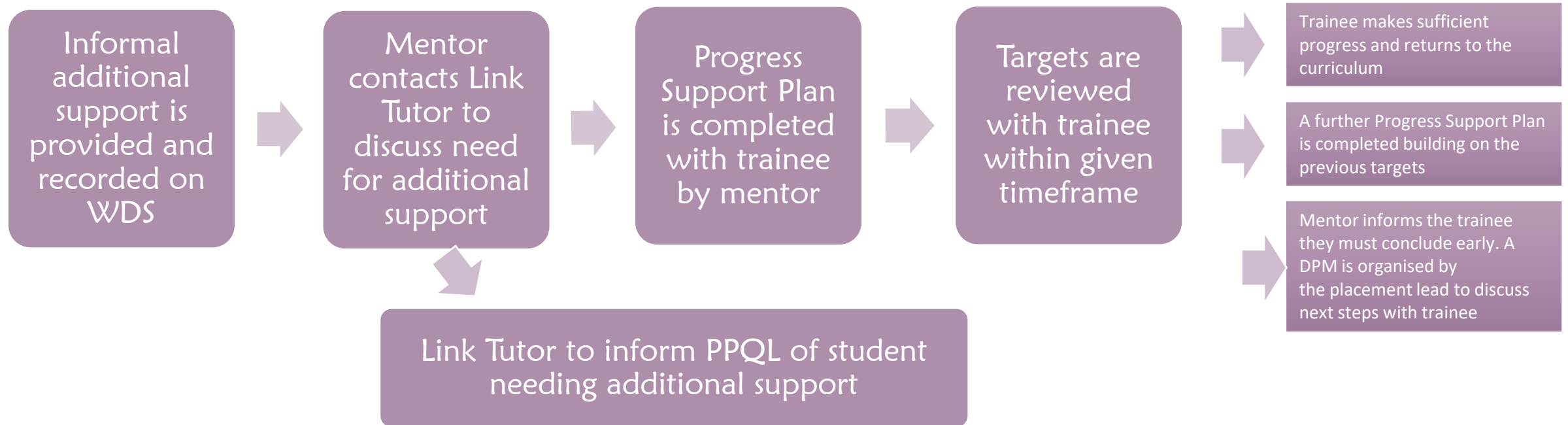
To observe the teaching and learning of Science in KS1, while begin to understand the progression of key vocabulary and skills across the Primary school age.

To become more familiar with the skills associated with 'Working Scientifically'. This research will stand in good stead, as after Christmas, you will begin to explore opportunities for children to apply their understanding of scientific concepts to solve problems and investigate.]



Progress Support Plan Process

including Early Conclusion



This is the process considering the trainee is not making progress. At any point, the trainee can exit the Progress Support Plan (PSP) process if they are meet the required expectations.



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THANK YOU

