



Edge Hill
University

Faculty of
Education



Further Education Trainee Guidance

Edge Hill Abyasa Pro Portal

<https://edgehill.abyasa.net/Pro>

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Frequently Asked Questions

I can't log in.

You can only login to Abyasa once your placement is confirmed in InPlace and the data has been shared with Abyasa by the FOE data team. You will receive an email to notify you of this.

You will also not be able to view Abyasa until approximately two weeks prior to the start of your professional practice.

Always use your EHU single sign on to login to Abyasa.

Occasionally it is necessary to clear your cache. Please follow the guidance for your preferred browser.

What is the best browser to view Abyasa Pro in?

Abyasa Pro works best in Google Chrome or Microsoft Edge. You may experience issues if you are using Internet Explorer or older versions of Firefox and Safari.

Is Abyasa adaptive?

Abyasa is adaptive and can be viewed on mobiles and tablet devices.

What is the URL for Abyasa Pro?

<https://edgehill.abayasa.net/Pro>

Where can I download my trainee forms from?

Weekly Development Summaries, Observation Forms and Progress Support Plans can all be downloaded to PDF's. Navigate to the Professional Practice tab to access a record of all forms, click the export to PDF button to select multiple options or action button named click next to individual form.

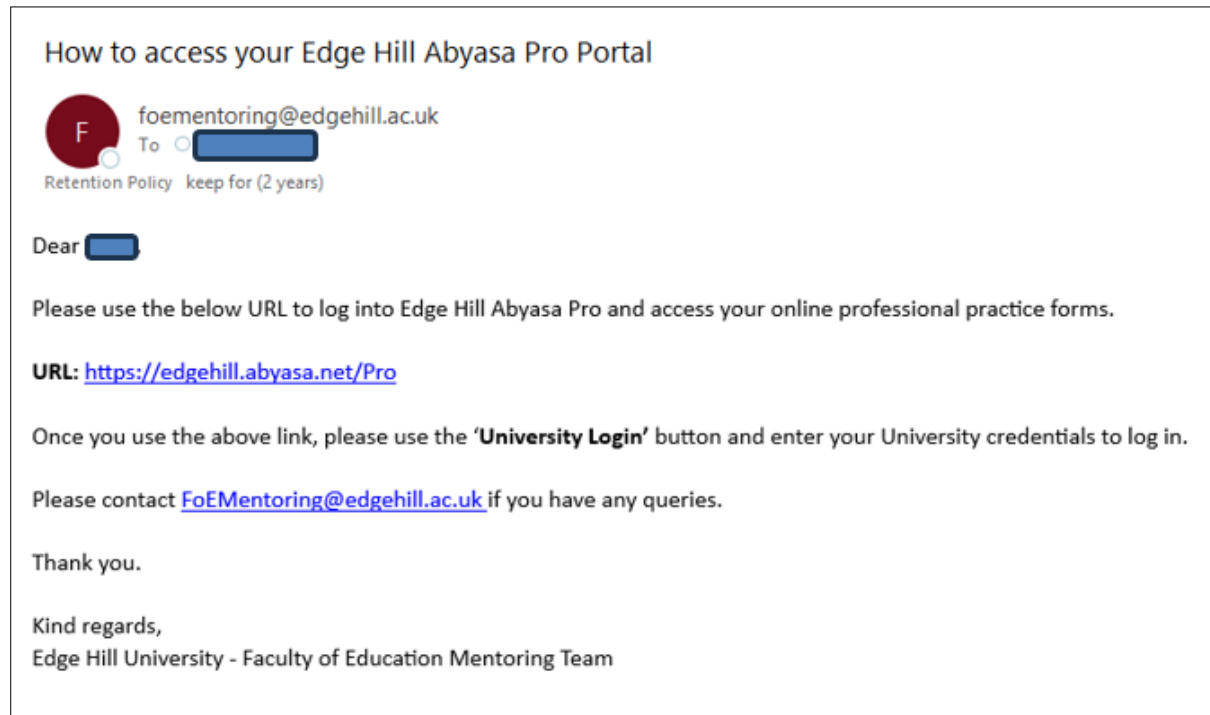
I need more help

Please email foementoring@edgehill.ac.uk or FOE Data Officer Helen Wakenshaw wakenshh@edgehill.ac.uk

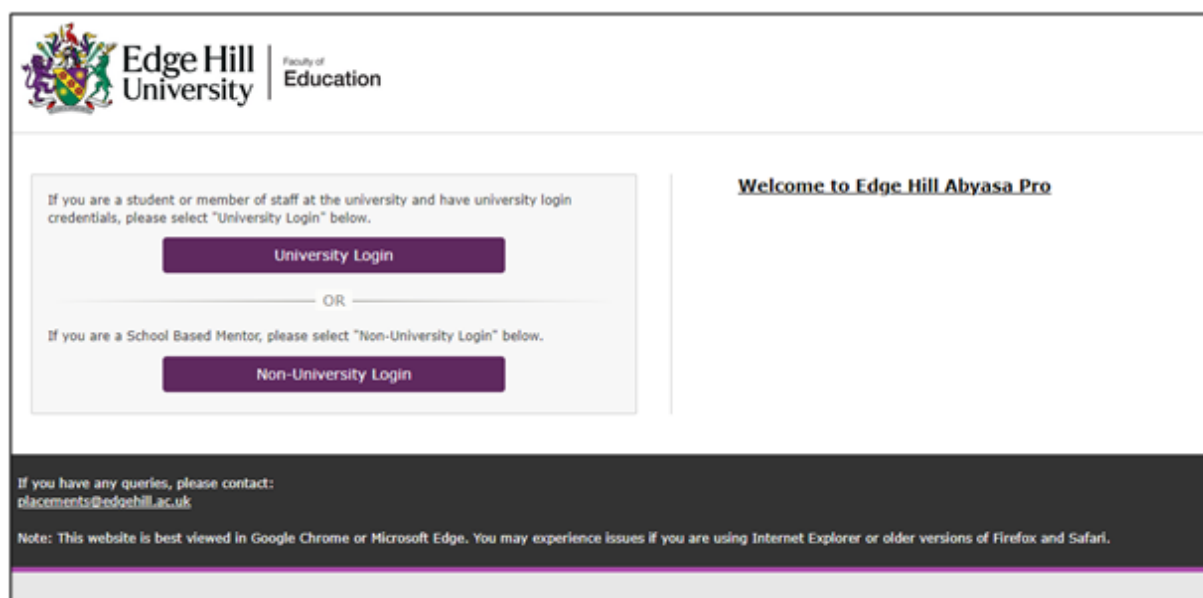
How to access Abyasa

You will have received an email with guidance on how to access your portal. Click the hyperlink in the email to go to your account.

<https://edgehill.abyasa.net/Pro>



Log in by clicking the University Login button and entering your Edge Hill University network username and password.



We recommend bookmarking the URL, but you can also use the search function on the top right of our university website. On the university homepage select current students from the upper left of the page.

In the **'Search our services'** bar, begin to type **Abyasa** and the service will appear. Select the Service icon.

Abyasa

Content: [Service](#) | [Information](#) | [Guide](#)

Abyasa Pro
/service/abyasa-pro/
Service

Next select the **Access Abyasa** icon.

Home > Service Gateways > Abyasa Pro

Abyasa Pro

Abyasa Pro is a web-based application focused on students' development, it allows tutors, mentors and trainees to set targets, review progress and record evidence of development.

Access Abyasa →

Service Status

✓ Running Normally

You log in to Abyasa using your university single sign-on details. This will be your student number. Select the University log in option.



Edge Hill University | Faculty of Education

If you are a student or member of staff at the university and have university login credentials, please select "University Login" below.

University Login

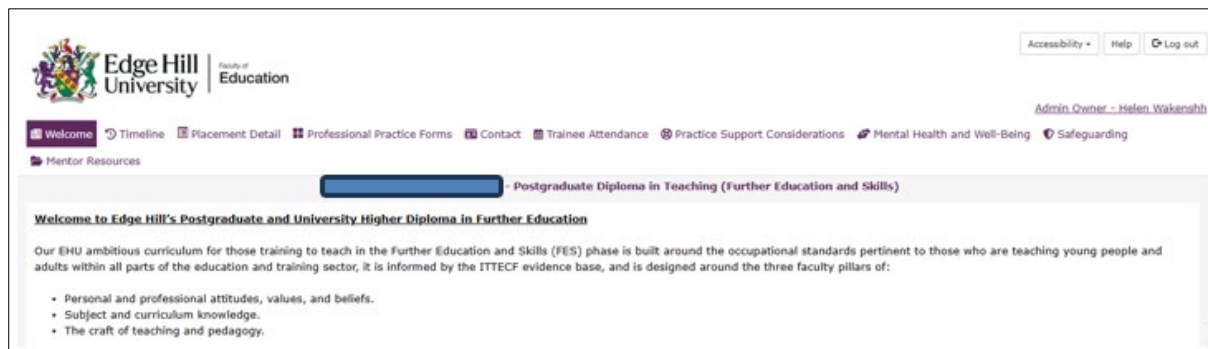
OR

If you are a School Based Mentor, please select "Non-University Login" below.

Non-University Login

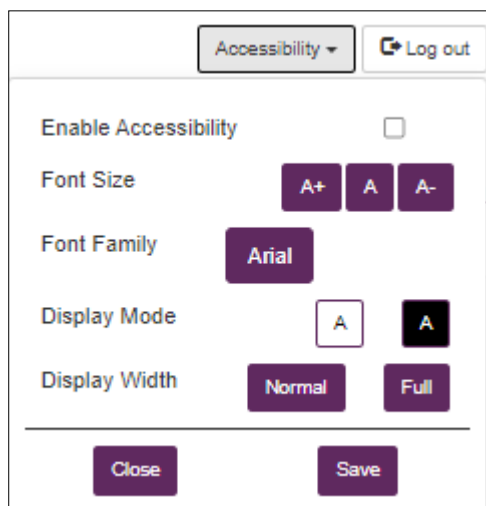
Your Abyasa Portal

Once you have successfully logged in your first page is a Welcome page unique to your department. Along the top of the screen is a series of tabs that you will interact with during your professional practice (these may differ by departments).



Accessibility

At the top left of the screen there are buttons you can select to adjust your accessibility settings or log out of the portal. Directly below, there is a hyperlink of your name, selecting this will return you to your homepage from the tab you are in.



You can manually adjust your accessibility settings from this menu. There is also an **Enable Accessibility** tick box which will apply accessibility settings across timeline forms changing them from tabbed boxes to list view. The above functions can be accessed from all pages in the system.

Trainee Timeline Tab

Your timeline is where you can access your Weekly Development Summaries (WDS), Observations, and (if applicable) your Progress Support Plan.

WDS will display on your timeline to be completed each week by your mentor. Observation forms can be accessed via the start icon at the top of the page. If applicable PSPs will appear once they have been created (**see Progress Support Plans**).

The screenshot shows the 'Trainee Timeline Tab' interface for the 'Postgraduate Diploma in Teaching (Further Education and Skills)'. The top navigation bar includes links for Welcome, Timeline (active), Placement Detail, Professional Practice Forms, Contact, Practice Support Considerations, Mental Health and Well-Being, Safeguarding, and Mentor Resources. The user is logged in as 'Admin Owner - Helen Wakenshh'. The main content area features a vertical timeline with a 'Focused' label. On the left, there are cards for 'QA 1-4 Introductory' (dated 01/10/2025) and 'WDS Week 6 - Introductory'. The 'QA 1-4 Introductory' card has a 'Draft' status and a 'Continue' button. The 'WDS Week 6 - Introductory' card has a 'Start' button. On the right, there is a card for 'WDS Week 5 - Introductory' (dated 30/09/2025) with a 'Current progress: Draft' status and a 'Continue' button. A 'View Participants' button is located at the top right. A 'Current Placement Details' sidebar on the right shows: School Name: Runshaw College PR25 3DQ, Date From: 29/09/2025, Date To: 22/05/2026, Academic Year: 25/26. A link to 'View more...' is also present.

Once a form has been completed and submitted it moves down to the completed section at the bottom of the page.

The screenshot shows the 'Completed' section of the timeline. A vertical timeline with a 'Completed' label is visible. A card for 'WDS Week 2 - Introductory' (dated 09/10/2024) is shown, with a 'Complete' status and a 'View' button. A circular arrow icon is located at the bottom of the timeline.

Weekly Development Summaries

To start a WDS on your timeline, select the **Start** hyperlink. Your form will open and updating the form can begin.

WDS Week 7 - Introductory (1)

Start

You can return to the form to edit it by selecting the **Continue** hyperlink.

WDS Week 7 - Introductory (1)

03/10/2025

Draft

Continue

As a trainee you can edit most of a form, but certain parts may be unavailable to you, along with certain actions, i.e. you can edit a form but will not be able to edit the mentor signature. You are unable to submit the form, this must be done by the mentor. Whilst the form is in draft you can delete it to return it to a blank new form to be added (see **Professional Practice Forms**).

Key reading for the week	Summary: This book provides a practical guide for trainee teachers to develop the essential personal and professional skills needed in modern teaching. It focuses on the holistic development of a teacher by addressing both their pedagogical and interpersonal skills. It emphasises reflective practice, the importance of understanding learners' diverse needs, and the development of resilience and adaptability in teaching. It offers a comprehensive introduction to becoming a professional teacher, deeper exploration of theoretical, digital, and context-specific aspects might enhance its utility for a broader range of teaching trainees. Key areas include: <u>Professionalism:</u> What it means to be a professional teacher, including standards, expectations, and ethical considerations. <u>Pedagogical skills:</u> How to design effective lessons, manage classrooms, and assess students effectively. <u>Personal development:</u> Managing stress, maintaining work-life balance, and building resilience in challenging teaching environments. <u>Reflective practice:</u> Encourages teachers to reflect on their practice and continually improve through self-awareness. Limitations: <u>Lack of Depth in Pedagogical Theories:</u> While the book provides practical advice, it may lack depth in exploring the theoretical foundations of pedagogy. Trainees looking for a more robust theoretical grounding might need supplementary reading. <u>Generalised Approach:</u> The book presents general advice for a broad audience, which may not cater to the specific needs of all teaching contexts or subjects, especially in areas requiring more specialised skills (e.g., STEM or vocational education). <u>Limited Discussion on Digital Learning:</u> Although published in 2021, the book provides limited guidance on the integration of technology and digital tools in teaching, which is becoming increasingly essential in modern education. Reference: Thompson, C. & Wolstencroft, P. (2021) Being a Teacher: The trainee teacher's guide to developing the personal and professional skills you need, Learning Matters.
Support for mentors with the curriculum focus	
Curriculum for the week	
Questions for mentor and trainee to discuss in mentor meeting	
Additional notes from mentor meeting	
Trainee workload and well-being	
Opportunities identified for progress	
Progress	
Signature	
Submit	
Next >>	

Related Answers

Where you see a small **Related** icon below an answer, this can be clicked to view the answers that were submitted in the previous week(s).

How this will be developed - Use opportunities to rehearse, observe

E.g. Use of talk partners. Observat

Black ▾ **B** *I* U 

Last updated: --

 Related

Answers can be copied and pasted from here if required.

Related Answers
✕

This section shows you the list of previous answers and tags associated with the this question:

Areas for development

E.g. Increase pupil engagement and participation in lessons

Show All
Previous Answers
Tags

☒ HW WDS Demo 24-25 (XBV)

Tag:

09/07/2024

Close

Comments

Comments can be posted to your form page, and you can target them at a participant who has access to your timeline. This is accessed via the panel on the right-hand side of the form. Please note that an email notification will **not** be sent to the target participant, and they will only see the message when in Abyasa. Content added in the comments section will not appear in your form if you export it to PDF.

comments
evidence
others

back to main list

Enter your comment here...

0 Comments
Post

Participant List

Search...

☐	Recipient Name	School Name	Email Address
☐	Abyasa, Demo (ABY123456) - Abyasa Demo 23/24		example@test.com
☐	Mentor, Demo	Abyasa Demo School	
☐			
☒	Staff, Demo		test@email.com

Showing 1 to 4 of 4 entries

Close Post

comments evidence others

back to main list

Enter your comment here...

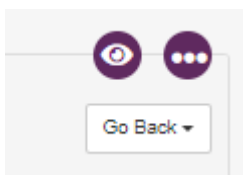
1 Comments Post

a few seconds ago

Hi, please can you review?

Delete

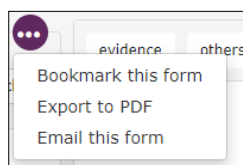
Other Form Functionality



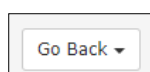
The above icons do the following.



Clicking the **eye** gives you a preview of the form.



From the **ellipsis** button you can bookmark a form, export a form to PDF, and email the form.



The **Go Back** button gives you the option to return to your timeline.

Trainee Attendance

Each week your attendance is recorded in the Trainee workload and well-being section of your WDS, this is used to monitor attendance. At the end of your professional practice phase your total number of hours is also completed by your mentor.

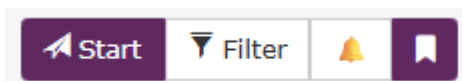
If you are claiming trainee expenses, you can use your WDS to provide evidence of your attendance. If you are claiming weekly ensure your mentor has submitted the WDS and download the PDF of the required forms.

If you are claiming at the end of professional practice phase use the final WDS that has a record of the total number of hours for the full duration of your placement.

The screenshot shows a form titled 'Trainee workload and well-being'. On the left is a sidebar with tabs: 'Additional notes from mentor meeting', 'Trainee workload and well-being' (selected), 'Opportunities identified for progress on next stage of ITE', 'Progress', and 'Signature'. The main area has a text editor with a toolbar (Black, Bold, Italic, Underline, Bulleted List, Numbered List, Indent, Outdent) and a large text area. Below the text area, there are two input fields for hours. The first is labeled 'Trainee attendance this week - please enter the number of hours.' and contains '-1.00'. The second is labeled 'Total number of hours attended for professional practice' and also contains '-1.00'. Both fields have a 'Last updated: --' label below them. At the bottom left of the main area is a '<< Prev' button.

Lesson Observations

Lesson Observations are access via the Start button at the top of your timeline.



Select **Start**, and change the record type to Observation, then select the required subject form.

The screenshot shows a 'Start Form' dialog box. At the top, it says 'Select Record Type' and has a dropdown menu set to 'Observation'. Below this, there are two sections: 'Scheduled:' and 'Unscheduled:'. The 'Scheduled:' section says 'Currently there are no items.' The 'Unscheduled:' section has a list of radio buttons for different subject observation forms: Art Observation Form (selected), Computing Observation Form, English Observation Form, History and Politics Observation Form, Performing Arts Observation Form, Psychology Observation Form, RE Observation Form, Science Observation Form, Sociology and Criminology Observation Form, and Sport Observation Form. At the bottom left is a 'Close' button and at the bottom right is a 'Start' button.

If prompted select your placement from the link to placement drop down, click Save and Continue

Art Observation Form

Date

29/09/2025

Link to a placement

--Choose item--

Save and Continue

Cancel

The will open and then be visible on your timeline.

Context (completed by trainee)

Lesson observation (completed by mentor)

Opportunities for development (completed by mentor and trainee)

Signature

Submit

Number of learners in session.

Last updated: --

What skill(s) are you practising and receiving feedback on during this observation? (based on the weekly curriculum and prior targets) How have you planned for this in your lesson.

Black ▾

B

I

U

Last updated: --

Professional Practice Phase

☐ Introductory
 ☐ Developmental
 ☐ Consolidation

Next >>

Mentors complete and submit the form.

As with the WDS, the lesson observation forms also have the other form functionality mentioned above.

Progress Support Plans

If you require a Progress Support Plan during your professional practice, your link tutor will set this up. It can be viewed as a form on your timeline and whilst it is active an icon displays in the top right of the page.

🔔 Active Progress Support Plan

👁️ View Participants

Professionalism 1

📅 16/04/2024

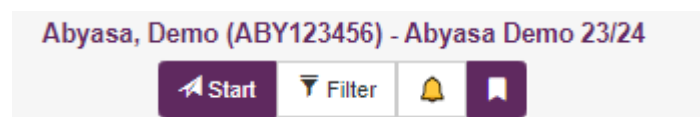
Due date: 23/04/2024

Draft

Continue

Areas identified for support	Area(s) identified for support ☐ High expectations and managing behaviour ☐ How pupils learn. Classroom practice and adaptive teaching ☐ Subject knowledge and curriculum ☐ Assessment ☐ Professional behaviours Last updated: --
Actions	
Review of progress	
Outcome	Please list in order of priority the concerns raised (with the most pressing concern listed first) Black ▾
Signatures	

Other Timeline Functionality



You can start any form from the top of timeline. Click **Start** and select the record type and form. Click Start to open.

Start Form

Select Record Type

Observation ▾

Scheduled:

☒ Core Subject Observation Form PEY 24/25
☐ Observation Form SEC Week Test (Due date: 01/01/0001)

Unscheduled:

☐ SSP Observation Form
☐ Art Subject Lesson Observation

Close

Start

Forms can be filtered by type via the **Filter** icon. Always remember to clear the filter to return a view of all your forms.

Filter

Main

References

Record Type

--Choose Item-- ▾

Templates

☐ [Select all]

Phase

☐ Abyasa Demo
☐ Mentor Forms
☐ Observation
☐ QA and Feedback
☐ Support Plan
☐ Weekly Development Summary

Date From

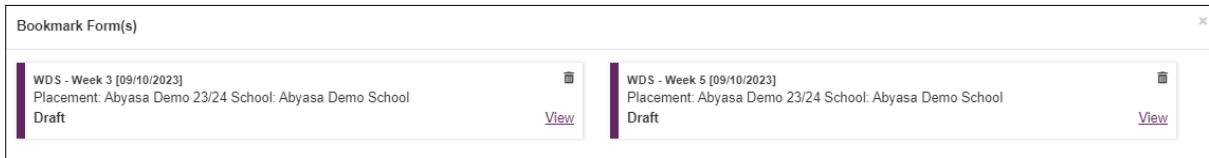
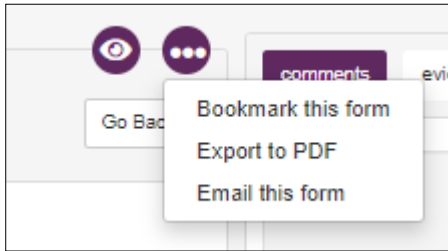
☐ Save for future?

Notifications can be loaded from the **Bell** icon. Click the bell to see any of your notifications.

Notifications

No more notifications.

Bookmarked forms can be viewed by selecting the bookmark flag. When working in a form there is an **ellipsis** button (3 dots), select this to bookmark a form. The bookmarked forms will then appear in the bookmark flag section of the timeline.



Placement Detail

The placement detail tab contains information about your professional practice school/setting along with details of your mentor and link tutor.

Professional Practice Forms

The Professional Practice Forms tab is where you can find a library of all your forms in draft or completed stages.

Scheduled forms are your WDS, these are forms that you are expected to complete and submit on a weekly basis or as your placement pattern requires.

Unscheduled forms are forms such as Lesson Observations, or Progress Support Plans.

You can filter the forms using the panel on the left of the screen.

All	22	Start
Bookmarked	3	Empty
Weekly Development Summary	15	Export to PDF
Observation	22	Title [^]
Support Plan	10	Professionalism
Abyasa Demo	5	Test:: Subject Knowledge
Recent	25	HW Test for St Helens
Scheduled	37	
		RefNo
		Date Entered
		Completion Phase
		Instance mode
		Last Modified
		Overall completion
		Actions
		Click +
		Click +
		Click +

Welcome

Timeline

Placement Detail

Professional Practice Forms

All35

Bookmarked2

Weekly Development Summary14

Observation17

Support Plan8

Abyasa Demo4

Start

Empty

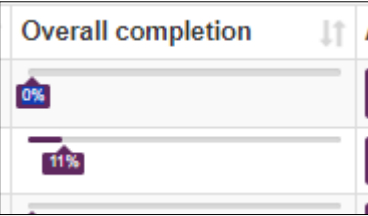
Export to PDF

Title [^]

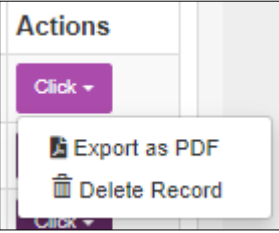
SSP Observation Form

HW WDS Demo 24-25

You can see the overall completion of a form in the right side of the table.

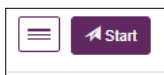


From the actions column you can export a form as a PDF and delete a draft version of a form.



Above the table there is an Export to PDF button, from here you can select all and download of zipped folder of all you forms, or select individual forms to download.

You can also start a form from here using the **Start** button.



Clicking the hyperlink of a form in the table will open a form directly.

Title [^]	↑↓
SSP Observation Form	
HW WDS Demo 24-25	

Contact Tab

You can find the contact details you may need to support you whilst on your professional practice.

For general queries relating to your professional practice, please contact the Partnership Development Team. For any queries relating to using Abyasa Pro, please contact the Faculty Data Officer.

There is also a hyperlink to your relevant departmental contacts.

Partnership Development Team
educationpartnership@edgehill.ac.uk
Monday – Friday 8.45am – 5.00pm
For general professional practice queries.

Helen Wakenshaw: Faculty Data Officer
placements@edgehill.ac.uk or wakenshh@edgehill.ac.uk
For any queries relating to Edge Hill Abyasa Pro.



Geraldine Mulhaney
Strategic Lead for Mentoring
mulhaneg@edgehill.ac.uk



Helen Wakenshaw
Faculty Data Officer placements@edgehill.ac.uk or
wakenshh@edgehill.ac.uk



Mike Walsh
Link Tutor Coordinator placements@edgehill.ac.uk

Practice Support Considerations

In this section you can add details of any specific requirements or reasonable adjustments you may need for placement.

Professional Placement Support Considerations	
It is your responsibility to discuss with academic staff/PAT any specific requirements or reasonable adjustments (suitable for the teaching profession) which you may need for placement e.g., the impact of a mobility impairment on travel.	
Please record below any placement support you require as per your Student Support Plan.	
If you do not have a Student Support Plan, please record below any placement support considerations your setting and mentor need to be aware of.	
<input type="submit" value="Submit"/>	

Mental Health and Well-Being

This section provides links to the university’s 24/7 mental health and well-being support and student services.

Mental Health and Well-Being

Mental Health and Well-Being Support

[Edge Well 24/7 - Edge Hill University](#)

Student Services

[Student support services | Support | Edge Hill University](#)

Safeguarding

In this section you can find guidance on what to do if you have a safeguarding concern.

Safeguarding

What to do if you have a safeguarding concern about a child or an adult at risk (whilst on your professional practice)

If you believe a child is in immediate danger you should ring 999 without delay.

The school or setting will have their own local procedures which you should follow. This will involve reporting your concerns immediately without delay to the Designated Safeguarding Lead, or in their absence any member of senior management or another member of the safeguarding team.

Once you report concerns to the school or setting, you should raise them with a designated safeguarding officer in the Faculty of Education. [Safeguarding - Edge Hill University](#)

You report concerns by either:
Completing the FOE Safeguarding Incident form on the EHU webpage here:[Safeguarding - Edge Hill University](#)
Or by Emailing FOESafeguarding@edgehill.ac.uk
Or by calling 01695 584314 or 07738801725

Mentor Resources

This area will contain any hyperlinks and/or documents that you may require on your professional practice.

Shared Documents

Form Documents

☰

Search Here

☰

📁

	Name	Date
☐	📁 Mentor Training Resources	22/09/2025 03:21
☐	📁 Supportive Strategies	23/09/2025 09:49
☐	🔗 Abyasa - Frequently Asked Questions support for mentors	22/09/2025 03:22