

Initial Teacher Education Partnership Handbook

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1 VISION

The Faculty of Education is dedicated to advancing the discipline and practice of education through high-quality teaching, research, and professional collaboration. Our work is defined by strong partnerships with schools, colleges, and educational organisations that foster innovation, inclusivity, and sustained improvement across the sector.

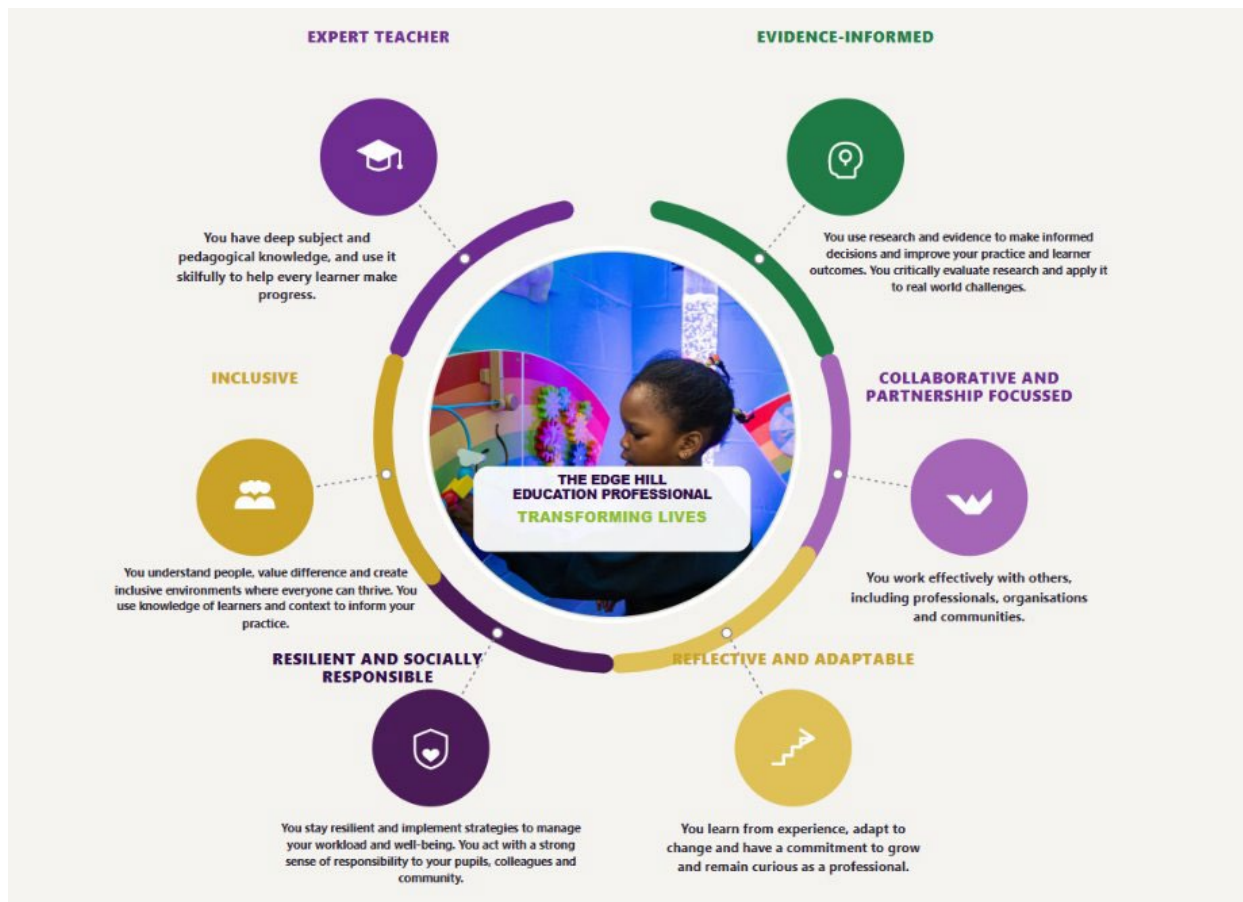
Our vision is to develop graduates and professionals who are capable, reflective, and ethical practitioners, distinguished by their intellectual curiosity, professional acumen, and commitment to the communities they serve. We aim to prepare educators who lead with integrity, embrace evidence informed practice, and contribute meaningfully to the transformation of learning environments.

We are committed to supporting and progressing research and scholarly activity that is recognised for its originality, relevance, and impact. Through this, we provide an intellectual and professional environment that promotes critical dialogue, challenges educational policy, and shapes practice that benefits learners and society.

2 The Edge Hill Education Professional

The faculty of Education at Edge Hill University develops graduates who bring together professional expertise, practical experience, critical thinking and a commitment to working collaboratively to make a difference to the lives of others. They are equipped to work across the education and society, children and young people, adults, communities, charities and the wider public and private sectors.

Our education professionals are evidence-informed, inclusive, ethical and transformative practitioners who improve life chances through expert teaching, collaborative leadership and continual professional learning.



3 The Edge Hill University ITE Curriculum

Edge Hill university is a DFE accredited provider for ITE. As such we are accountable for all assessment judgements and recommendations.

Our EHU ambitious curriculum exceeds the full entitlement described in the ITT and Early Career Framework and is designed around the three faculty pillars of:

1. Personal and professional attitudes, values, and beliefs.
2. Subject and curriculum knowledge.
3. The craft of teaching and pedagogy.

These Faculty pillars are informed by our philosophy of education and are strengthened when our partnership and our students engage in an ethos of debate, research, and educational curiosity grounded in reflection and professional enquiry.

Our ambitious ITE curriculum embeds the Faculty's values of social justice, inclusion, learning beyond the classroom, and sustainability as key features that support both local and national communities. For those training to teach in the Further Education and Skills (FES) sector, the curriculum is aligned to the Occupational Standards for teaching young people and adults, ensuring coherence, relevance, and professional excellence across all contexts.

Our curriculum provides trainees with the skills to engage, motivate and inspire learners across the teaching profession. The training equips trainees with the depth of knowledge, skills and understanding required to become an ambitious teacher able to teach in a diverse range of settings and age phases.

In designing our curricula, we have together, carefully crafted the experiences and activities trainees will undertake at university alongside their setting-based training into a coherent sequence that draws upon the expertise of our partnership and supports trainees to succeed in the classroom.

We have encompassed the full entitlement described in the ITTECF, as well as integrating additional analysis and critique of theory, research, and expert practice. Likewise in our Further Education Phase we have embedded the [curriculum content guidance](#) and [guidance on course delivery](#).

The ITE curriculum for each course details specific university-based and placement-based components in a coherent sequence that is designed as a spiral, enabling trainees to revisit, deepen, and apply key concepts and professional skills at increasing levels of complexity as they progress through the programme.

4 Intensive Training and Practice

Intensive training and practice (ITAP) is a specific and focused element of our teacher training curriculum. It is intended to help consolidate trainees' knowledge of key evidence-based principles for effective teaching, and to enable them to practise their application and integration into their developing professional practice. It has been designed to give trainees appropriate input, scaffolded practice and feedback in relation to selected foundational and specific aspects of the training curriculum where close attention to and control of content, critical analysis, application and feedback are required.

Focus areas of our Intensive Training and Practice are:

- pivotal or foundational concepts of the planned ITT curriculum that trainees can put into practice immediately;
- granular in nature;
- have impact on trainees' classroom practice irrespective of context
- integral to the EHU ITE curriculum sequence.

Intensive Training and Practice opportunities are delivered in line with the minimum time allocations across the training year as detailed in the ITT Criteria and Supporting Advice and are integral to the EHU ITE curriculum sequence.

5 Initial Teacher Training and Early Career Framework

[The Initial Teacher Training and Early Career Framework \(ITTECF\)](#) (DfE 2024) sets out the entitlement of every trainee and early career teacher (ECT) to the core body of knowledge, skills and behaviours that define great teaching and to the mentoring and support from expert colleagues they should receive throughout the three or more years at the start of their career. ECTs will purposefully revisit the elements of teaching introduced in ITT to deepen their knowledge and understanding. The ITTECF remains designed to equip all trainees and ECTs with a shared body of knowledge and skills, irrespective of subject or phase.

The ITTECF sets out two types of content: 'Learn that...' and 'Learn how to...' statements. 'Learn that...' statements are informed by the best available educational research. This evidence includes practice guides, rigorous individual studies, high-quality reviews and syntheses, including meta-analyses. 'Learn how to...' statements are drawn from the wider evidence base, including both academic research and guidance from expert practitioners.

The ITTECF is not – and must not be used as – a means of assessing trainees and ECTs. Instead, it is an entitlement to training and professional development. Trainees and ECTs will continue to be assessed against the Teachers' Standards at the end of ITT and induction respectively.

Occupational Standards for working with young people and adults for those training to teach in the Further Education and Skills phase

Trainees training to teach in the FES phase are not recommended for QTS at the end of their course. Instead, their course enables them to embark on the QTLS process once they are employed in post. Accordingly, the design of their course enables them to amass 150 solo teaching hours in their subject and 10 lesson observations.

6 ADMISSIONS POLICY FOR INITIAL TEACHER EDUCATION PROGRAMMES

The admissions procedure provides an excellent way for colleagues across the ITE Partnership to collaborate in the shared exercise of recruiting and selecting the very best trainees for our partnership. A summary of our ITE admissions policy is as follows:

- The process for admissions is co-ordinated by the university but is supported by setting representatives.
- Any changes to policies and procedures are agreed at Strategic Partnership Board and discussed at admissions tutor training sessions or departmental meetings.
- The process complies with equality legislation and applicants are not discriminated against on the basis of any protected characteristic, including SEND.

- Bespoke inductions will be provided for admissions tutors new to the process.
- Interviews are completed on a weekly basis by the university.
- Candidates are selected on the basis of their potential to teach based on our selection criteria and the required suitability checks, such as DBS, as outlined in the ITT Statutory Criteria and Supporting Guidance

7 RATIONALE

This partnership handbook has been written in consultation and collaboration with our partnership, the School leaders and tutors, professional practice leaders, mentors, and trainees. Additionally, key documents regarding trainees' support and guidance through the initial teacher training (ITT) and early career teacher (ECT) period have been referred to, for example; [The Initial Teacher Training and Early Career Framework \(ITTECF\)](#) and [National Standards for school-based initial teacher training \(ITT\) mentors](#). As a Higher Education provider, we are also regulated by the Office for Students (OfS) and are therefore compliant with their Conditions of Regulation pertaining to quality of provision and student experience.

The aim of this handbook is to clearly set out the roles and responsibilities of all stakeholders in providing:

- High-quality trainee support and guidance
- High-quality mentoring
- Rigorous and robust quality assurance (QA) of assessment and the mentoring process
- Rigorous and robust QA of the placement processes
- Equity between the programmes and across the School
- Consistency in processes, procedures, and documentation across the partnership.

This handbook supports trainees, mentors, and link tutors to achieve the high standards and expectations held for Edge Hill University ITE provision. It acts to provide supplementary guidance to the Partnership Agreement.

At Edge Hill University Initial Teacher Education (ITE) Partnership, we believe professional practice mentors at schools and other settings play a crucial role in developing the trainees' knowledge, understanding and skills in teaching, as well as preparing them for their future careers in a variety of educational settings.

Similarly, our link tutors (LTs) and lead mentors (LM) play an important role by quality assuring the trainees' ongoing formative and summative assessments. During the professional practice (PP), it is fundamental that trainees learn how educational theory relates to practice. Working collaboratively, setting-based mentors and centre-based tutors make deliberate connections and ensure the trainees receive an integrated curriculum and are well prepared for the realities of teaching.

We provide our trainees with a 3-phase professional practice experience namely, introductory, developmental, and consolidation phases. In accordance with the [compliance criteria set out by the Department for Education](#) (DfE), the PP experience is offered to provide trainees with sufficient time to be trained in schools. We define sufficient time as 120 days by design.

For those training to teach in the FES sector, the PP experience affords trainees opportunity to amass 150 teaching hours and 10 lesson observations as per the

requirement for the QTLS process with subject specificity being at the heart of their teaching.

Expectations throughout the development phases increases progressively. These are shared with trainees using PP lectures, PP Curriculum Handbooks as well as through LTs and personal academic tutors meetings (PATs) prior to the placement commencing.

LTs, mentors and trainees meet at four quality assurance points for different purposes;

QA1. Inclusion and Induction

A pre- or week 1 meeting with the Link Tutor, mentor and trainee to confirm mentor details, confirm mentor training, share any trainee support needs, and to support a welcoming, inclusive induction for both mentor and trainee

QA2. Effective Use of WDS/Lesson Observations: Supporting & Monitoring the Trainee's Progress

Once the placement has started, Link Tutor and mentor meet to identify and support mentoring and areas for development.

Discuss quality of mentor feedback on the weekly WDS and lesson observations, which support and monitor the trainee progress.

QA3. Target Setting and Subject Specific Feedback

Observation of a Weekly Development Summary meeting or of a lesson observation feedback session to observe the mentoring in action. The focus is to provide the mentor with feedback on the quality of their mentoring.

QA4. Evaluation & Mentor Development

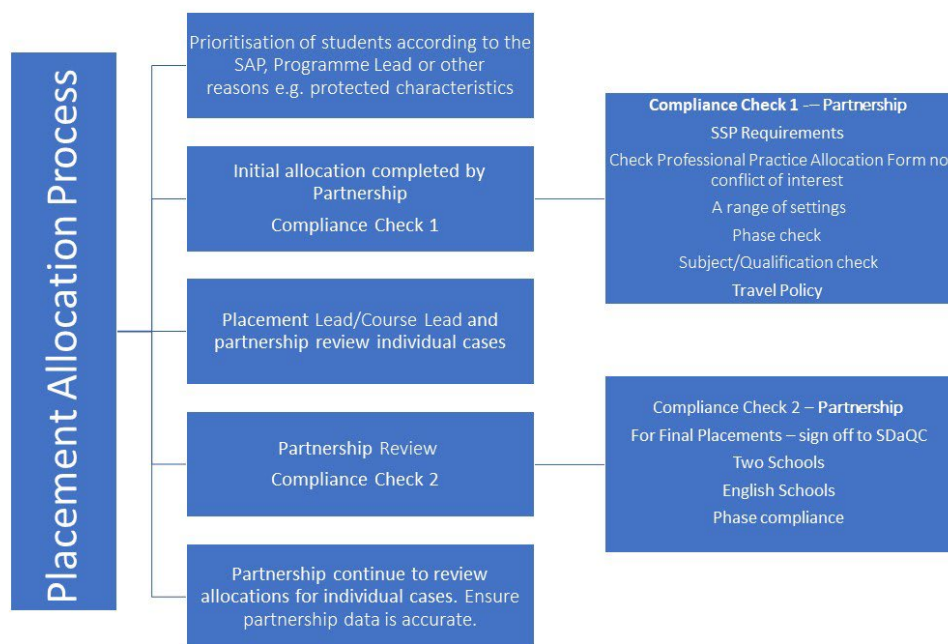
Towards the conclusion of the placement, a meeting with the Link Tutor, mentor and trainee to discuss the progress made and to discuss any targets which need to be actioned at the next stage of the ITE journey.

8 PLACEMENT ALLOCATION PROCESS

This placement allocation process demonstrates how compliance is checked and quality assured at multiple points throughout training.

We gather information from each trainee about their personal circumstances on the student allocation profile, we use this information together with previous professional practice in schools to ensure compliance and breadth of experience.

We allocate to appropriate schools using our rigorous quality assurance processes, see section 8.1.



9 TRAINEE ENTITLEMENT AND RESPONSIBILITIES

Edge Hill University ITE trainees are provided with high-quality mentoring and supervision from their mentors and Link Tutors. Within the minimum entitlement of the [The Initial Teacher Training and Early Career Framework \(ITTECF\)](#), trainees at all phases are entitled to receiving clear, consistent and effective mentoring and structured feedback from their mentor, expert colleagues and their link tutor.

Throughout the professional practice, trainees are supported by their allocated mentor at school and/or setting and by their link tutor at the university centre. It is the responsibility of all stakeholders to work collaboratively to ensure all trainees have a positive and inclusive experience regardless of their background or protected characteristics. Additionally, trainees are encouraged to communicate with their personal academic tutors (PATs) and to draw upon further support when needed. PATs provide guidance as appropriate and signpost trainees to wider university support services, resources, and facilities.

Trainees are expected to attend PP information lectures and make suitable preparations before a placement starts including sharing any adjustments that are reasonable to the

profession with their PAT/Link Tutor/ mentor or through the Abyasa portal. They are provided with a Professional Practice handbook which explains the expectations, roles and responsibilities and provides in depth information about the curriculum and professional practice processes.

Professional practice information, guidelines, handbooks, documents and forms are published on Abyasa, and it is the trainees' responsibility to make themselves familiar with them as soon as possible. Trainees can seek further guidance from their link tutor, mentor, professional quality lead mentor and PAT as they progress through the curriculum and to understand the process for obtaining QTS or QTLS for those training to teach in the FES phase.

Throughout PP, trainees should refer to the ITE curriculum to improve their phase / subject/specialist knowledge and understanding, as well as reading academic and up-to-date and pertinent research papers suggested by their tutors/mentors/LTs from their reading lists. It is the trainees' responsibility to make themselves familiar with the curriculum which includes the [National Curriculum](#), religious education, age-appropriate relationships and sex education and as appropriate, the [Statutory Curriculum for the Early Years Foundation Stage](#). They should also be familiar with the EHU ITE curriculum, and key official documents such as the [The Initial Teacher Training and Early Career Framework \(ITTECF\)](#) and the [National standards for school-based initial teacher training \(ITT\) mentors](#).

Further Education trainees should make themselves familiar with the [Occupational Standards for those working with young people and adults](#) and understand **the process of being recommended for** .They should refer to [ETF Guide for Mentees](#) to understand what to expect from the mentoring process and their mentor, understand the process of being recommended for [Qualified Teacher Learning and Skills \(QTLS\) status](#). They should refer to [ETF Guide for Mentees](#) to understand what to expect from the mentoring process and their mentor.. They should refer to [ETF Guide for Mentees](#) to understand what to expect from the mentoring process and their mentor, understand the process of being recommended for [Qualified Teacher Learning and Skills \(QTLS\) status](#).

We expect our trainees to demonstrate consistently high standards of personal and professional conduct while studying our programmes. Trainees are required to adhere to the EHU ITE Code of Conduct (See Appendix A) at all times and in all aspects of their academic and professional lives.

There are three main responsibilities of the trainees for professional practice prior to practice commencing;

- 1) safeguarding,
- 2) contacting the school and understanding the context
- 3) recording information and progression evidence.

9.1 SAFEGUARDING

The University has ensured that every trainee enrolled on an Initial Teacher Education programme will have:

- ✓ completed an application form.
- ✓ completed a declaration of health questionnaire (in order to meet the DfE's standard for physical and mental fitness to train to teach).

- ✓ had references checked.
- ✓ been interviewed.
- ✓ the necessary qualifications
- ✓ had an enhanced DBS check, including a check of the children's barred list and a prohibition order check, and where the applicant has lived outside of the UK, provided a DBS check from the country, or provided a good conduct reference.

Before commencing professional practice (and annually) all trainees must complete compulsory safeguarding training alongside reading and understanding the [DfE Guidance: Keeping Children Safe in Education \(Part 1\), What to do if you're worried a child is being abused](#) and the, [The Statutory Framework for the Early Years Foundation Stage](#).

All our partnership settings are expected to provide trainees with an induction, this will include:

- Information about their local safeguarding and child protection procedures
- Understanding how to report a safeguarding concern.
- Identifying the settings Designated Safeguarding Lead and sharing their contact details.
- Establishing safe and professional boundaries including online social communication and social media
- Reference to relevant documents and policies including:
 - Local online Safety Policy
 - the setting's child protection/safeguarding policy
 - the setting's staff behaviour policy (sometimes called a code of conduct)
 - the setting's whistleblowing policy
 - Children missing from education policy

Further information for trainees including additional resources can be found in the FoE Safeguarding Guidance for Trainees in "Learning Edge".

Any questions or concerns around Safeguarding should be directed to:

[Faculty of Education](#)

Faculty email safeguarding@edgehill.ac.uk

Lauren Mura - Designated Safeguarding Officer.
Email: mural@edgehill.ac.uk Tel No. 01695 654747

Annabel Yale - Designated Safeguarding Officer.
Email: yalea@edgehill.ac.uk Tel No. 01695 650976

Dr. Ian Shirley - Designated Safeguarding Officer
Email Shirleyd@edgehill.ac.uk Tel No. 01695 650998

If you are unable to contact a DSO in the Faculty you can use the contact details for other staff at the University as listed online [here](#).

Prior to attending professional practice, trainees must obtain their Enhanced Disclosure and Barring Service (DBS) check letter from Edge Hill University and take this to their school/setting along with a photo ID. The DBS check letter is provided by the university, and trainees can access this via InPlace. Schools or colleges may request to see DBS certificates from trainees who will be on placement with them, it is up to the trainee whether

they want to share the information. Schools and colleges can however refuse to accept someone on placement if they have not had sight of their DBS certificate.

EHU has established, robust processes for ensuring our full compliance with our statutory duty. The faculty will only ever place trainees in settings following the successful completion of these procedures. In following these processes, we adhere to all requirements in the DBS code of conduct, which determines how we handle DBS information. If you have any further questions or concerns around these procedures, please contact the Faculty Assistant Registrar.

9.2 CONTACTING THE PLACEMENT SCHOOL/SETTING

Trainees contact their placement setting and introduce themselves as soon as they are informed of their allocation. In the case of FE mentors and trainees meet together prior to the practice.

They send their trainee profile/e-introduction to their mentor prior to starting the placement. Trainees are expected to research their setting using the website prior to placement commencing. They should familiarise themselves with local and regional educational priorities such as learners with SEND, learners eligible for free school meals (FSM) and safeguarding matters. Trainees should (where applicable) share their final WDS and targets from their previous meeting and discuss their progress and targets with the mentor.

9.3 RECORDING THE EVIDENCE OF PROGRESSION

Trainees collate evidence of their professional progression across all three phases of development. Following each Weekly Development Summary (WDS) meeting, trainees must submit their WDS forms and any accompanying lesson observation records to Abyasa for review by the Link Tutor (LT).

Each submission should include a concise summary of feedback on development targets, progress through the ITE curriculum, strategies for managing workload and wellbeing, and proposed targets for future practice. This record forms a key document for discussion at QA Review Point 4, involving the mentor, link tutor, and trainee.

The WDS documentation provides a feedforward mechanism to inform ongoing trainee progress and target setting, including the review undertaken during the Professional Reflective (exit) Viva (PRV) at the end of the programme. The document is shared with the mentor in the subsequent placement and forms part of the initial discussion to ensure continuity of support and development.

10 MENTOR ROLE AND RESPONSIBILITIES

ITE Partnership Mentors provide high-quality mentoring to our trainees during the professional practice. Working closely with the Link Tutors, Professional Practice Quality Lead Mentors and Lead Mentors, our mentors support and guide our trainees effectively throughout their training process.

Our partnership mentors are consistently skilful at drawing on the taught curriculum during their interactions with trainees, particularly during mentoring sessions and feedback following observations.

Secondary and FES trainees are only placed with mentors who are specialists in the subject the trainee is training to teach likewise in primary/early years mentors are expected to have the phase level expertise.

There are three main aspects of the role of the mentor: 1- Inducting the trainees, 2- Monitoring the trainees' progress and achievement through the curriculum, 3- Supporting the trainee.

10.1 INCLUSION

Inclusive mentoring is central to high-quality Initial Teacher Education. It ensures all trainees have equitable opportunities to succeed by combining high expectations with personalised support. Through strong relationships, targeted feedback, modelling and reflection, mentors help trainees overcome barriers, build confidence and develop the knowledge, skills and behaviours needed to become effective, inclusive teachers.

Reasonable Adjustments and Removing Barriers

Mentors and Link Tutors should work with trainees to identify any barriers to learning, wellbeing or professional practice and agree appropriate reasonable adjustments suitable to the profession where needed.

Before placement, trainees are encouraged to share relevant information, including details from a Student Support Plan or other circumstances that may affect their placement experience. Any agreed adjustments should be discussed during QA1 and QA2 meetings and reviewed regularly through weekly review meetings to ensure they remain effective.

Safeguarding

Safeguarding policies and key contacts should be shared. The expectations should be made clear at the start and the timetable should be shared with the trainees in a timely manner. Mentors should provide the trainees with access to all key documents such as the safeguarding policy, behaviour policy and teachers' code of conduct. Additionally, mentors provide access to teaching resources such as the curriculum plans and online materials. Both mentors and trainees are provided with checklists to support them both in their induction responsibilities.

10.2 MONITORING THE TRAINEES' PROGRESS AND ACHIEVEMENT

Mentors play a crucial role in developing trainees' knowledge, understanding and skills to become teachers. They monitor the progress continuously through the weekly lesson observations and WDS meetings, where they provide the necessary support and guidance as to how to consolidate what has been learnt and move onto further progress. Mentors carry out their monitoring progress role in three key areas which are set out below:

Formative Assessment: Mentors assess the progress of the trainees **formatively** throughout the introductory, developmental, and consolidation phases. They refer to the key official documents on a weekly basis, when judging if the trainee is making appropriate progress, such as; the EHU ITE Curriculum (which covers the [The Initial Teacher Training and Early Career Framework \(ITTECF\)](#), [The trainee teacher behavioural toolkit: a summary](#), our ITE curriculum communication documents, subject curriculum plans, and phase expectations as outlined in the PP curriculum handbooks. As set out below, they use a variety of sources to assess. All of these are captured in the WDS which provides systematic and progressive statements for the mentors to ensure consistency across placements.

- Observation of group or class teaching.
- Observation of learners' progress and the work they produced.
- Discussions with the trainer/class/subject teacher, LT, and PAT.
- Discussions with other adults and professionals.
- Discussion with the trainee and the learners.
- Trainee's planning and assessment records.
- Observations of interaction with parents.
- Observations of engagement with wider professional responsibilities.
- Observation of professional conduct.

When a trainee is not making appropriate progress and is at risk of not completing the training phase successfully, mentors provide additional support and inform the Link Tutor and Professional Practice Quality Lead Mentor. Interventions may be supported by **Professional Practice Support Resources** concise, practical modules that complement school-based training. Covering areas such as professionalism, planning and behaviour management, they can be allocated to trainees through the WDS, by mentors and Link Tutors to support target setting, reinforce learning and facilitate focused mentoring discussions.

If trainee is not making expected progress the mentor utilises the **Progress Support Plan** form in Abyasa, highlights the additional support provided and the actions the trainee is required to complete. If sufficient progress is not being made with regards to the area of concern after additional support, mentors can refer to the Link Tutor or the Professional Practice Quality Lead Mentor and organise a departmental progress meeting. If at the end of the determined period, the trainee has not made sufficient progress, the PPQL/Course lead reviews the situation with a view to scheduling a Level 3 Progress Meeting (DPM). In this meeting, relevant colleagues and the trainee discuss the concerns and put effective systems in place to further support the trainee and, if necessary, assess their suitability to continue.

Written and Verbal Feedback: Mentors' feedback is extremely important for trainees' progression and therefore, it should always be linked to the curriculum and evidence base, subject specific, focused and clear. Feedback is provided in the form of a subject specific weekly lesson observation and the Weekly Development Summary (WDS).

Using the Weekly Development Summary 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.

For Secondary mentors, the Weekly Development Summary includes questions that the mentor can use to review prior learning and assess that the student has the relevant knowledge to benefit from opportunities to practice in each week.

10.3 TARGET SETTING

During the WDS meetings, mentors clearly explain to the trainee their next steps in progression and set a maximum of 3 high-quality targets. Mentors refer to our ITE curriculum and evidence base and supporting exemplar materials when setting the targets. Targets should be subject and phase specific, linked to the weekly curriculum and include a clear statement of what the trainee needs to focus on to improve and make progress. Targets should also include what actions the trainee needs to take to improve, and the opportunities offered by the mentor to support their development. Mentors should also

provide access to a range of opportunities to support the trainee for example meeting with the SENDCo for matters relating to SEND or inclusion.

Mentors are provided with exemplars and subject-specific targets to assist them in identifying appropriate opportunities for development via Abyasa. They may refer to the [The Initial Teacher Training and Early Career Framework \(ITTECF\)](#) and supporting materials when deciding on the actions to achieve the targets and discuss this with the trainee. Trainees should be given focused and deliberately chosen opportunities to observe expert colleagues and analyse what they have seen throughout their teaching practice. Vitally, these observations should be planned and selected by the mentor as instructional opportunities or actions related to targets. This could include observation of planning or assessment for example.

Supporting the Trainee:

It is essential that trainees receive focused feedback and guidance at their Weekly Development Summary meetings. During these meetings, mentors refer to the targets set, they make the plan for the week ahead and what trainees need to practise and demonstrate in their teaching.

Below are some examples of key official documents supporting trainees to achieve their targets.

Using our ITE curriculum communication documents and subject curriculum plans mentors;

- ✓ Provide opportunities to discuss and analyse with expert colleagues how to sequence lessons and identify possible misconceptions.
- ✓ Arrange subject specific focus lessons or teaching episodes trainees can observe delivered by expert colleagues and discuss and analyse with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.
- ✓ Provide opportunities to discuss / experience the teaching of learners with EAL and SEND.
- ✓ Provide opportunities to discuss / experience in action about how to incorporate diversity, inclusion, race, equality, and discrimination matters into their teaching.

Referring to '[The trainee teacher behavioural toolkit: a summary](#)' and EHU components in WDS, mentors support trainees in developing effective behaviour management strategies.

10.4 TRAINEE WORKLOAD MENTAL HEALTH AND WELL-BEING

Another important part of supporting trainees is ensuring that their workload is appropriate to the stage of their development. Referring to [Addressing teacher workload in Initial Teacher Education \(ITE\) Advice for ITE providers](#) document, mentors ensure the tasks required from the trainees are related to supporting learner progress or their own development. Trainees should be provided with the schools'/settings' planning proforma, schemes of work, textbooks, and curriculum resources to plan their lessons.

Trainee and Mentor workload is explicitly addressed within mentor training and through the role of the Link Tutor. Specific strategies to manage workload include;

- avoiding unnecessary tasks;
- clearly setting out increasing teaching expectations for placement; 20% Planning, Preparation and Assessment time weekly;

- no mandatory planning proformas, with less emphasis on EHU planning proformas as placements progress.
- Lesson Observations and WDS avoid repetition and provide succinct feedback and quality targets.
- Mentor training and the Abyasa portal informs mentors about EHU wellbeing services and trainees are signposted to support and resources throughout their programme.
- On Secondary programmes and those related to teaching in the FES phase, suggested teaching hours are provided for each phase of the placement to ensure trainees have adequate opportunities to practise and receive feedback on what they know.
- All WDS forms ask the mentor to reflect with the trainee about their workload on a weekly basis.

11 LINK TUTOR ROLES AND RESPONSIBILITIES

ITE link tutors (LT) have a distinct role of connecting the centre-based training with the mentors to ensure the correct procedures are followed.

There are three main aspects of the role of the Link Tutor:

1) Developing the mentors, 2) Quality assuring the mentoring process and assessment of the trainees, 3) Supervising the trainees.

An Academic Liaison Tutor (ALT) oversees all QA activity for delivery of our ITE via our franchise with Wirral Metropolitan College and EFL

All full-time and part-time tutors and Associate Tutors are expected to engage with the regular LT training sessions. New members of staff receive a high-quality induction to the role of the LT. Arrangements are made for them to shadow an experienced LT conducting all QA points with the mentor and the trainee. We aim for this process of induction to be completed prior to being assigned supervision.

There is an expectation that LTs communicate with the relevant colleagues regularly when carrying out their role. This includes liaising with the personal academic tutors (PATs), professional practice quality leads, partnership development officers (PDOs), year/subject and programme/course leaders.

They monitor the trainees' progress weekly, ensure the trainees are set effective targets, and appropriate support is planned to achieve them. And if/when problems arise, they communicate their concern to the relevant School leaders immediately. In all phases, LTs have responsibility for updating the weekly tracking of trainee progression and ensuring appropriate interventions are put in place (and logged) to ensure trainee progression and/or lead mentor support. This process is overseen by, and quality assured by the lead mentors and AHoS.

LTs are required to check all the necessary information regarding the trainee and the placement information is accurate on the management system.

Course and professional practice quality lead mentors have oversight of all assessment and progression on their course. The Course Lead is an expert in their subject at the Secondary level. On our FES ITE programme this individual is a specialist in the FES phase.

Course and Professional practice quality leads have oversight of and responsibility for Link Tutor allocations, trainee progression and QA on that course.



Link Tutor Role Overview

Link Tutor consistency

- 1 Where possible Link Tutors will LT in the same schools throughout the year to ensure consistency and build relationships

Link Tutor allocation

- 2 Professional services allocate Link Tutors and inform them of placement details, mentor training status and trainee information

Before placement starts - Inclusion focus

- 3 Contact the trainee to make introductions, discuss any reasonable adjustments required for professional practice and encourage trainee to complete the relevant information on Abyasa.

Contact the Mentor to make introductions and to arrange QA1. Send Teams appointment for QA1.

QA1 - 30 minute Teams meeting

- 4
 - Check trainee induction has been completed, including any adjustments required, check trainee targets
 - Check mentor audit is completed (if relevant)
 - Is the key stage correct?
 - Check trainee entitlement is being met
 - Check mentor knows where to access Abyasa mentor resources and that they are familiar with the timeline etc
 - Record QA1 conversation on Abyasa
 - Confirm date for QA2

Before QA2

- 5 Check documentation on Abyasa:
 - Ensure mentor is referring to the curriculum and research
 - Ensure the mentor is providing opportunities to observe experts
 - Identify strengths and areas for development

QA2 - 30 minute Teams meeting

- 6
 - Check in with the trainee and mentor
 - Provide feedback on the WDS' to the mentor
 - Signpost to further support as required
 - Record QA2 conversation on Abyasa

QA3 - Joint observation - 90 minutes in person

- 7
 - Meet with mentor to assess their lesson observation skills
 - Observe the mentor providing feedback to the trainee
 - Assess wellbeing and workload
 - Assess trainee entitlements and mentor support
 - Record QA3 conversation on Abyasa

QA4 - Final meeting - 30 minute Teams meeting

- 8
 - Preread all trainee documentation on Abyasa, in particular the final WDS
 - Discuss the progress with the trainee and mentor and the quality of targets
 - Ensure all documents are submitted by the mentor on Abyasa
 - Encourage mentor and trainee to fill in evaluation form on timeline
 - Record QA4 conversation on Abyasa

11.1 DEVELOPING AND QUALITY ASSURING THE MENTOR

The LTs carry out regular development meetings with the mentor to communicate the School's vision and Initial Teacher Education Pillars. Additionally, where appropriate, the Link Tutors provide explanations to the mentor about how to support the trainees regarding the most recent DfE expectations such as the ITTECF and our curriculum vision and evidence base.

An essential element of this process is ensuring that schools and settings adhere to the Partnership Agreement and consistently use the correct procedures and documentation. Link Tutors (LTs) are responsible for confirming that mentors have access to the School's training opportunities, policies, and required documents available on Abyasa, including those relating to professional practice processes.

LTs also refer to the Addressing Teacher Workload in Initial Teacher Education (ITE): Advice for ITE Providers guidance to monitor trainee workload during professional practice. They ensure mentors consider workload implications carefully, requiring only essential tasks and staggering them appropriately to support trainee wellbeing. In addition, Link Tutors provide guidance and support to mentors in managing their own workload while supervising trainees, promoting a balanced and sustainable mentoring experience.

11.2 QUALITY ASSURANCE OF MENTORING

Our link tutors quality assure mentoring in the placement settings. To quality assure their judgments, link tutors carry out and/or moderate the planned observations with the mentor. They scrutinise the evidence provided and moderate the mentors' assessment outcome ensuring that students' needs are met in a timely and supportive manner for them to make the appropriate progress through the phases. LTs quality assure the three key areas below;

11.3 QUALITY ASSURANCE OF ASSESSMENT

Our Link Tutors quality assure the professional practice assessment at placement schools and/ or settings. To quality assure the judgment, Link Tutors generally carry out and/or moderate the mentors' assessment outcome ensuring that trainees' needs are met in a timely and supportive manner for them to make the appropriate progress through the phases. Link Tutors quality assure the three key areas below;

Formative Assessment: Link Tutors assure the quality in trainees' assessment. They regularly scrutinise the weekly development summary (WDS) forms and ensure the trainees are **formatively** assessed against our curriculum objectives which are outlined in the curriculum sequence communication documents and subject curriculum plans which are communicated to the partnership. LTs quality assure mentors' use of our phase expectations as set out in the PP Curriculum Handbooks when carrying out the weekly lesson observations and filling in the WDS form. Link Tutors moderate the evidence gathered/observed to make the judgment that trainees have met the objectives in the curriculum and achieved the progression targets set for them. Where the mentor has identified the trainee needs additional support (via the WDS) the Link Tutor will support discussion of next steps and ensure that the necessary support is put in place.

In the Secondary and FES phase the formative assessment of trainee progression is enabled via a weekly curriculum and a system of tracking and monitoring at the centre. Any interventions made to assist with trainee progression are logged on a progress tracker. Mentors identifying on the WDS that despite additional support, the trainee is not making progress is the predominant way that the Progress Support Plan process is initiated. For trainees studying our franchised FES ITE provision at Wirral Metropolitan College, the Academic Liaison Tutor (ALT) provides additional support and QA to colleagues based at the college.

When a trainee is not making appropriate progress and has been identified by the mentor as at risk of not completing the phase successfully, link tutors ensure that the trainee has been provided with appropriate additional support and required to complete effective actions in the Progress Support Plan. The Link Tutor supports the mentor and monitors the progress the trainee makes within the agreed timeframe. If the mentor refers the case as not making sufficient progress with regard to the area of concern, the link tutor consults the Professional Practice Quality Lead Mentor who determines the need for a Departmental Progress Meeting (DPM).

Written and Verbal Feedback: Link tutors quality assure the quality and appropriateness of feedback provided to the trainee. The verbal feedback must be consistent with the written feedback that was recorded on the lesson observation forms, WDS forms and [discussion at QA checkpoints](#). During the lesson observation feedback, first the trainee should be given a chance to reflect on their lesson. After that, the mentor should communicate the strengths of the lesson and discuss the progress made since the previous meeting and the impact on the pupils'/students' learning. Similarly, during the WDS and progress meetings, trainees should be provided with focused and clear feedback when discussing how to improve their practice and progress through the curriculum successfully. These discussions must be consistent with the written comments on the WDS.

Using the Weekly Development Summary 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. For secondary, the Weekly Development Summary includes questions that the mentor can use to review prior learning and assess that the student has the relevant knowledge to benefit from opportunities to practice in each week.

Target Setting: LTs quality assure the targets set for the trainee. The targets should match the feedback provided and should be at an appropriate level of challenge for the trainee and include subject specificity, considering the placement phase; introductory, developmental and consolidation. It is vital to set targets that focus on the direct impact on pupils'/ students' learning. In all PP phases, there is a recommended maximum of 2-3 targets, some of which may need longer periods to achieve such as meeting the needs of all pupils/students. Targets should be set using our key documents such as the ITE curriculum, subject curriculum plan overviews, phase expectations as set out in the PP Curriculum Handbook and the Faculty's formative assessment guidelines. Additionally, LTs ensure targets are clearly explained to the trainee as well as the guidance as to how to achieve them. The actions to achieve the targets should consider the ITTECF as well as our EHU curriculum. These should be clearly outlined in the WDS forms.

Along with school-based trainers and mentors, LTs support the trainee to achieve their set targets in a timely manner.

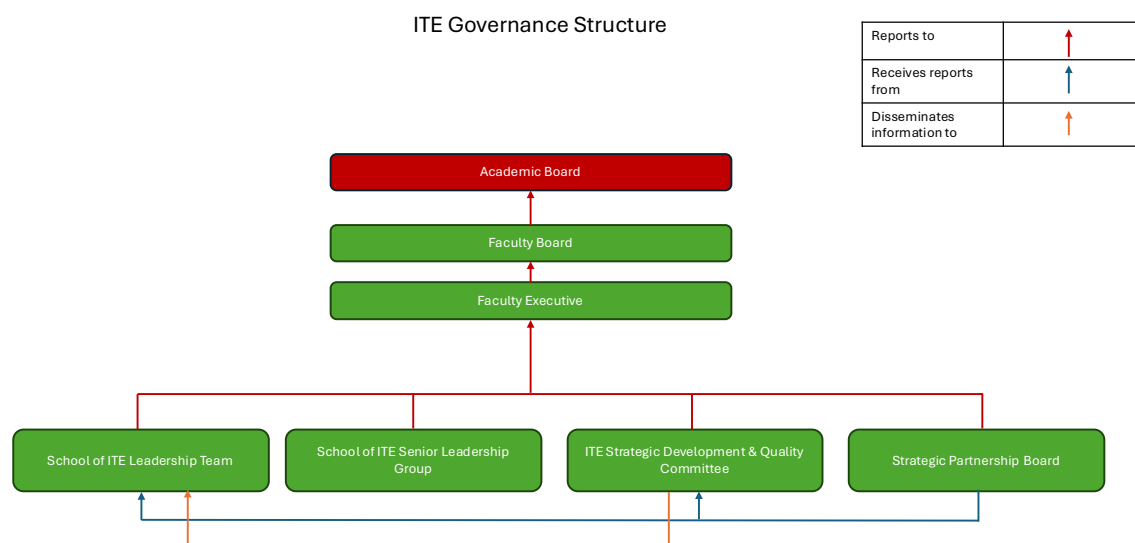
As well as the above, LTs supporting those training to teach in the FES phase utilise the pertinent to quality assure assessment and set targets. [Occupational Standards](#) to quality assure assessment and set targets. The course is fully aligned with then [Department of Education's Curriculum](#) requirements for teaching within Further Education.

Supervising the Trainee: Link Tutors check that agreed adjustments and or adoptions that have been agreed are in place so that barriers may be reduced. Link Tutors monitor and track the progression of the trainee throughout the duration of the professional practice and provide appropriate and timely support. Trainees will be allocated a LT for their PP. This allows LTs and trainees to make initial meeting arrangements at the beginning of PP. In the first instance, LTs contact the trainee to make arrangements for their meetings and from then on, trainees can contact their LT for any questions and concerns related to PP. LTs supervise the progression of the trainee until PP finishes.

12 ORGANISATION AND MANAGEMENT OF THE PARTNERSHIP

PARTNERSHIP GOVERNANCE

ITE Governance



12.1 PURPOSE

The purpose of the ITE Strategic Development and Quality Committee is to provide strategic guidance and overall quality assurance across the Initial Teacher Education provision at Edge Hill University.

12.2 TERMS OF REFERENCE

1. To receive and discuss minutes of the Strategic Partnership Board.
2. To challenge the programme teams on the self-evaluation documentation, the improvement plan, and respective data sets.
3. To receive, via the Strategic Lead for Mentoring, an overall report from the Strategic Partner Board on professional and subject mentor feedback and to scrutinise such reports and underpinning data sets.
4. To receive, via the Head of School and Deputy Head of School an overall ITE report on availability, suitability and effectiveness of placements, the profile of partnership including new partners and an update on the outcomes of any Ofsted inspections and associated risk and to scrutinise such reports and underpinning data sets.
5. To receive, via the Head of School, and other standard University channels, overall reports relating to ITE trainee feedback. To consider such reports and underpinning data sets.
6. To receive, via the Strategic Leads, an overview report on placement quality (including quality of mentoring), curriculum quality and impact and to scrutinise the same and underpinning data sets.
7. To monitor compliance with the requirements of the ITT and Early Career Framework, the ITT Criteria, the Ofsted inspection toolkit and Early Career Framework.
8. Via the Head of School to report its findings to the University Faculty Board.
9. To recommend to the University Faculty Board any matters for action that require formal department and/or University level approval.
10. To monitor the Improvement Plans as being fit for purpose, effective and under continuous review.
11. To quality assure appointments of external examiners for Teacher Education and to confirm to Faculty of Education Faculty Board that such examiners meet the professional requirements of the role.

13 B. DECISION-MAKING

- To approve Self Evaluation Documents during the first meeting of each new Academic Year
- To approve Improvement Plan Documents during the first meeting of each new Academic Year and review progress in subsequent meetings
- To approve the curricula for mentor training where such does not carry University credit.
- To approve recommendations arising from the Strategic Partnership Board; or to recommend such approval to Faculty of Education Faculty Board where such is required by wider Faculty/University QA policy.
- To approve recommendations for action arising from the report of the Head of School; or to recommend such approval to Faculty of Education Faculty Board where such is required by wider Faculty/University QA policy.

14 STRATEGIC PARTNERSHIP BOARD

14.1 PURPOSE

Our Strategic Partnership Board (SPB) involves setting leaders from across the Faculty of Education partnership and the Faculty Management Group in helping to frame our partnership's response to the national agenda, and in ensuring that strategic decisions are strongly influenced by partnership perspectives and needs.

The remit includes (but is not restricted to):

1. considering performance data, and to inform and implement responses to these.
2. considering, reviewing, and informing local policy
3. Considering recruitment, retention and employment data
4. leading responses to national policy changes
5. steering improvement across the Faculty of Education Partnership
6. advocating for the work of Faculty of Education Partnership and professional learning in the education sector and beyond

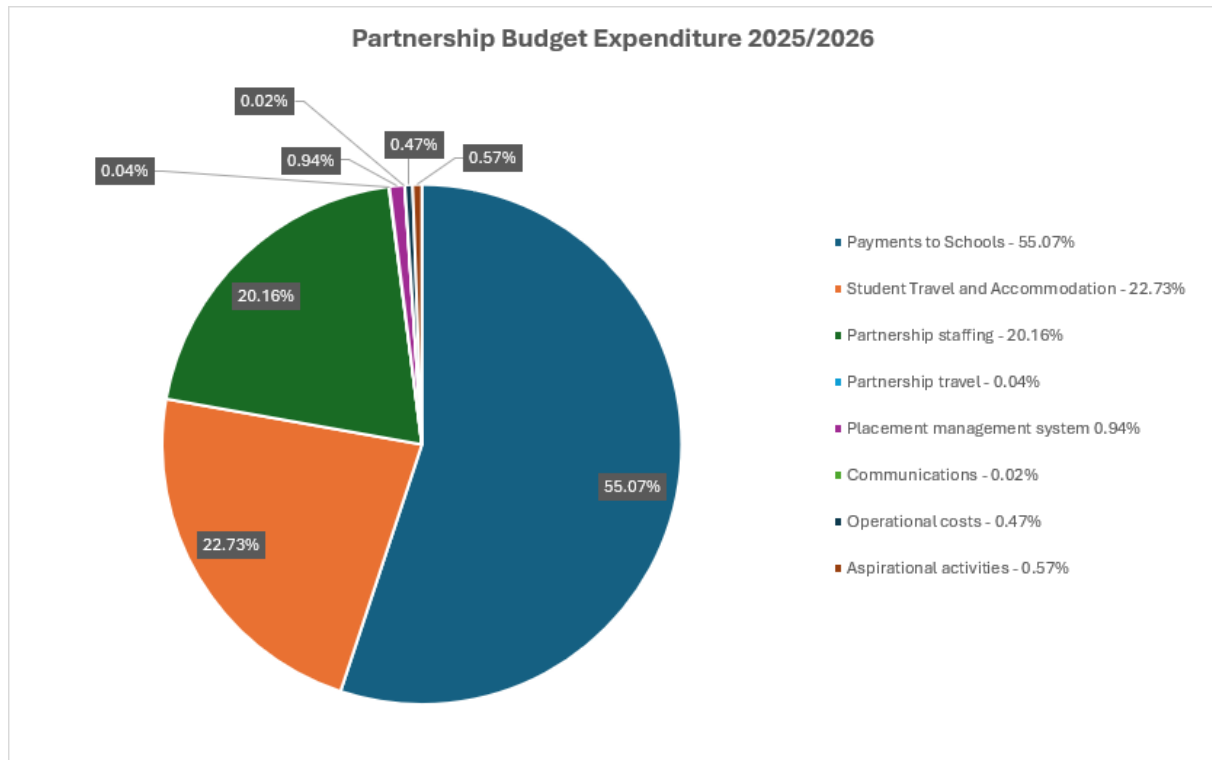
15 QUALITY ASSURANCE IMPROVEMENT PLANNING AND SELF-EVALUATION

The University recognises that effective, risk-based monitoring and action planning activity takes place on an ongoing basis and is not limited to annual processes. The University therefore employs a continuous Monitoring Framework to ensure the continuing standards and quality of its academic provision. In ITE this takes the form of a self-evaluation document and improvement plan for each phase. These are completed on an annual basis by the HoDs and AHoSs drawing on range of internal and external data as well as subject curriculum conversations. Progress is monitored by the school senior leadership team and the SDaQC on a regular basis.

All ITT activity undertaken is subject to scrutiny by evaluation systems, quality assurance and examination and reported to development committees, the Strategic Development and Quality Assurance Committee (SDaQC) and the University Academic Board. These systems ensure that trainees receive training that exceeds the minimum entitlement as set out in the The Initial Teacher Training and Early Career Framework (ITTECF) and that trainees are assessed consistently and accurately. Information gathered from quality assurance processes supports course development through the annual review process and progress boards.

15.1 PARTNERSHIP RESOURCES AND FUNDING

The Head of Partnership Development manages the partnership budget and reports to EMG about expenditure and the distribution of funding.



PARTNERSHIP SELECTION AND DESELECTION

15.1.1 SELECTION

Any school, college or setting that submits an offer for a placement is agreeing to accept the terms and conditions of the partnership agreement and is confirming that they will adhere to the roles and responsibilities detailed within. Quality assurance processes are in place to ensure new and existing partner settings are suitable for trainee teachers to undertake ITE training.

Any setting within the Edge Hill University (EHU) ITE Partnership should be able to demonstrate:

- A recent Ofsted inspection report or equivalent that enables the setting to be considered as a partner (where possible).
- A commitment to the EHU vision and values.
- A commitment to work together in partnership with EHU in designing and delivering a high quality ITE curriculum to trainees through the provision of mentoring and support from expert colleagues.
- A commitment to ITE within their setting policies and procedures relating to the placement offers made, and a commitment to update school/mentor information and to communicate with the Partnership Development Team and academic colleagues.
- A willingness to designate appropriate experts with specific responsibilities in relation to ITE.

- A commitment to engage in on-going training and professional updating for mentors, providing them with the time to work within the roles and responsibilities described in this handbook.
- An understanding of the roles and responsibilities identified in this handbook.
- A commitment to quality assurance and enhancement and the process of feedback, evaluation, monitoring and the critical review of placement and partnership activities.

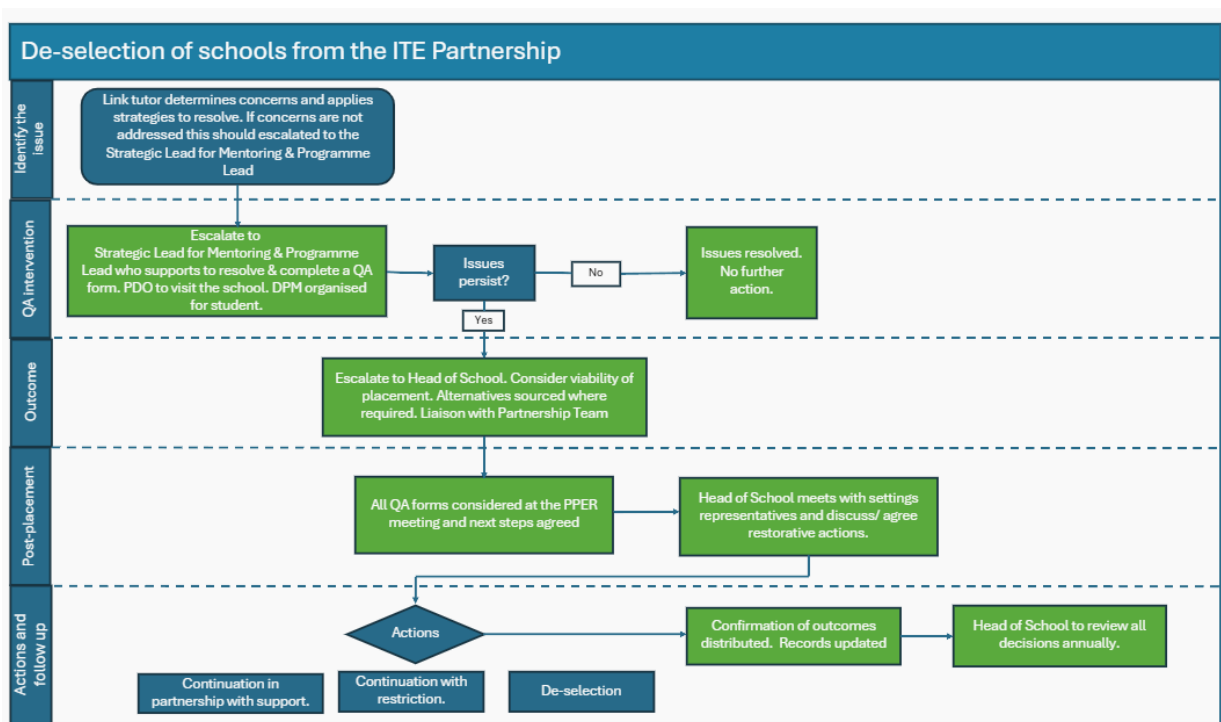
15.1.2 DESELECTION

Edge Hill University has strong links with Partnership Schools/settings and supports them to fulfil the requirements and expectations of the Partnership Agreement. It would be unusual to consider deselection of a Partner Setting and would be a rare occurrence and only enacted if, after additional support, a setting is unable to fulfil their responsibilities in accordance with the Partnership Agreement

Where a concern is raised about the quality of the mentoring provision the LT identifies and addresses the support needed. Where issues remain, the Course/Programme Leader is informed, and support is provided/actions are taken involving the lead in that setting. Where issues persist, this is then raised to the level of AHoS and Strategic Lead for Mentoring who, in liaison with the relevant PDO takes all necessary action to address the concerns raised. This may include the temporary suspension of the placement until the mentoring concerns have been addressed.

In the case where all support mechanisms have failed and where serious issues remain unresolved, then formal withdrawal of partnership is an option. It may be that a key stage or a department is identified for removal from the partnership in the first instance. The Deputy Head of School will review any decisions annually. Schools can appeal the decision by contacting the PVC Dean of Education.

The below diagram demonstrates the process of deselection.

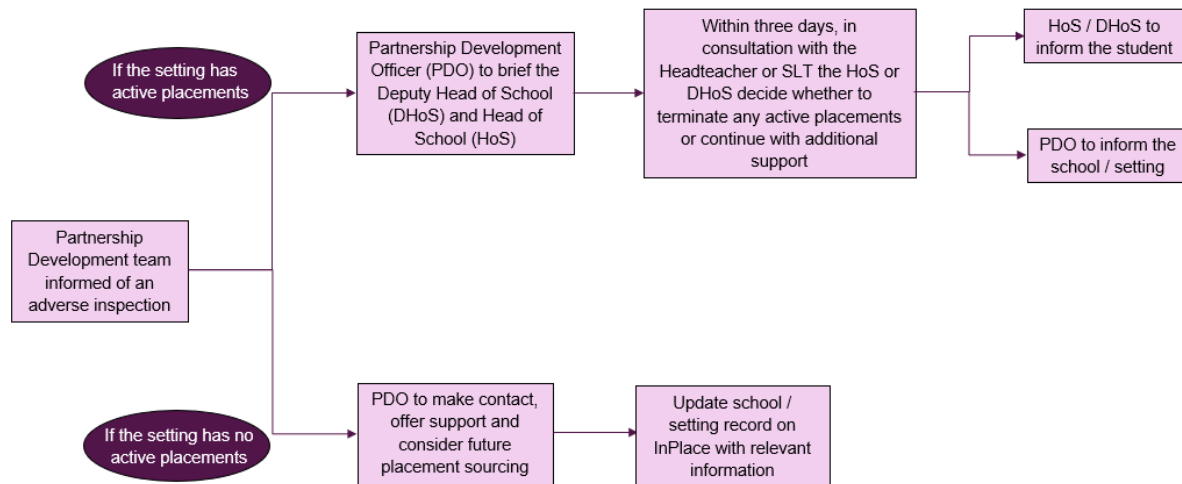


15.1.3 ADVERSE INSPECTION

If a school has been judged to have several areas in need of attention by Ofsted, a quality assurance risk assessment takes place to ensure the school/year group or department are able to provide the appropriate support for trainees. The table below demonstrates the actions that take place depending on the scenario, and the subsequent flowchart outlines the process.

Number of areas graded 'Needs Attention'	Placement Status	Additional QA Activity required before hosting a trainee
Two areas	Conditional approval	- Targeted QA focusing on both areas. - Check mentor capacity and training compliance. - Verify behaviour climate and safeguarding culture. - Confirm curriculum alignment with ITE expectations.
Three areas	High-risk: conditional approval only	- Enhanced QA visit led by Partnership Development Officer and Mentor Team representative - Check mentor capacity and training compliance. - Deep dive into safeguarding, behaviour, and curriculum. - Review leadership stability and governance oversight. - Obtain written assurance of actions underway. - Confirm school can provide safe, structured trainee support.
Four or more areas	Placements with setting paused for review	- Full QA review including safeguarding audit. - Meeting with Headteacher/DSL to assess risk. - Review evidence of rapid improvement plan and external support. - Assess whether mentors can provide high-quality guidance. - Placement only reconsidered once improvements are evidenced.
Requires improvement in Safeguarding plus any additional area	No further placements until safeguarding is secure	- Safeguarding specific QA visit. - Review record-keeping, reporting, DSL capacity, online safety. - Written confirmation of improvements required. - Reassessment before any trainee is placed.

Faculty of Education Adverse Inspection Process



The Partnership Development Team monitor and review newly published Ofsted inspection reports by regularly drawing down this data from the Ofsted website, typically on a fortnightly basis. Information on adverse outcomes following an inspection but prior to a report being published is also regularly sought out via intelligence gathering and information sharing from our partnership network. This allows the team to take necessary action as soon as possible.

16 EQUALITY AND DIVERSITY

Edge Hill University is committed to equal opportunities. All trainees are expected to promote equal opportunities in their teaching and to value diversity fully. The University has an Equality, Diversity and Inclusion Strategy which ensures that there is equality of opportunity for all members of its community. In pursuit of this goal, the University is committed to eliminating both direct and indirect discrimination to ensure that no-one is unfairly disadvantaged, either through individual action or through its policies or procedures, on the basis of the protected characteristics as set out in the Equality Act 2010. Partners will agree to employ all means possible to ensure that the University's trainees are not disadvantaged, harassed, offended or insulted by anyone on the basis of the protected characteristics. Trainees also have a responsibility not to disadvantage, harass, offend or insult anyone else within the settings they are placed, on the same basis. The Edge Hill University Equality, Diversity and Inclusion Strategy can be found [here](#).

It is recognised that Partner Settings will have their own policies designed to ensure and safeguard equal opportunities for all staff, pupils and trainees that work there. All partners will share with their trainees any equal opportunities policies and procedures. A trainee must know what to do if they or a pupil experience any form of discrimination or harassment. Any trainee who acts in a way which is contrary to the Equality and Diversity policies at the setting, or the University must be referred to the placements' Link Tutor.

For ITE trainees it should be noted that they may be placed in a range of schools, including faith schools. Trainees cannot refuse a placement on the grounds of faith; however, trainees can choose to opt out of any collective worship.

In line with the University's Equality, Diversity and Inclusion Strategy, we are committed to

empowering trainee teachers 'to achieve their very best, irrespective of their personal characteristics and heritage'. We understand that trainees from global majority backgrounds are less likely to succeed on ITE courses than their white counterparts and that some Early Career Teachers do not feel well-prepared to teach pupils from different backgrounds. To address these issues, our ITE curriculum is designed to promote anti-racist practice and to celebrate diversity. We are committed to the [Anti-Racism Framework for Initial Teacher Education/Training](#) developed by Leeds Beckett University to review and improve our practice in terms of pedagogy and curriculum, trainee placements, leadership, staff and mentor training, and course evaluation.

16.1 INCLUSIVE PRACTICE FOR TRAINEES

To support placement allocation and planning, trainees complete a Student Allocation Profile (SAP) and may also have a Student Support Plan or Student Needs Assessment. Where reasonable adjustments are required on placement, mentors, Link Tutors and trainees should work collaboratively to ensure these are implemented and reviewed regularly, including during QA meetings and Weekly Development Summary (WDS) discussions.

The Equality Act 2010 requires educational establishments to provide for all trainees without discrimination. This includes making anticipatory adjustments and or adaptations to include disabled learners. Trainees that have disclosed a disability or require support are offered support through the University's Inclusion Team, within Student services.

The Faculty and our partnership aim to create a welcoming and inclusive environment for all, encouraging all trainees, from the applicant stage through to enrolment and for the full course of their studies. We are committed to fostering a culture where trainees feel supported and confident to disclose any disabilities or health conditions. This openness enables us to work collaboratively with trainees and partners to make reasonable adjustments and provide tailored support. Where a trainee requires reasonable adjustments to be made regarding a placement, the trainee will communicate these to the setting using their portal and the Link Tutor will ensure that these are carried out appropriately and reviewed regularly.

In addition, trainees are asked to complete a Student Allocation Profile (SAP) in advance of Professional Practice commencing, providing a further opportunity for the university to consider if reasonable adjustments need to be made to travel expectations, disability, mobility issues and carer/childcare responsibilities.

There may be trainees who, for a number of reasons, have not disclosed a disability. In practice this means being ready and willing to provide extra support or to adjust practice to accommodate the needs of student teachers even when these needs have not been made explicit at the outset. If a trainee discloses a disability or medical condition to the setting whilst on placement, they should be encouraged to contact their personal tutor and the inclusion team as soon as possible. This collaborative process leads to the creation of a Student Needs Assessment or Student Support Plan, ensuring that trainees, tutors, and the Inclusion Team work together to provide equitable and effective support.

Mentors should adopt an inclusive approach for all trainees, recognising that some individuals may not have disclosed a disability or additional need. Creating a supportive environment, maintaining open communication and responding flexibly to emerging needs are key aspects of effective mentoring. Trainee wellbeing should be discussed routinely through WDS meetings. Where concerns arise, mentors should signpost trainees to

appropriate support, including their Personal Academic Tutor (PAT), Link Tutor, the University Inclusion Team (inclusionteam@edgehill.ac.uk), and the Mental Health and Wellbeing resources available through Abyasa.

The inclusion team can be contacted on inclusionteam@edgehill.ac.uk

16.2 PARTNERSHIP DEVELOPMENT OFFICERS

Our partnership development officers (PDOs) have an important role to play in supporting the schools and educational settings within the partnership. They work very closely with mentoring leads at settings and act swiftly to resolve any issues as they arise. There are two aspects to this role:

- 1) Sourcing and allocating the placements.
- 2) Liaison between schools/settings and the university providing support to settings prior, during and post placement

16.3 QUALITY ASSURANCE OF PLACEMENT

16.3.1 LIAISON, TRAINING AND SUPPORT

Our PDOs establish effective working relationships with our ITE partners and introduce them to the EHU Partnership Agreement, the placement offering/accepting process and the trainees' placement due diligence process and documents.

PDOs and centre-based staff provide mentor support both in terms of processes, and the use of the documents and forms. EHU academic colleagues arrange and deliver virtual mentor training prior to each placement. Additionally, LTs and Lead Mentors deliver bespoke in person mentor training to individuals or to clusters of schools/settings upon request or if a training need has been identified by an LT.

If a setting has an adverse Ofsted inspection, before or during placement, an additional monitoring meeting will take place in order to ensure the school can meet the needs of the trainee (see 7.3.3). The progress of the students at those settings will be closely monitored by both the LTs and PDOs with timely support provided.

After each placement, a professional practice evaluation and review meeting (PPER) is completed. This includes representatives from across the department including the Strategic Lead for Mentoring, data management representatives, partnership, professional practice quality lead, year heads and lead mentors. The outcomes and data from the placement are considered and recommendations for development are recorded and actioned. Actions are monitored through a tracking document.

16.3.2 ARRANGING THE PLACEMENTS

PDOs manage the placement allocation process for all programmes, aiming to allocate trainees to their placement setting three weeks in advance with course/professional practice quality leader approval before confirmation is sent to partners. This provides time for all stakeholders to prepare themselves before the trainees' placements commence and ensures the initial meeting can take place as early as possible. Once the PDOs inform the departments about the trainee-school allocation, the ITE Strategic Leads oversee the allocation of the LTs. In the Secondary and Further Education phase allocation of the LTs is overseen and the responsibility of the Course Leader.

For trainees placed in Northern Ireland or at a distance we employ Partnership Quality Officers and lead mentors based locally whose responsibility is to quality assure schools and provide support for mentors and trainees during professional practice.

Trainees studying the PGDiT/UHDiT franchised programmes at Wirral Metropolitan College have their placement allocated by the Programme Lead at WMC who is supported by the ALT. This is done in conjunction with, and quality assured by the PDOs. For those who are undertaking their placement within the English Football League (EFL) clubs, the placement will have been arranged prior to the course starting.

16.3.3 DISTANCE PLACEMENTS

Edge Hill University provides opportunities for trainees to volunteer to undertake their PP at a distance from the university, and if this is not commutable within the parameters of our Travel Policy, the university sources and pays for appropriate accommodation for the duration of the PP. Accommodation is provided allowing one full clear day prior to the start date of the PP. For example, for a student whose placement commences on a Monday, their first night in the accommodation will be the Saturday evening allowing a full day on Sunday prior to commencing placement, to allow trainees the opportunity to familiarise themselves with the environment, the PP school and to be ready to commence PP. Accommodation is provided on the night of the final day of placement to allow students to travel flexibly without impacting their PP. The university also covers the cost of all travel to and from the location at the beginning and end of PP, for any school holidays that fall within the PP period and for the trainee to attend interviews for employment.

For trainees placed on the Isle of Man, the university is responsible for ensuring adequate overseas personal accident and travel insurance to and from the island is in place and organises travel on ferries at the beginning and end of PP, for school holidays that fall within PP and enables final year trainees to claim expenses for travel back to the mainland for interviews.

For all Distance Placements, trainee's emergency contact details are provided to Campus Support, and procedures regarding who to contact in the case of an emergency are provided to trainees.

16.3.4 DUTY OF CARE

The university has a duty to demonstrate reasonable care for trainees undertaking placement and will inform partners of events which may adversely affect the quality of the partnership.

16.3.5 PREVENT DUTY

The Prevent Duty from 1 July 2015 all schools and colleges are subject to a duty under section 26 of the Counterterrorism and security act (CTSA 2015), to have due regard to the need to prevent people from being drawn into terrorism. Partnership settings should therefore have due regard to statutory guidance issued under section 29 of the CTSA 2015 (the Prevent Duty Guidance)

16.3.6 RELIGIOUS OBSERVANCE

All trainee teachers can expect schools to be sensitive to religious beliefs in respect of wearing religiously and culturally appropriate dress, having a place to pray and being able to observe religious festivals which require them to be absent from placement. It is anticipated that trainees will require no more than two days religious observance during a professional placement. It is the responsibility of the trainee to inform the setting and their Link Tutor as far in advance as possible of the need to be absent from placement due to religious observance.

16.3.7 HEALTH CONCERNS

When a trainee has a medical condition that may impact on their role in the classroom, we advise them to inform all those working with them in university and in settings of these conditions. If trainees need to take medicines on placement, either for a permanent or temporary condition, they must notify their Mentor and any other staff as required by the setting's procedures. Medicines should be used and stored in compliance with the settings' Health and Safety procedures and with due regard to the safety of pupils and other staff.

A Student Support Plan (SSP) is produced by the university inclusion team with students who have declared a disability. These plans are shared with the programme leaders and personal academic tutors who meet with trainees individually to discuss reasonable adjustments suitable for professional practice. Risk assessments are completed as required and relevant information relating to professional practice is shared with the partnership development team, and Link Tutor.

16.4 FACULTY OF EDUCATION STUDENT PREGNANCY, MATERNITY, PATERNITY AND ADOPTION GUIDANCE

Edge Hill University values the diversity of its student population and is committed to ensuring equality of opportunity for its students and trainees. The University believes that becoming a parent should not in itself prevent any student from succeeding in their studies and recognises its legal and moral obligations to students who are new and expectant mothers and fathers, and those who are adopting.

The Equality Act 2010 significantly strengthened the legal responsibility of all higher education institutions to protect students from pregnancy and maternity related discrimination and the University will take all reasonable steps to ensure that no student is disadvantaged due to pregnancy and maternity including whilst on placement. This involves the university ensuring that the placement provider is aware of this guidance and their responsibilities with regard to conducting risk assessments and making reasonable adjustments where necessary.

Students will be provided with reasonable academic support throughout the period of pregnancy and maternity or adoption and, wherever practicable, will not be unreasonably prevented from successfully completing a course. Risk assessments and required adjustments are put in place and monitored by the Link Tutor in collaboration with the trainee and mentor.

Maternity is defined as including all stages of pregnancy and up to 26 weeks after the birth of a child.

17 PROFESSIONAL PRACTICE PROVISION

17.1 PROFESSIONAL PRACTICE PHASES

Our partnership provides the trainees with three phases of professional practice experience, namely;

- 1) Introductory phase,
- 2) Developmental phase,
- 3) Consolidation phase.

These are carefully designed considering the trainees' level of knowledge, understanding and skills gained through our curriculum. Progression expectations progressively increase through the phases and are clearly outlined in the Professional Practice Handbooks.

At each PP phase, wherever possible, settings are expected to provide the trainees with the opportunity to work with learners with special educational needs and/or disabilities (SEND) and English as additional language (EAL). Additionally, all primary/early years trainees should be given the opportunity to observe/teach and assess high-quality systematic synthetic phonics (SSP) and secondary trainees should be provided with the opportunity to observe/experience the teaching of phonics and reading fluently to older students. Across the Professional Practice 3 phases, trainees will have the professional practice experience of teaching in at least *two different schools/settings*. These will be recorded on our placement management system InPlace and monitored by the Deputy Head of School. Trainees training to teach in the FES phase typically undertake all three phases within two distinct FES settings, with a short period of enhancement undertaken at a contrasting setting to assist with providing a well-rounded understanding of the diverse nature of the FES sector.

At all three phases, where possible, LTs make the arrangement to meet with the mentor and the trainee as soon as possible to the commencement of the PP and ensure that both the trainee and mentor are aware of the expectations and completed the required tasks.

Introductory Phase: This is the first experience at schools/settings for many of the trainees and we take extra care to ensure that trainees are supported and guided effectively so that they have a positive professional practice experience. Trainees are introduced to school/setting life and expected to teach to groups of pupils/students in their timetable as set out in the PP Curriculum Handbooks. Mentors carry out weekly observations of the trainee teaching a group of pupils/students and the mentor provides constructive feedback however this may vary depending on the placement pattern or phase requirements.

Developmental Phase: After completing the introductory placement, trainees carry on working on their targets from the previous phase. Weekly observations of practice continue and LTs ensure all the information is recorded/updated by the end of the placement.

Consolidation Phase: This is the final placement we offer to our trainees at the end of the programme. As above, this stage consists of weekly lesson observations LTs ensure all required information is recorded/updated by the end of the stage.

FE: Trainees will usually complete their placement within two different settings. The trainees are allocated to their first setting starting in October and remain in that placement

until December, ready to start their second placement in January until the end of May/beginning of June. Throughout the placements, trainees are expected to progress from observing expert teachers to sharing team teaching with expert teachers and then onto taking sole responsibility for learning. They amass a minimum of 150 teaching hours and evidence ten lesson observations, so they are eligible for QTLS once employed in post. Trainees undertake an enhancement placement to ensure that receive experience in a contrasting environment. This may be within a different setting or a different department within the same setting.

17.2 PROCESS DURING PROFESSIONAL PRACTICE

The Link Tutor's primary role is to quality assure the mentoring process, ensuring that trainees receive high-quality support and that mentors are confident in their role. In addition, Link Tutors provide guidance and developmental support for mentors throughout the placement. While they maintain an ongoing quality assurance responsibility, Link Tutors formally engage with both the mentor and trainee at four key points during the placement to review progress, evaluate the effectiveness of support, and ensure that the trainee is making appropriate progress through the ITE curriculum.

There are four Quality Assurance checkpoints spread throughout each Professional Practice to ensure that our mentors are supported in a timely manner. This is a professional dialogue to support mentoring, with feedback recorded in Abyasa QA and Feedback Abyasa forms.

17.2.1 Quality Assurance 1 (Meeting): Inclusion and Induction

A pre-meeting with the Link Tutor, mentor and trainee to confirm mentor details, confirm mentor training, share any trainee support needs, and to support a welcoming, inclusive induction for both mentor and trainee.

At the earliest opportunity, before the start of a placement, Link Tutors can review the mentor contact details and expertise. Link Tutors also check that the mentor is aware of the appropriate mentor training requirements, share any trainee support needs, and support a welcoming, inclusive induction for both mentor and trainee. This is an opportunity to set a positive, professional relationship to meet individual training needs. Link tutors should discuss settling in, confirm induction has taken place and that the trainee has been provided with the necessary documentation such as the safeguarding policy, curriculum and planning resources and timetables etc.

An essential element of the QA 1 visit is to ensure that the schools/settings have a clear understanding of their roles and responsibilities and that mentors:

- have received information regarding their mentor development and training (sent to them following their confirmation letter from FoEMentoring@edgehill.ac.uk and have completed the appropriate mentor development
- have considered any appropriate reasonable adjustments suitable to the profession for trainee and induction
- are following the correct procedures, documentation and are aware of the Mentor Resources in Abyasa (weekly communications, exemplars, ITaP guidance, supporting trainee needs and supporting trainees with adaptive teaching)
- understand the formative and summative assessment processes
- are recording progress through the curriculum using the WDS and lesson observations

- providing trainees access to experts across the setting
- signposting mentors to workload and wellbeing discussion and resources in Abyasa

17.2.2 Quality Assurance 2 (Meeting online): Supporting & Monitoring the Trainee's Progress

Once the placement had begun, Link Tutors meet with the mentor and trainee (generally via MS teams) to discuss settling in and induction for the trainee, check the mentor is aware of the EHU ITE curriculum the trainee is following. The trainee can leave at this point in the meeting and then LT will discuss, and quality assure the first WDS and lesson observation and provide support and training for the mentor. The Link tutor will also provide written summary of the feedback for mentors on the Abyasa Quality Assurance document at this point on the quality of their mentoring and signpost them to further resources, support or training. Any adjustments and adaptations to be reviewed.

Analysis of Abyasa ongoing

Using Abyasa, Link Tutors monitor the weekly progress and lesson feedback forms to check trainees are formatively assessed against our curriculum components outlined in the curriculum map documents.

Link Tutors quality assure the feedback in the WDS for the trainee. Targets should match the feedback provided and should be at an appropriate level of challenge for the trainees' stage of development.

17.2.3 Quality Assurance 3 (Visit): Target Setting and Subject Specific Feedback

The mentor, LT and trainee meet for the purposes of discussing the mentor conducted lesson observation or WDS meeting, quality assuring assessment, feedback and target setting. This conversation is informed by the WDS' assessed throughout the placement. Thus, progression and intervention are tracked on a weekly basis. The Link tutor focus is to provide the mentor with feedback on the quality of their mentoring. Any adjustments and adaptations to be reviewed.

Analysis of the Written and Verbal Feedback on the WDS and Lesson Feedback forms:

The verbal feedback must be consistent with the written feedback that was recorded on the lesson observation forms, weekly development summary (WDS) forms. During the lesson observation feedback, the trainee should be given a chance to reflect on their lesson. The mentor should communicate the strengths of the lesson and discuss the progress made since the previous meeting and the impact on the pupils'/students' learning. Similarly, during the weekly development meetings, trainees should be provided with **focused and clear feedback** when discussing how to improve their practice and progress through the curriculum successfully. These discussions must be consistent with the written comments on all forms.

This QA visit is a further opportunity for link tutors to provide verbal and a short-written summary (recorded in the Abyasa Quality Assurance document) of feedback to mentors on the quality of their mentoring. Where there is a persistent concern LT can refer the mentor for additional support and training with the Lead Mentoring team.

17.2.4 Quality Assurance 4 (Meeting): Evaluation & Mentor development

At the end of the professional practice phase there is a final meeting. The outcome of the meeting determines if the trainees have made appropriate progress through the EHU ITE curriculum and successfully achieved the professional placement expectations for that phase.

Link Tutors/Subject Leaders and Placement Leads (PPQL) quality assure mentor assessment of trainee progress through the curriculum. Link Tutors consider the evidence provided and moderate the mentors' assessment outcome on Abyasa. The verbal feedback must be consistent with the written feedback that was recorded on the lesson observation forms, weekly development summary forms and final WDS.

Link Tutors together with the mentor will also review the impact of the mentor training and development offered throughout the placement. This will be completed through an informal discussion focussing on the curriculum, placement experiences, trainee entitlement, mentor time and workload. The outcomes of all discussions will help the university to shape and develop future mentor training modules or materials.

The outcome of the meeting determines if the trainees have made appropriate progression through our ITE curriculum and successfully achieved the PP expectations for that phase. It is the responsibility of the link tutor to close the placement by ensuring all documentation is submitted (WDS, lesson observations) The completion and submission of the QA document is required for the professional practice outcomes to be recorded and school payments to be made.

17.3 Further Education and Skills (FES) trainees

Trainees on the FES course are awarded QTS to teach in the FE setting but instead are eligible to apply for QTLS once in post. The placement trainees undertake provides opportunity for trainees to deliver a minimum of 150 teaching hours and to evidence 10 observations of teaching practice as per the requirements laid out by the ETF. All FES trainees are placed in settings which enable them to train to teach in their subject (at the FES level) and to be mentored by specialist in their subject.

The FES Programme Lead works in partnership with the relevant Partnership Development Officers prior to placement to ensure trainees are placed with a subject-specific mentor. Where a subject-specific mentor is not available the placement is not viable, and another placement is sourced. 2-3 weeks prior to the placement starting, mentor training begins for all mentors. Placements for FES trainees studying at Wirral Metropolitan College (WMC) are assigned by the Programme Lead at WMC and QA by the relevant PDO.

FES trainees undertake a single placement throughout their course. This is structured in line with the rest of the faculty into an introductory, developmental and consolidation phase. Such a sequence is reflected in the weekly curriculum FES trainees follow.

Link Tutors support trainees and mentors four times throughout the placement. This may be online but is often in person as part of our quality assurance process and mentor support. Link Tutors undertake at least 2 joint QA of lessons and feedback with the mentor. At the end of the consolidation phase mentors complete a final WDS which confirms progression through the ITE curriculum and indicates targets for development in the next phase. Regular meetings act as a quality assurance mechanism that the trainee has made sufficient progress through the curriculum and has met the requirements for the for the QTLS process once in-post (on condition of a successful Professional Reflective Viva). To enhance our quality assurance, on occasion these final meetings with the mentor and trainee include the PRV, thus involving the mentor the PRV process and enabling us to make use of their expertise.

17.4 PROCESS AFTER THE PROFESSIONAL PRACTICE (VIVA AT UNIVERSITY CENTRE)

When the trainee's complete PP consolidation phase, they are invited to a Professional Reflective (exit) Viva (PRV) by their PAT. On all programmes mentors are invited to attend PRVs where possible so we have partnership involvement and for QA purposes.

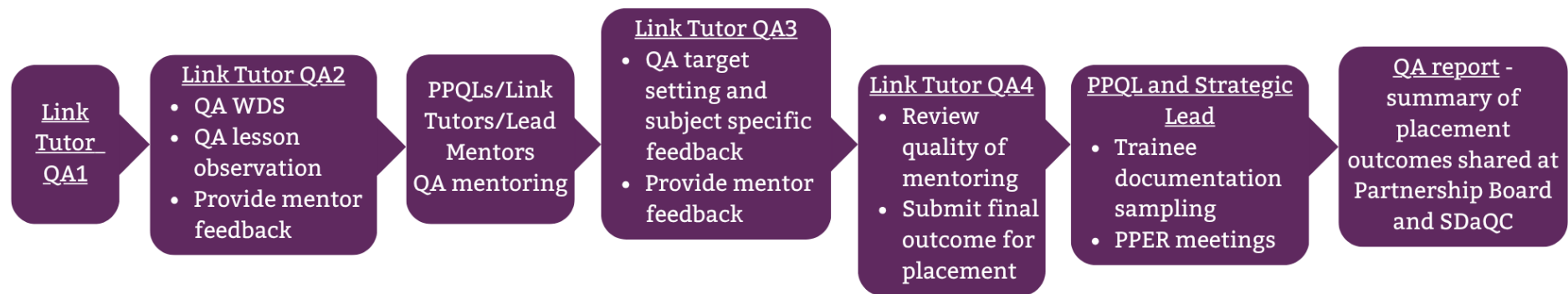
During the PRV, trainees are asked questions and provided with scenarios that are related to the Teachers' Standards or the ETF Professional Standards (FET). Trainees respond to questions which demonstrate their understanding, drawing on their WDS collection. The tutor conducting the PRV ensures trainees are aware of their professional strengths and areas for improvement and have provided sufficient written and verbal evidence to **pass the Viva and be recommended for qualified teacher (QTS) status, having met the Teachers' Standards.**

For those training to teach in the FES phase, [QTLS Eligibility Guidance](#) and [the Occupational Standards](#) are utilised.

EDGE HILL UNIVERSITY APPROACH TO ASSESSMENT



Quality Assurance of ITT Primary Students' Professional Development



18 MENTOR DEVELOPMENT AND SUPPORT

The Faculty offers a comprehensive and flexible package of [mentor training and development opportunities](#). The Edge Hill University Mentor Training for 2026/27 takes account of the initial teacher training guidance in the 2026/27 academic year.

On allocation of a trainee a New to EHU mentor must complete the Initial mentor audit, which will acknowledge prior mentor learning and inform the mentor of which training path they are required to complete.

All mentors must complete the 3 components

- New to Mentoring **OR** Refresher update training online unit in Abyasa Portal
- Professional practice phase/subject specific training, supported by Mentor Space video resources or online webinars
- QA checkpoints with Link Tutor

Where appropriate additional optional bite sized mentor CPD units are available online.

In addition to professional practice payments, [Schools can claim for the actual hours of training](#) from DfE undertaken by eligible mentors to a maximum of 16 hours, per accredited provider for new mentors and 6 hours for refresher training.

The amount of funding schools will receive depends on:

- Have mentors working with ITT trainees who started or returned to their first year of training at any time between 1 September 2026 and 31 May 2027 (PGCE 26-27 and Undergraduates Year 1);
- how many hours a mentor has spent training (which can be up to a maximum of 16 hours for new mentors, per accredited ITT provider) and location.
- Payments will be made in arrears.
- Placement schools will be able to submit a claim via GOV.UK service. The service will open in early 2027 for the claims process.
- department.for.education.becoming.a.teacher@notifications.service.gov.uk

To support partners in claiming, Edge Hill University will send you a report from FoEMentoring@edgehill.ac.uk by the end of June 2027, detailing the verified training hours for each eligible mentor. You may use this report when making your funding claim via the 'Claim Funding for Mentor Training' service, accessible to your organisation's DfE Sign-in Approver.

You may still choose to submit a claim for mentor training hours before receiving your report from us if you are confident that the mentor has completed their training and the number of hours this training equates to.

NEW TO MENTORING EHU TRAINING ONLINE

This unit provides mentors with the research evidence and underpinning principles for effective mentoring at Edge Hill University. Drawing on Sims et al. (2021), it explores the characteristics of effective professional development and introduces mentors to the Edge Hill vision and values, the Core Content Framework, and the Weekly Cycle for Mentoring.

The unit moves mentoring towards an instructional coaching approach, enabling mentors to provide structured, evidence-informed support. A key focus is the creation of supportive, encouraging and psychologically safe environments where trainees feel a genuine sense of belonging. By recognising individual strengths, experiences and developmental needs, mentors help trainees build confidence, reflect honestly on their practice, take informed risks and learn from mistakes.

The unit also emphasises adaptive teaching and responsive practice, drawing on the science of learning and development outlined by Darling-Hammond et al. (2024). Mentors are supported to help trainees understand learner variability, build strong relationships and adapt teaching to meet the needs of all pupils, developing into inclusive and adaptive practitioners who enable every learner to thrive.

REFRESHER UPDATE UNIT

This refresher unit revisits the key responsibilities of the mentor within Initial Teacher Education, focusing on inclusion and induction, supporting and monitoring trainee progress, and setting precise developmental targets. Particular emphasis is placed on inclusive mentoring, ensuring that all trainees have equitable opportunities to succeed through high expectations, personalised support, effective feedback, modelling and reflection.

The unit also explores the importance of making reasonable adjustments, removing barriers to participation, and promoting trainee wellbeing. Mentors are encouraged to create supportive, collaborative environments where trainees feel valued and able to thrive personally and professionally, enabling them to develop the knowledge, skills and confidence needed to become effective and inclusive teachers.

PROFESSIONAL PRACTICE (PHASE/SUBJECT) SPECIFIC BRIEFINGS

This training prepares mentors to support trainees effectively throughout professional practice by revisiting Edge Hill University's ITE values, curriculum expectations and the evidence-informed principles underpinning the ITTECF and our broader curriculum ambitions. Mentors explore expectations relating to lesson observation, mentoring through dialogue and questioning, formative assessment, target setting and progress tracking, while reinforcing the key principles of inclusive mentoring and instructional coaching. A strong emphasis is placed on inclusive mentoring, adaptive teaching and supporting pupils with SEND.

The programme provides phase-specific guidance for Introductory, Developmental and Consolidation placements, ensuring alignment between centre-based training and school-based practice. Mentors receive updates on curriculum content, professional practice expectations, key documentation, quality assurance processes and wider professional opportunities available to trainees.

MENTOR DEVELOPMENT BITE SIZED CPD & RESOURCES

In the **Mentor Training Portal** in Abyasa mentors have access to optional units which support mentor development and are agreed by the Northwest region providers and quality assured by the Teaching School Hub (TSH). These include bite sized units covering training for mentors in Inclusion, Adaptive teaching, High Quality Talk, Behaviour, ITTECF, ITaPs and Supportive strategies.

The **Mentor Resources tab** in the trainee timeline contains a wealth of resources to support mentors:

- Weekly Communications
- Professional Practice Overview Video
- Professional Practice EHU Curriculum
- Intensive Training and Practice (ITAP) focus guides
- Exemplars of WDS and Lesson Observations
- Abyasa Guidance
- Inclusive Mentoring Strategies
- Effective Mentoring: Adaptive teaching
- Supporting international trainees

MENTOR INTERVENTION

Mentors play a crucial role in developing trainees' knowledge, understanding and skills to become teachers. They monitor the progress continuously through the WDS meetings and lesson observations, where they provide the necessary support and guidance as to how to consolidate what has been learnt and move onto further progress. Link Tutors and Lead Mentors quality assure mentoring and provide individualised additional support and guidance. Where additional measures and interventions have not resolved concerns the PPQL/Course lead will review all evidence and discuss alternative and additional actions. If mentors are still unable to fulfil their responsibilities, then deselection of a phase within a setting may be considered.

MODERATION OF PLACEMENT PRACTICE

At Edge Hill University ITE provision we have 3 different quality assurance processes related to professional practice;

1. Quality assurance of assessment and mentoring process conducted by LTs.
2. Quality assurance of Link Tutor QA processes and feedback conducted by lead mentors.
3. Quality assurance of professional reflective (exit) viva conducted by PATs, including both centre-based and school-based colleagues from our partnership.

To ensure our **quality assurance processes are rigorous and robust** we conduct either or both internal and external reviews and/or moderation.

Quality assurance of PP assessment, mentoring and outcomes are moderated periodically. Senior leaders conduct internal reviews of introductory, developmental and consolidation phases of all programmes in all departments. Additionally, to gain an objective view, we conduct moderation with external examiners (EE) and utilise the specialism and strengths of our EEs during the process.

As above, QA of placement processes is moderated internally by senior leaders periodically.

PRVs are moderated by experienced colleagues within the partnership, for example our headteachers from the partnership and senior leaders at the centre.

19 QUALITY ASSURANCE AND EXTERNAL EXAMINATION

19.1 EXTERNAL EXAMINERS

External examiners are expert assessors whose authority is derived from their knowledge of, and qualifications in, their subject disciplines and their experience of teaching and assessing students at higher education level. The faculty ensures that all external examiners, in their moderation role, have the relevant experience and experience to carry out their roles competently.

External Examiners' main responsibility is to confirm that academic standards are appropriately set and maintained. This is carried out by:

- Reviewing and approving examination papers that contribute to a student's final award, and any other assessment material as agreed between themselves and the programme team for which an annual time allowance is provided.
- Moderating samples of student work that have been marked and internally moderated in order to be satisfied that students have been graded fairly in accordance with Intended Learning Outcomes, marking criteria and the University's Academic Regulations.
- Reviewing, approving and moderating professional practice outcomes
- Reviewing the quality of mentoring
- Reviewing and approving the content, learning outcomes and assessment of negotiated learning modules leading to the award of Student Initiated Credit.
- Sampling the assessment of portfolios.
- In their annual reports, confirming that sector recognised standards (FHEQ) are being met or exceeded, content is in broad alignment with other external reference points (e.g., Subject Benchmark Statements) and that students have achieved the Intended Learning Outcomes for the award of credit and qualifications.
- In their annual reports commenting on the quality of mentoring and the impact of the ITE curriculum.

20 SUMMARY LIST OF KEY DOCUMENTS AND FORMS

Edge Hill University ITE Professional Practice Information And Documents (Including Professional Placement Forms)

- [Addressing teacher workload in Initial Teacher Education \(ITE\) Advice for ITE providers](#)
- [Early career framework reforms: overview](#)
- [Keeping Children Safe in Education 2025](#)
- [The Initial Teacher Training and Early Career Framework \(ITTECF\)](#)
- [Information for ITE Partnership](#)
- [National Standards for school-based initial teacher training \(ITT\) mentors](#)
- [National Curriculum](#)
- [Teachers' standards: overview](#)
- [The trainee teacher behavioural toolkit: a summary](#)
- [Qualified teacher status \(QTS\): qualify to teach in England.](#)

Further Education and Skills

- [Occupational Standards for those working with young people and adults in the training and education sector](#)
- [Qualified Teacher Learning and Skills \(QTLS\) status](#)
- [ETF Mentoring: Framework and Guides](#)
- [ETF Guide for Leaders and Managers](#)
- [ETF Guide for Mentees](#)
- [ETF Guide for Mentors](#)
- [Curriculum content guidance for courses of further education initial teacher education](#)

Appendix A

21 Faculty of Education – Code of Conduct

All Initial Teacher Education programmes leading to a recommendation for Qualified Teacher Status, or eligibility for a relevant Further Education professional status such as QTLS, are programmes of professional training and education.

As a trainee, you are expected to demonstrate consistently high standards of personal and professional conduct, ethics and behaviour throughout your programme, in University, placement and online contexts.

You are entitled to expect that your placement settings mirror the professional experience of a teacher, and settings are entitled to expect that you will present and conduct yourself in a way that is consistent with the professional expectations of a teacher in that phase.

This Code of Conduct is additional and complementary to the Edge Hill University [Non-Academic Misconduct Procedures](#).

You are therefore both bound by, and protected by, the entitlements included in the Academic Regulations in force at the time of your enrolment and study. These were issued to you at the point of enrolment and subsequent updates are accessible via the EHU website. [Academic Regulations - Edge Hill University](#)

21.1 Behaviours and attitude

As a trainee following an ITE programme at Edge Hill University, you will exhibit high standards of personal and professional conduct, honesty, and integrity, in keeping with those expected in the teaching profession. At all times you should:

- Demonstrate professional behaviours to all pupils/learners in all settings, and others, including fellow trainees and all staff in the Edge Hill University Partnership.
- Not engage in any conduct, poor or irresponsible behaviour outside of your studies or online that could bring the profession or the university into disrepute.
- Use language appropriate to the situation and the people involved. Communicate professionally in all contexts including your online and electronic communications such as email.
- Show respect and due regard for the ethos and values, processes, and procedures of the university both in the setting where the programme is delivered and at any other setting in which you are placed.
- Embrace the principles of equality, diversity and inclusion and bring them to life in all you do each day to work with children, staff, and parents. [Equality, Diversity and Inclusion \(EDI\) Strategy - Edge Hill University](#)
- Acquire an understanding of working with diversity, including gender, race and culture and ensure that any personal prejudices and stereotypical views do not influence your judgements or actions.

- Be aware of the requirement to promote equal opportunities and provide reasonable adjustments for learners with disabilities, in line with equality legislation, including the Equality Act 2010.
- Take responsibility for adhering to all key policies and procedures: this includes, but is not restricted to, child protection and safeguarding policies, staff conduct, SEND code of practice, children missing in education, Health and Safety and fire evacuation procedures.
- Demonstrate professional behaviour and relationships in both formal and informal contexts. You will observe boundaries in line with a teacher's professional position and responsibilities.
 - For those on programmes of QTS, trainees must adhere to expectations as outlined within Part Two of the Teachers' Standards: Personal and professional conduct, which may be accessed at: <https://www.gov.uk/government/publications/teachers-standards>
 - For those training to teach in the FE sector, you should have due regard for the ETF Professional Standards (2022), which may be accessed at: <https://www.et-foundation.co.uk/professional-standards/teachers/>
- Take care with confidential personal information that you will have access to.

21.2 Training responsibilities

In addition to the behaviours and attitudes above, as a trainee teacher you are required to:

- Ensure the welfare and safeguarding of all children, young people, and vulnerable adults, by reporting all safeguarding concerns to your setting DSL and foesafeguarding@edgehill.ac.uk as instructed in your training and our guidance documents.
- Inform the university immediately should you become subject to a criminal conviction or caution after your application for DBS enhanced disclosure has been submitted.
- Take responsibility to engage professionally and positively in all aspects of your course. This means engaging with, listening to, and acting on feedback and advice from Personal Academic Tutors (PATs), Mentors and Link Tutors across the Edge Hill University Partnership.
- Ensure your PAT is aware of all relevant matters likely to impact on you making good progress.
- Commit to attending all university-based and practice-based training opportunities or enhancements including Intensive Training and Practice and contribute fully to the life of the setting when on professional practice.
- You will notify the relevant staff members of any absence in advance noting that in some instances this may affect any bursary which you may receive or your readiness for professional practice. Academic Programme Engagement Policy (APEP) details the Faculty's expectations of you <https://www.edgehill.ac.uk/documents/academic-programme-engagement-policy-faculty-of-education/>

- Take responsibility for your own learning and development, ensuring a professional and accountable approach to all aspects of the programme adhering to high standards of academic integrity.
- Take responsibility for managing the demands of the profession by looking after your personal health, wellbeing as well as actively developing resilience strategies. [Self-help resources and ideas and support to help your wellbeing can be found in Student Services](#)
- Commit to actively reflect on your learning and teaching experiences to set targets, plan actions, improve practice and make sustained progress
- Participate and actively engage in all learning, teaching and research experiences, and activities; and engage with the full range of feedback mechanisms, such as trainee surveys, trainee consultation and focus groups.
- Maintain an appropriate standard of dress and appearance as required by your setting and university guidance.
- Adhere to all data protection and data-handling requirements, including when using mobile devices, travelling to and from settings, and creating, storing or sharing digital images. Trainees must ensure that any digital images are taken, stored and used only in line with the requirements of the setting in which they are taken.
- Use artificial intelligence and digital tools responsibly and safely. Trainees must not upload or enter confidential, personal, sensitive or identifiable information about children, learners, families, colleagues, settings, placement providers or the University into any AI tool unless this has been explicitly approved and is compliant with University, setting and data protection requirements. Trainees remain responsible for checking any AI-generated content for accuracy, bias, appropriateness and professional tone, and must not use AI in any way that compromises safeguarding, professional boundaries, confidentiality, data protection or the welfare and dignity of others.
- Ensure that, if social media sites are used, details are not shared with learners, children or young people, privacy settings are set at the highest appropriate level, and conduct remains professional at all times. Trainees must not make detrimental reference to any educational setting, including Edge Hill University, colleagues, peers, pupils, learners, parents or carers, and must not engage with learners, parents or carers through personal social media channels.
- Maintain positive and appropriate professional relationships with learners, parents, carers and staff, always adhering to child protection and safeguarding legislation. While in settings, this includes all activities connected to the placement or training environment, including after-school clubs, sports days and residential activities.

21.3 Breaches of Conduct

Breaches of conduct may occur if you are unable to meet the professional and personal standards expected, this may include poor attendance and engagement, inappropriate

behaviours, or attitude and dishonesty in the assessment process (malpractice) and may result in one or more of the following actions:

- The requirement for a Progress Support Plan.
- A placement being temporarily suspended by a setting pending an investigation
- A placement being concluded early by a setting
- [A recommendation to attend a Fitness to Practise Panel](#)
- [A referral to a University Academic Misconduct Process](#)
- [A referral to the University Support to Study process](#)
- [A referral to a University non-academic misconduct process](#)

If concerns about your conduct are sufficiently serious, or remain unresolved despite support and intervention, they may affect your ability to continue on a programme leading to professional recognition, including Qualified Teacher Status (QTS). Outcomes arising from University procedures may therefore affect your progression, continuation on programme, or eligibility for professional recommendation.

If you are studying in the UK on a Student visa, decisions relating to your attendance, engagement, progression, interruption, withdrawal or continuation on programme may have implications for your immigration status and/or Student visa sponsorship. Where relevant, you are encouraged to seek advice from the University's International Team.

22 Edge Hill University ITE Courses Overview

Undergraduate Programmes

22.1 Primary Education with QTS BA (Hons)

Inspiring and nurturing young minds is one of the most rewarding careers you could have. Build your experience teaching children aged 5-11 and choose a focused subject to study. Gain recommendation for Qualified Teacher Status on our primary education degree.

There's a strong focus on values and social justice throughout the course to help you learn how to change lives. Out on placement, you'll work together with schools and their pupils to uncover solutions to challenges they might face.

You'll learn professional skills that will last your whole career as a teacher. You'll look at different theories of education, examine the curriculum, explore your own choice of subject, and carry out your own research project. As well as learning from your lecturers here at Edge Hill University, you'll have opportunities to learn from experienced teachers in the schools you train at.

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

22.2 Primary Education with QTS (School-based) BA (Hons)

This part-time initial teacher training programme is suitable for those who have experience of working in a school, such as higher-level teaching assistants (HLTAs) or learning mentors. It is delivered through fortnightly evening campus-based sessions which you can attend at either Edge Hill University or Wigan & Leigh College. These fortnightly sessions are complemented by two full-time study weeks per year, school-based tasks to enhance your knowledge and skills and assessed professional practice.

You will gain practical experience and develop your own individual teaching personality and personal principles, along with the essential professional skills, knowledge and understanding required for a career in primary teaching. You will study in a dynamic teaching and learning environment where expert university and school-based colleagues work side by side to ensure that you have the best possible initial teacher training experience. Successful completion of the programme leads to recommendation for Qualified Teacher Status.

22.3 Primary Early Years Education with QTS BA (Hons)

With creative teaching and structured activities, you could inspire young children to learn and develop. On this course, you'll specialise in education in early years settings and primary schools, from ages 3 to 7.

We'll help you develop your own expertise and understanding of how children learn. You'll study both the national curriculum and the EYFS statutory curriculum and build up your knowledge in the subjects you will be teaching.

You'll gain experience by working in a variety of schools and other settings, alongside experienced teachers. You'll also undertake your own research projects to build up your specialist subject knowledge.

Successful completion of the course leads to recommendation for Qualified Teacher Status (QTS).

With your recommendation for Qualified Teacher Status (QTS), on graduation you could teach in early years foundation stage (EYFS), key stage 1, and key stage 2.

22.4 Secondary Religious Education with QTS BA (Hons)

We'll look at religion as a modern, living phenomenon. You'll visit centres representing all six major world faiths and study their beliefs, practices, and texts. As you progress through the course, you'll reflect on these in greater depth, gaining expert knowledge in the subject.

Our experienced tutors at Edge Hill, and the expert teachers in your practice placement schools, will support you to become an outstanding RE teacher. You'll learn creative teaching techniques and develop your own imaginative ways to communicate impartial and considered views on religion.

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

22.5 Secondary English Education with QTS BA (Hons)

As well as in-depth modules where you'll study everything from Shelley to sociolinguistics, you'll spend lots of time in schools. You'll help with classes and see how the theory you've learned applies in real-life settings. Gaining inspiration from your mentors, you'll start to develop your own teaching style and form your own ideas about the role of education.

Our experienced tutors at Edge Hill and the expert teachers in your placement schools will support you to become an outstanding professional teacher.

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

22.6 Secondary Mathematics Education with QTS BSc (Hons)

Help pupils grasp the basics of geometry. Deliver calculus masterclasses to gifted young mathematicians. Show students how statistical techniques can have real-world applications. At Edge Hill, you'll learn how to become a great maths teacher, while on your school placements you'll put your ideas into practice.

We'll cover branches such as calculus, discrete mathematics, inferential statistics, statistical modelling, and linear algebra. You'll learn about educational theories and policies. You'll discover ways of incorporating technology and mathematics software into lessons. And you'll gain valuable experience in the classroom, planning and delivering sessions and reflecting on your work.

Our experienced tutors at Edge Hill and the expert teachers in your placement schools will help you succeed. We'll support you throughout your degree and as you take your first steps as a newly qualified teacher. Successful completion of this course leads to recommendation for Qualified Teacher Status (QTS).

Postgraduate

22.7 Primary Education with QTS PGCE

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

Inspire young minds and ignite their love for learning through two professional placements. You'll be guided by school-based mentors and Edge Hill tutors. They'll check you're making good progress throughout your teacher training.

With support from tutors and school professionals, you'll sharpen your professional subject knowledge for teaching the primary national curriculum. You'll discover creative approaches to teaching all primary school subjects. We'll encourage you to think of inventive ways to inspire lifelong learning.

By studying with us, you'll also unravel contemporary issues in primary education and choose an aspect of learning to examine in great detail. You can study our primary education PGCE at our Ormskirk campus, or at Holy Cross College & University Centre in Bury.

22.8 Primary Early Years Education with QTS PGCE

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

This early years teaching degree covers the essential skills and knowledge you'll need for teaching children aged 3-7. This includes primary schools, nurseries, and children's centres.

We'll provide you with training for covering the entire early years foundation stage and key stage one. You'll also spend time in schools learning how to teach and you'll learn how to help primary age children to flourish. You can study this course at our Ormskirk campus, or at Holy Cross College & University Centre in Bury.

22.9 Primary Mathematics Specialist with QTS PGCE

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

Every school needs a mathematics expert. That could be you. Our PGCE Primary Mathematics Specialist with QTS course provides a high-quality teacher training experience. You'll learn how to educate children aged 5-11 in all primary curriculum subjects, and craft specialist knowledge in teaching mathematics.

You'll spend lots of time on placement in schools, where we'll support you in meeting the Teachers' Standards. You'll gain the essential professional skills and knowledge for a two-year induction as an early career primary teacher and mathematics specialist.

22.10 Primary Physical Education Specialist with QTS PGCE

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

Everyone needs a healthy lifestyle. The earlier we learn how to be fit and active, the easier it becomes to maintain these habits in adulthood. As a PE specialist, you'll show children aged 5-11 how to be physically active in fun and engaging ways and learn how to teach the national curriculum for all key stage 1 and 2 subjects.

By spending time in placements in schools, you'll become a confident practitioner who meets Teachers' Standards. You'll gain the essential skills, knowledge, and attitude for a two-year induction as an early career teacher, teaching the entire primary curriculum.

22.11 Primary SENDI with QTS PGCE

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

Every mainstream School needs a SENCO, and every SENCO needs a SEND champion on their team – this could be you. Our PGCE Primary Special Education Needs, Disabilities and Inclusion (SENDI) Specialist with QTS course provides a high-quality teacher training experience alongside developing your knowledge and expertise in relation to SENDI and enabling you to take that first step on the pathway to becoming a SENCO.

By spending time in placements in schools, you'll become a confident practitioner who meets Teachers' Standards. You'll gain the essential skills, knowledge, and attitude for a two-year induction as an early career teacher, teaching the entire primary curriculum.

22.12 Primary Mental Health and Well Being with QTS PGCE

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

Every school needs teachers who can actively contribute to fostering a classroom and school environment that promotes positive mental health. That could be you. Our PGCE Primary Mental Health and Wellbeing Specialist with QTS course offers a high-quality teacher training experience while also developing your knowledge and expertise in mental health and wellbeing, with an additional nationally recognised qualification. You'll learn to educate children aged 5-11 in all primary subjects and deepen your understanding of social, emotional, and mental health needs, enhancing your practice with practical, evidence-based strategies to support every child in your care.

By spending time in placements in schools, you'll become a confident practitioner who meets Teachers' Standards. You'll gain the essential skills, knowledge, and attitude for a two-year induction as an early career teacher, teaching the entire primary curriculum.

22.13 Secondary Computing with QTS (11-16) PGCE

You'll explore a range of questions to help you become the best teacher you can be. How do you create a lesson plan to inspire and motivate your pupils? What are the current challenges in secondary education? How do you pass on your computer science expertise – and continue to grow that knowledge throughout your career?

Learn to lead in the classroom.

You'll develop your reflective and analytical skills, as well as boosting your own subject knowledge. To prepare for teaching computer science and IT at key stage 3 and 4, you'll also get lots of hands-on experience in the classroom.

During your placement, you'll work alongside your computing tutor and school-based mentor. They'll help you apply your university learning to your own teaching and be there for you whenever you need support.

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

22.14 Secondary English with QTS (11-16) PGCE

You'll learn to reflect on your own philosophy of teaching English, develop analytical skills and boost your own subject knowledge. With plenty of practical experience in planning effective lessons, you'll also get lots of hands-on experience. At Edge Hill, our experts will introduce you to a range of exciting and interactive teaching methods, including the use of drama and ICT.

You'll spend up to 26 weeks on placement in a secondary school focusing on 11-16 teaching. Although you'll only observe at the start, you'll gradually get more opportunities to take the lead, helping you become more confident and more competent in the classroom.

Throughout your placement, you'll be supported by your English tutor and school-based expert mentor. Listen to their advice about how to apply what you've learnt in seminars to the classroom. Turn to them whenever you need support or feedback.

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

22.15 Secondary Geography with QTS (11-16) PGCE

Our programme will equip you with all the academic, professional, and vocational skills you need to succeed. You'll also have the opportunity to develop your RE and history subject knowledge so you can teach key stage 3 humanities.

You'll develop your reflective and analytical skills, as well as boosting your own subject knowledge. To prepare for teaching geography at key stage 3 and 4, you'll also get lots of hands-on experience in the classroom.

During your placement, you'll work alongside your geography tutor and school-based mentor. They'll help you apply your university learning to your own teaching and be there for you whenever you need support.

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

22.16 Secondary History with QTS (11-16) PGCE

You'll develop your reflective and analytical skills and have the opportunity to explore different aspects of your subject knowledge. With plenty of practical experience in planning effective lessons and learning strategies, you'll also get lots of hands-on experience in the classroom.

Throughout your placement, you'll be supported by your history tutor and school-based expert mentor. Listen to their advice about how to apply what you've learnt in seminars to the classroom. Turn to them whenever you need support or feedback.

22.17 Secondary Mathematics with QTS (11-16) PGCE

Learn from leading experts in mathematics teacher training. Strengthen your subject knowledge and sharpen your skills in teaching with technology. As well as mastering the subject, we'll help you become confident managing a classroom and assessing your students' progress.

With 26 weeks of placement, you'll experience life in the classroom. Not only will you learn more about the subject, but also get to test out different teaching approaches, perfect lesson planning and understand learning strategies.

Training as a teacher can be equally rewarding and challenging, but we'll be there to support you every step of the way. You'll be able to get advice from your Personal Tutor and ask for feedback from an assigned mentor at your placement school.

During this course, you'll take time to reflect and work towards becoming the best teacher you can be. You'll also reflect on your classroom experiences with different types of learners to help you throughout your career.

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

22.18 Secondary Physical Education with QTS (11-16) PGCE

Our PGCE Secondary Physical Education course will prepare you for the rigours of teaching physical education in secondary settings. You'll already have an undergraduate degree in a related area, so we'll focus on helping you develop the skills you need to engage young people with the subject.

We've designed this course so you can combine learning on campus with practical experience in the classroom. You'll spend 26 weeks on placement in school settings. Whenever you need support or feedback, you can turn to your subject specific tutors and school-based expert mentor. We're here to help you become the best teacher you can be.

Discover the most effective ways of delivering your lessons and captivating your students. At the same time, develop your understanding of subject specific approaches, classroom management, adaptive teaching and the different ways pupils learn.

Successful completion of the programme leads to recommendation for the Qualified Teacher Status (QTS).

22.19 Secondary Religious Education with QTS (11-16) PGCE

Our PGCE Secondary Religious Education delves into the values and academic skills you'll need. Get to grips with contemporary teaching styles and methods, and further your knowledge of this fascinating subject.

We've designed this course so you can combine learning on campus with practical experience in the classroom. Whenever you need support or feedback, you can turn to your subject specific tutors and school-based expert mentor. We're here to help you become the best teacher you can be.

This course equips you for your future career, offering hands-on experience in planning RE lessons. You'll also get the chance to meet and build connections with representatives from a range of world views including Humanism and Veganism, alongside members of traditional faith communities.

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

22.20 Secondary Science (Biology) with QTS (11-16) PGCE

You'll develop in-depth subject knowledge in your specialism of biology. We'll also make sure you're prepared to support with teaching chemistry and physics, especially at key stage 3. Throughout the course, we'll encourage you to reflect on your learning to help you become the best biology teacher you can be.

Boost your skills in lesson planning, managing the classroom, teaching methods, and more. Then put what you've learnt into practice in a real classroom. During your 26 weeks on placement, you'll plan, teach, and assess biology lessons with support from your school-based mentor.

We'll be there for you every step of the way as you work towards taking the lead in the classroom. Turn to your Personal Tutor whenever you need advice or help overcoming hurdles.

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS).

22.21 Secondary Science (Chemistry) with QTS (11-16) PGCE

Our one-year Postgraduate Certificate in Education (PGCE) prepares you to teach the secondary science chemistry curriculum for the 11-16 age range. We'll be there for you every step of the way as you work towards taking the lead in the classroom.

Our team will introduce the teaching methods and theory you need to develop into a competent, confident secondary school chemistry teacher. You'll get support from your Personal Tutor whenever you need it, as well as guidance from your expert mentor and placement Link Tutor on placement.

What does it take to plan a lesson? How do you manage a classroom? Which teaching methods are most effective? Learn from our experts then apply what you've learnt to practice. During your 26 weeks on placement, you'll plan, teach, and assess chemistry lessons with support from your school-based mentor.

Successful completion of the PGCE Secondary Science (Chemistry) with QTS (11-16) programme leads to recommendation for Qualified Teacher Status.

22.22 Secondary Science (Physics) with QTS (11-16) PGCE

Train to teach in one year with our PGCE Secondary Science (Physics) course. We'll make sure you develop the academic, professional, and vocational skills you need to become a competent and confident physics teacher. Turn to your Personal Tutor whenever you need extra advice or help overcoming hurdles.

Planning lessons, managing a classroom, and understanding different teaching methods will all be key for your future career. Learn from our experts then apply what you've learnt out on professional practice in schools. During your 26-week placement, you'll plan, teach, and assess physics lessons with support from your school-based mentor.

We'll be there for you every step of the way as you work towards taking the lead in the classroom. You'll leave us ready to pique young people's interest in the world around them as they develop practical and analytical scientific skills.

Successful completion of the programme leads to recommendation for Qualified Teacher Status.

22.23 Secondary Business Studies with QTS (14-19) PGCE

Become a confident and skilled business studies teacher ready to make a real impact in secondary education. Upon successful completion of our PGCE Secondary Business Studies with QTS (14-19), you'll gain a recommendation for Qualified Teacher Status.

If you're passionate about business, finance, or economics and want to inspire the next generation, our PGCE Secondary Business at Edge Hill University is the ideal route into teaching. Whether you're a recent graduate or considering a career change, this programme will equip you with the skills, confidence, and professional expertise to thrive as a business studies teacher in secondary schools.

You'll learn how to bring complex business concepts to life through creative, inclusive, and practical lessons that connect the classroom to the real world, from entrepreneurship and ethical decision-making to financial literacy. A strong focus on curriculum planning, behaviour management, and effective communication will help you develop into a reflective and adaptable educator.

Extensive school-based placements are a core part of the course, giving you significant hands-on experience in a variety of settings. Supported by dedicated university tutors and experienced school mentors, you'll build your classroom presence and learn to meet the needs of diverse learners.

Successful completion of the programme leads to a recommendation for the Qualified Teacher Status (QTS).

22.24 Secondary Psychology with QTS (14-19) PGCE

Help young people deepen their understanding of the human mind and behaviour, while inspiring them to explore how psychology applies to real-life contexts. Upon successful completion of our PGCE Secondary Psychology with QTS (14-19), you'll gain a recommendation for Qualified Teacher Status.

If you're passionate about psychology and want to inspire the next generation, our PGCE Secondary Psychology is the perfect route into teaching. You'll learn how to make complex psychological theories and research accessible and bring the fascinating study of mind and behaviour to life. You'll explore everything from cognitive development to social influence while helping pupils build critical thinking and research skills for life beyond the classroom.

Whether you are a recent graduate or looking to change career, our course provides the high-quality training you need to become a confident, effective and engaging Psychology teacher. Through expert guidance and personalised support, you'll explore creative, inclusive approaches to teaching and learn how to use these methods to design, deliver and evaluate engaging sequences of lessons that make psychological theories and research meaningful. Using your specialist subject knowledge and your growing skillset, you'll be well-equipped to teach psychology lessons that are tailored to your pupils' diverse needs.

Through practical school placements, you'll gain extensive classroom experience and the opportunity to apply everything you have learned on campus. You'll develop your classroom presence, refine your teaching strategies and put educational theory into practice. You'll be supported by your university tutor and school-based mentor and together, they'll help you connect what you learn in seminars with the realities of everyday teaching. The opportunity to work closely with mentors, colleagues and peers will help you develop essential skills needed for future leadership roles in education.

Successful completion of the programme leads to recommendation for Qualified Teacher Status (QTS), enabling you to teach in secondary schools.

22.25 Post Graduate Diploma in Teaching (Further Education and Skills)

The PGDiT is ideal, if you have a degree already and wish to work as a lecturer in Further Education. This course will provide you with a comprehensive knowledge and understanding of current theory and practice in Further Education, you will be meticulously prepared for your transition to a career in teaching in the Further Education and Skills sector.

This programme carries eligibility for Qualified Teacher Learning and Skills (QTLS) status. Since April 2012, QLTS has been approved by the Department for Education as being equivalent to Qualified Teacher Status (QTS) for schools and therefore there is the possibility of teaching in a school if your specialist subject is part of the curriculum for the given age range.

You will be supported in acquiring the knowledge, skills, and professional confidence to ultimately take control of your own classes within FE colleges and settings. Through the clear training curriculum, you will be able to chart your own developing knowledge and confidence and be able to put into practice in supportive and familiar settings the knowledge and skills you have acquired on this PGDiT.

Following graduation, you will be ideally placed to pursue your QTLS certification from the Society for Education and Training. This is the most desirable professional certification for those teaching within the Further Education sector.

22.26 University Higher Diploma in Teaching (Further Education and Skills)

The UHDiT supports your career progression into teaching your specialism in Further Education colleges. This University Higher Diploma is ideal if you are working in industry and wish to take up a role as a trainer in your profession.

You will be supported in acquiring the knowledge, skills, and professional confidence to ultimately take control of your own classes within FE colleges and settings. Through the clear training curriculum, you will be able to chart your own developing knowledge and confidence and be able to put into practice in supportive and familiar settings the knowledge and skills you have acquired on this UHDiT.

You will have the opportunity to experience all aspects of teaching practice in one setting. Wirral Metropolitan College has links with a wide range of third sector, NHS and Social Services which offers opportunities for you to work with a broad range of students including those engaged in the probation service.

Following graduation, you will be ideally placed to pursue your QTLS certification from the Society for Education and Training. This is the most desirable professional certification for those teaching within the Further Education sector.

Please note this course is only available to trainees training to teach via our franchise provision at Wirral Metropolitan College.