

SCHOOL OF EDUCATION

SECONDARY INITIAL TEACHER EDUCATION
SCHOOL DIRECT PARTNERSHIP AGREEMENT



School of Education

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The Partnership Agreement is based on the statutory guidance from the Department for Education <https://www.gov.uk/government/publications/initial-teacher-training-criteria>

Introduction

The Secondary Initial Teacher Education (ITE) programme is a partnership between individual schools and the University of Worcester. The Partnership is a shared commitment to pursue high quality Initial Teacher Education and to provide trainees with the best possible preparation for their chosen profession. The commitment recognises that the teachers in the partnership, and staff in the university, have distinctive contributions, roles and responsibilities.

The partnership also recognises that the well-being of the pupils in school takes priority over all other considerations.

The Principles of Partnership

The Partnership Agreement between the Partnership School and University of Worcester is crucial to the success of the programme and training received by trainees. This sets out:

Section 1	Key Roles and Responsibilities
Section 2	Recruitment and Selection Procedures
Section 3	Training Criteria
Section 4	Quality Assurance Procedures
Section 5	Breakdown of Placements
Section 6	Assessment of Trainees and Internal and External Moderation Procedures
Section 7	Improvement Planning and Self Review
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Commencement, Duration and Review of Agreement

This agreement is signed by the school at the point of making the university placement offers.

Between:

- **University of Worcester ('The University')** of Henwick Grove, Worcester, WR26AJ
- **[Partner name and address] ('The Partner')**

The duration of this agreement is for one academic year.

This agreement replaces all previous agreements relating to the Partnership which are hereby declared null and void.

The arrangement will be reviewed annually by both partners. The review will be completed and the agreement updated prior to the start of the academic year.



Section 1 - Key Roles and Responsibilities

The Accredited Provider

The provider, University of Worcester, is an accredited mainstream ITE provider and has the ability to charge tuition fees to trainees. It is accountable and responsible for the ultimate recommendation of the award of QTS. The provision must therefore be compliant with the Secretary of State's Criteria for ITT <https://www.gov.uk/government/publications/initial-teacher-training-criteria> and align with the Ofsted ITE Inspection handbook.

<https://www.gov.uk/government/publications/initial-teacher-education-inspection-handbook>

This will be achieved through close cooperation between the partner school and University of Worcester.

The following roles and responsibilities should be read in conjunction with the detailed responsibilities set out in the relevant placement documentation.

School Direct Alliance Lead in liaison with the University of Worcester undertakes to:

- Actively advertise and recruit teacher training places.
- Work collaboratively with the University of Worcester in the two stage selection process. The School Direct Alliance is responsible for the school interview process and the University of Worcester is responsible for the university interview process with both parties agreeing the offer.
- Ensure recruitment is in accordance with current legislation and regulations.
- Carry out suitable checks on applicants such as Enhanced Disclosure and Barring Service (DBS) and Code of Good Conduct, prohibition checks and disqualification by association (if applicable for School Direct salaried routes).
- Organise appropriate Alliance main and second placements for trainees.
- Provide a programme of training agreed through the University of Worcester and Course Management Committee.
- Ensure that the trainee is available to attend all university-based taught sessions and any additional courses as required by the programme on which the trainee is registered.
- Ensure the delivery of an appropriate Professional Studies Programme within the Alliance.
- Liaise and communicate with the relevant placement school(s) to ensure appropriate placements are provided.
- Agree representation at the appropriate Course Committees, Examination or Assessment Boards and validation processes.

Main and Second Placement Schools undertake to:

- Liaise and communicate with the Alliance and University of Worcester to ensure appropriate school placements are provided.
- Ensure the delivery of an appropriate Professional Studies Programme within the Alliance.
- Ensure that the trainee is available to attend all university-based taught sessions and any additional courses as required by the programme on which the trainee is registered.

Course Leader (University) undertakes to:

- Liaise with professional mentors and subject tutors over placements.
- Organise mentor meetings for professional and subject mentors and new mentors.
- Review recruitment policies and strategies.
- Organise interviews.
- Organise examination boards.
- Organise External Examiners and mentors who act as internal moderators.
- Liaise with committees over term dates, structure of the course and financial payments.
- Liaise with national bodies about developments in the structure and management of ITT (Initial Teacher Training) courses.
- Co-ordinate inspections.
- Develop the course in light of feedback from Ofsted, External Examiners, mentors and trainees.

- Evaluate and review course structures and procedures.
- Act as a second viewer for failing trainees.
- Advise trainees who are not on target.

School Direct Course Co-Ordinator (University) undertakes to:

- Liaise with professional mentors (school) and subject tutors (university) over placements.
- Ensure that trainees are placed in at least 2 high quality contrasting school settings including schools with post 16 provision for those on the 11-16 with post 16 enhancement route.
- Be the liaison point in the partnership between trainees, schools and the university including the delivery and structure of the course and committee meetings.
- Develop the course to include consideration of feedback from Ofsted, External Examiners, mentors and trainees.
- Evaluate and review course structures and procedures.
- Advise trainees who are not on target.
- Act in a quality assurance role for trainees and School Direct Alliances.

Subject Tutor (University) undertakes to:

- Maintain regular communication with the trainee and school, organising at least one placement visit per term, liaising with the professional mentor and subject mentor in advance.
- Provide pastoral and academic support and career guidance to the trainee.
- Quality assure the trainee placement and judgements against the Teachers' Standards, by conducting joint observations with the subject mentor and/or professional mentor and observing the feedback.
- Provide feedback to the partnership using the Tutor Visit Form to quality assure the placement (see Trainee Entitlement) and the quality of mentoring against the Mentor Standards (2016).
- Regularly review PebblePad to track trainee progress.
- Moderate trainee outcomes across schools, subjects and age phases.
- Mark and moderate assignments.

Professional Mentor (School) undertakes to:

- Be the first point of contact, and maintain communication, with the trainee, subject mentor (school) and university partnership.
- Support the welfare and undertake the supervision of the trainee whilst on placement.
- To organise and quality assure the school experience, ensuring trainee entitlement and moderation of interim and end point assessments.
- Provide an induction programme for each placement that includes access to the school child protection policy, the staff behaviour policy (sometimes called a code of conduct) information about the role of the designated safeguarding lead and a copy of Keeping Children Safe in Education.
- Liaise with the subject tutor (university) and subject mentor (school) on the needs assessment of the trainee, providing intervention in a timely manner.
- Ensure all active mentors have QTS and are University of Worcester mentor trained prior to hosting placements. Attend placement briefings (Autumn and Spring) and monitor the attendance of all active subject mentors at these briefings.
- Ensure the delivery of the professional studies programme in the school.

Subject Mentor (School) undertakes to:

- Provide day to day supervision; arrange a suitable timetable across two Key Stages (4 year groups) for the trainee and access to relevant department and school documentation including access to schemes of work and pupil data.
- Ensure the completion of 3 lesson observations per week and coordinating feedback in line with partnership documentation.
- Arrange regular and undisturbed weekly review sessions to review progress and set SHARP targets that are regularly monitored.
- Working with professional mentors and tutors to determine timely and accurate assessment of progress towards the Teachers' Standards using partnership documentation.

Professional and Subject Mentors will both:

- Liaise and communicate with the subject tutor (university) on the progress and assessment of the trainee against the Teachers' Standards.
- Observe and monitor the overall performance of the trainee on a regular basis and provide verbal and written feedback on lessons observed, using the university lesson observation forms as necessary.
- Facilitate the trainee's school-based assignments within the classroom, liaising with other teachers if appropriate.
- Establish trusting relationships, modelling high standards and providing support (mentor standard 1).
- Support trainees to develop their teaching practice in order to set high expectations of all pupils whilst also considering the workload of the trainee (mentor standard 2).
- Set high expectations and induct the trainee to understand their role and responsibilities as a teacher (mentor standard 3).
- Continue their own CPD; investing time to develop a good working relationship with the University (mentor standard 4) including new mentor training and attendance at two placement briefings per year.

Course Administrator/Partnership Co-ordinator will undertake (with the schools, tutors and Trainees) to:

- Collate school offers, trainee information and partnership documentation.
- Ensure all schools have been quality checked, have returned the completed Health and Safety audit, School Direct Partnership Agreement and provided proof of valid public liability insurance.
- Co-ordinate arrangements for the delivery of new mentor training and placement briefing meetings (Autumn and Spring) keeping a register of attendance.

Trainee entitlement whilst on main and second placement:

- One subject mentor meeting focused on review and planning (one hour per week).
- Professional Studies taught programme organised by the professional mentor (School).
- Three formal written subject observations per week.
- One joint observation by the professional mentor (or deputy) during the placement.

Trainees

Trainees are expected to behave as teachers, maintaining a professional stance at all times (i.e. to meet the Teachers' Standards (2013) parts 1 and 2. Part 2 refers to the personal and professional conduct expected of a teacher. All trainees are required to sign the Secondary PGCE Trainee Code of Conduct.

<http://www.worcester.ac.uk/discover/education-secondary-partnership-placement-information.html>

Meetings and Membership

Partnership Advisory Group (PAG)

Membership

- Head of Department – Chair
- PGCE Course Leader
- PGCE Course Administrator
- SD Course Coordinator
- Secondary Strategic Partnership Lead
- Two School Direct Representatives
- Six Professional Mentors (those partnership schools that have PGCE core trainees)

Role of the group

The PAG is strategic and complements the role of the Course Management Committee. The term will be for three years. The remit of the committee is to:-

- attend one meeting per term.
- contribute to and scrutinise the annual self-evaluation document
- review annually the partnership agreement
- contribute to the long term planning of the programme
- advise on overall programme issues
- approve and review mechanisms for quality assurance
- scrutinise evaluation strategies and review their operation
- review evaluations (trainee/mentor/tutor) to inform themes to take forward
- discuss the self-evaluation of mentor briefing events to inform future events
- determine the criteria for selection/de-selection of schools
- meet with OFSTED inspectors during inspections

The Course Management Committee (CMC)

Membership

Attendees: Course Leader and Institute Representative (Chairs), representatives from the university, partner schools, former and current trainees. The group meets three times per year to monitor the programme and inform programme development.

Role of the committee is to:

- Advise the course leader (university) on matters pertaining to the planning, organisation, resourcing, monitoring, review and development of the programme.
- Review annually the operation of the programme and both consider and make recommendations for its improvement in conjunction with the PAG group.
- Approve programme modifications and developments that do not require revalidation.
- Consider, from time to time, the need to revise, develop or otherwise substantially alter the programme in the light of prevailing circumstances, and prepare appropriate proposals.
- Develop the brief for External Examiners and internal moderators each year.
- Receive and respond to feedback from trainees, NQTs and subject tutors (university) and school partners on matters relating to Library and Learning Services and resources.
- Contribute to, monitor and review the improvement and development plan and the Self-Evaluation Document (SED).

Course Representatives Committee

Membership

This committee meets a minimum of eight times a year and by arrangement with the representatives. The membership of this committee is:

- Course Leader (Chair).
- Course Administrator (Minute taker).
- One trainee (Course Rep.) from each subject – School Direct or Core trainees are elected to represent the group.

Role of the committee

The role of the committee is to provide a forum for trainees to:

- Review course priorities in the improvement/development plan.
 - Review the operation of the programme providing feedback on positive and negative aspects.
 - Review university facilities and procedures providing feedback on positive and negative aspects.
 - Provide suggestions for the development of the programme.
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Section 2 - Recruitment and Selection of Trainees

Our rigorous selection procedure is clear, accessible and inclusive and ensures the best possible trainees are recruited to meet specific local and/or regional needs. Partnerships schools and the university work closely together to recruit and select throughout the year in accordance with the statutory guidance.

School Direct Alliances and University of Worcester work collaboratively in the two stage process.

- On receipt of application, University of Worcester and School Direct Alliance will provide information via SOLE to the suitability of the applicant
 - University of Worcester and Alliance interviews are arranged and recorded via SOLE
 - On completion of interview, SOLE will be updated to ensure all parties are aware of the outcome of interview
 - University of Worcester admissions will notify candidates of decisions
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Section 3 - Training Criteria

School Direct Professional Studies Programme

Each School Direct Alliance will provide a planned and coordinated training programme delivered through the Alliance Schools.

The University of Worcester and the School Direct Alliance will produce a calendar of training by the summer term prior to the start of the academic year.

The Secondary School Direct Co-Ordinator (University) quality assures the training programme. This will involve observation and discussions with all those involved in the training in each of the Alliances.

A summary of the training and performance data will be recorded and reported to the Alliance and disseminated through Course Management Committee Meetings.

Age Phases

Training must enable trainees to acquire the knowledge and skills they need to teach within the phase for which they are training. For secondary, training typically will take place across the 11-16 (with post-16 enhancement) or 14-19 age ranges, depending on the subject(s) of training. No training programme should cover fewer than four school years.

Attendance

All stakeholders must ensure that the secondary training programme is designed to provide trainees with 120 days (24 weeks) time being trained in schools and colleges to enable them to demonstrate that they have met all the standards for QTS.

All trainees must have experience of working in two contrasting schools. Trainees need to record their attendance on the 'PGCE Secondary Attendance Record' and submit this as part of their electronic portfolio. As noted in the code of conduct trainees have the following responsibilities:

- Trainees are required to attend all days in university and in school unless mitigating circumstances have been agreed. They should arrive in good time and dress appropriately.
- If a trainee is going to be absent from University, they should contact their subject tutor. If they are going to be absent from school, messages **MUST** be given to the appropriate member of staff following normal school procedures. They should also contact the course administrator and subject tutor in University. **An absence of five days should be followed up by a Doctor's note.**
- Request for absences: normally permission for absence is restricted to attending the funeral of a close relative or to attend a job interview following school protocols as applicable. Absence from university sessions must be agreed with the tutor in advance. All planned absence from school must be made up. If absent, trainees will need to be prepared to supply work for classes to be covered and to communicate this clearly with mentors.
- Routine doctor's and dentist's appointments should be booked outside of core university and school hours. Absence for hospital appointments must be negotiated with the university tutor and professional and subject mentors as applicable.
- Prospective school visits, prior to applying for a job, must be agreed with the school mentor and subject tutor in advance. These should be in non-contact time avoiding absence from teaching or taught sessions.

Additional Placements

It may be necessary for a trainee to experience teaching in different setting(s) to meet the requirements of the Teachers' Standards (2013) including schools with EAL pupils and special schools.

Primary and Post Sixteen Placements

Providers must ensure that trainees are afforded the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range for which they are training to teach. To meet this partnership schools are required to organise a 1-3 day placement in a local feeder school to allow trainees to complete a focused task.

Trainees who are following the 11-16 with post sixteen enhancement route will be expected to experience post sixteen teaching. This should be arranged as part of their timetable where applicable. There are few occasions where a trainee has been placed in two 11-16 schools. In these instances, the university will organise a short third placement.



Section 4 - Quality Assurance Procedures

The process of selection / de-selection of schools

The process will be reviewed by the Partnership Advisory Group (PAG). If a school is identified as not meeting the DfE Criteria for ITT or the responsibilities outlined in this Partnership Agreement, then the university has the right to de-select the school and withdraw trainee placements. The course leader (university) will discuss the situation with the relevant school and offer appropriate support to avoid deselection where possible.

Selection of Mentors

All school staff who have not had a trainee from University of Worcester before must receive new mentor training.

Partner schools are responsible for selecting their mentors. In doing so they agree that they are selecting mentors who:

- Have QTS status and successful teaching experience.
- Possess the personal qualities to establish trusting relationships, model high standards of practice to support a trainee (mentor standard 1)
- Are able to support trainees to develop their teaching practice in order to set high expectations of all pupils to meet their needs (mentor standard 2).
- Set high expectations and induct the trainee to understand their role and responsibilities as a teacher (mentor standard 3).
- Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnership (mentor standard 4).

Please note: any Partner School issued with a Notice to Improve or placed in Special Measures should notify the University Partnership Office immediately; placements may need to be suspended for a period. However, the University is committed to placing trainees on all training routes, in all phases in a wide range of contrasting settings. This is essential to their development. While there are of course circumstances in which it is neither in the trainee's nor the school's interests to establish or continue a placement, such circumstances are judged on a case by case basis. The School of Education is committed to maintaining strong partnership activity with colleagues in Partner Schools that are facing challenges. This includes placing trainees in schools that have been judged by Ofsted to be 'Inadequate', provided that the quality of the training experience can be assured. The university will conduct a risk assessment on the placement.

Section 5 – Breakdown of Placements

Temporary and permanent withdrawals from the programme

The School Direct Alliance is responsible for providing the trainee with an appropriate placement within the Alliance. Any concerns regarding the progress of a trainee by the school should be raised initially with the subject tutor (university) at the earliest opportunity and before any formal process is put into action. This procedure should be viewed as a positive step to support and address trainee issues in a structured manner and to support the trainee to achieve Qualified Teacher Status (QTS).

It may be that a trainee's circumstances change in a way that interferes with them completing the course (e.g. pregnancy, or serious illness). In these circumstances trainees should talk with the university tutor, the school professional/subject mentor and the PGCE course leader. Where appropriate, a decision may be granted that

allows a temporary break until circumstances allow a return to and continuation of the course to support the trainee. This would normally be within one year. Temporary withdrawal is not automatically granted where a trainee is failing the course. Trainees will be expected to pay course fees on their return. Trainees must arrange to meet with the course leader and complete the withdrawal form available on SOLE. No action will be taken until this form has been completed.

In the event of a major crisis, for example professional misconduct, that requires the exclusion of a trainee from the placement; the Course Leader should be contacted immediately and before any precipitous action is taken. At this stage it may be necessary to invoke the University Fitness to Practice procedures: <http://www.worcester.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf>

If a school is unable or unwilling for a trainee to continue, the Alliance may attempt to find an alternative placement if the cause is considered to have mitigating circumstances. This will be done openly, acknowledging that if a new placement cannot be found, the trainee's place on the course will terminate. A school has the right to withdraw a placement at any time and be aware of the consequences for the trainee. If the Alliance is unable to find an alternate placement, it will ask the university to attempt to identify a school placement from outside the Alliance.

If a trainee feels that they are unable or unwilling to continue in a placement they must inform their subject tutor (university), course leader (university), the professional mentor (school) and Alliance Lead School. If it is considered that the trainee has grounds for mitigating circumstances, the School Direct Alliance is responsible for providing the trainee with an appropriate placement within the Alliance. If the Alliance is unable to find an alternate placement, it will ask the university to attempt to identify a school placement from outside the Alliance.

The trainee will be made aware that there are no guarantees of an alternative placement. At any stage in this process, if matters are considered serious enough; the trainee may be asked to leave the programme. Counselling through the University 'Counselling and Mental Health (C&MH) Service' will be offered.

Student Complaints

Any complaint received by the university relating in whole or in part to the provision covered by any associated course agreement will be subject to the university's student Complaints Procedures available on the university website: <http://www.worcester.ac.uk/discover/university-policies.html>





Section 6 - Assessment of Trainees and Internal and External Moderation Procedures

Please refer to the partnership guidance documentation at <http://www.worcester.ac.uk/discover/secondary-strategic-partnership.html>

Internal Moderation

- School experience and assessment of trainees is moderated through shared observations between school mentors and university tutors. University tutors complete tutor visit forms as part of the quality assurance system to provide mentors with feedback.
- Moderation procedures will be shared during training events at the university or at school.
- Additional moderation processes are in place with trainees that are identified as not on target (NOT).
- Professional mentors should cross-moderate judgements made in their school across subjects, and where applicable, across providers.
- Subject tutors conduct shared moderation visits across different subjects as part of the standardisation procedure.

External Moderation

- The university employs External Examiners. They act as 'critical friends' of the course and comment on the efficacy of course developments and moderate those involved in the judgment of trainee progress and outcomes.
 - External Examiner(s) will visit a sample of trainees in placement schools and will review the trainees' assignments.
 - All examiners and moderators are members of the final examination board.
 - External Examiners' reports will provide a written report which the secondary team respond to as part of improvement planning processes.
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Section 7 - Improvement Planning and Self Review

Improvement and development plans are continuously being reviewed and completed in line with University of Worcester procedures. All stakeholders are consulted and participate in this process. These documents are shared with school colleagues through the Partnership Advisory Group and the Course Management Committee, as well as through email updates with schools. Documents are shared with student course representatives as part of the course representatives' committee process.

Section 8 - Professional Development Opportunities

The University of Worcester delivers training to all stakeholders. The range and scope of training changes to meet the needs of the partnership in response to the continuing change in ITT criteria. Active mentors should be new mentor trained through the University of Worcester and the expectation is that active mentors should attend school placement briefings (Autumn and Spring). At present the current training for school staff offers a programme which includes:

- Induction/training for all new mentors.
 - Training/development for each school placement.
 - Internal and external moderation processes.
 - Opportunities to participate in and deliver the training programme and various other events.
 - Opportunities to be part of the trainee recruitment process.
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Section 9 - Procedures

Disclosure and Barring Service (DBS)

Full details are provided in the attached document.

When the trainees begin their course, the majority of trainees will have completed an Enhanced Disclosure (ED) check.

Late recruitment to the course may mean that a small minority of trainees receive their ED check results after the course start date. If this is the case, the university will ensure The Childrens' Barred List checks have been carried out before a school placement begins and will inform the school.

Where a trainee has a criminal record of any kind (warnings/ cautions/convictions) the university makes a decision on fitness to practice and would not inform the school.

The university provides trainees with a letter confirming that all safeguarding checks have been completed.





Trainees are requested to share this with schools on the first day of their placement along with photograph identification. The university will not share information about the content of disclosure forms.

Recipients (in this case the university) of disclosure information, through electronic means or via the applicant's copy of the disclosure, must note that it is an offence to disclose information contained within a DBS Certificate to any person who is not a member, officer or employee of the Registered Body or their client, unless a relevant legal exception applies. Registered Bodies and those in receipt of Update Service information believed to have committed an offence will be liable to prosecution, suspension or de-registration.

For this reason we ask that our schools should not ask trainees to show copies of their DBS. Instead they should ask to see the official university confirmation letter.

Trainees from overseas

Trainees from overseas who teach in schools in England should be subject to criminal record checks, including a check of the children's barred list. The Home Office has published guidance on criminal records checks for overseas applicants.

Providers and employers must check that candidates are not subject to a prohibition order issued by the Secretary of State and/or are not prohibited to teach in another country of the European Economic Area (EEA). The lists of prohibited teachers can be found via the Teacher Services System.

Safeguarding expectations of University and school experience tutors

Tutors employed by the University of Worcester do not work in 'regulated activity' and therefore are not required to have DBS checks. The most recent publication <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> outlines the professionals who are regarded as being in 'regulated activity'. University tutors are not within this remit.

University tutors will carry an employee's card, which will have photographic identification. This will be shown at reception to confirm that the Tutor is an employee of the University of Worcester.

All trainees are DBS checked and an expectation is that tutors visiting schools are accompanied during their visit either by trainees or colleagues from the school.

Individual schools will make decisions about how they want to manage this aspect of the school experience process and some may choose to complete a risk assessment.

Professional mentors must provide all trainees with the following documentation:

- 'Keeping Children Safe in Education' document (2016) – this is also available for trainees on the University Blackboard site.
 - The child protection policy.
 - The staff behaviour policy (sometimes called a code of conduct).
 - The role of the designated safeguarding lead.
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Section 10 – Compliance with Legislation

Criteria C3.3 states: 'In order to be accredited a provider must satisfy the criteria specified by the Secretary of State. ITT partnerships must review and update their provision so that it continues to meet these criteria and associated legislation. Where there is evidence of an ITT provider's non-compliance with current ITT criteria accreditation will be withdrawn.'

Section 11 – Intellectual Property

Intellectual Property Rights and Copyright

Copyright in all processes and systems relating to the award of credit and to University awards will remain with the University and must not be used in any other context without permission.

All intellectual property rights including copyright of teaching materials developed for programmes delivered through The Partnership will remain the property of the party responsible for their development. In the case of joint courses, intellectual property rights will be jointly held for the duration of the related partnership agreement and must not be used by either party in any other context without permission.

In the event of the Partnership Agreement being terminated, intellectual property rights for all teaching materials will revert to the party responsible for their development. The award will remain the property of The University.

In signing this Agreement, approval is hereby given by The Partner and The University for appropriate institutional and programme information to be available for public access via the internet as required by the QAA, HEFCE and other similar national organisations.

Publicity and Marketing

The University and The Partner agree to use all reasonable endeavours to promote the reputation of the other and, in particular, to promote the collaborative provision and activities developed through this agreement.

No trademarks, logotypes, kite marks, symbols or other emblems owned or awarded by The University may be used by The partner on any advertising without prior written permission from The University.

Equally no trademarks, logotypes, kite marks, symbols or other emblems owned or awarded by The Partner may be used by The University on any advertising without prior written permission from The Partner.



Financial Annex

1. Trainees are allocated to the University of Worcester as the HEI accredited provider.
2. The University of Worcester will collect all trainee tuition fees and claim any additional funding from relevant funding bodies.
3. The student fee for the course is £9250. This fee covers University of Worcester tutor support, Academic Quality support and Registry Services support.
4. The University will pay the Lead School based on loyalty and numbers:

Secondary Numbers & Loyalty	School Percentage	UW Percentage
Per registered trainee Those that are allocated less than 10 trainees or are a new Lead School / Alliance for 19/20	40	60
Per registered trainee Those that are allocated between 10 – 14 trainees and are an existing School Direct Lead School /Alliance	45	55
Per registered trainee Those that are allocated 15+ trainees and are an existing School Direct Lead School /Alliance	50	50

5. In the event of termination of the agreement by the school between the commencement of the course and the placement of the trainee; the University may, at its absolute discretion, decline to make a payment of fees to the school.

6. The census date is October for the purposes of calculation of trainees recruited, by which time partner organisations must have transmitted trainee data to the University.

7. The University will pay the Lead School upon receipt of invoice addressed to:

Finance Department
University of Worcester
Henwick Grove
Worcester WR2 6AJ

The fees to be split on the following proportions:

Autumn Term - 25% by 31st October
Spring Term - 25% by 28th February
Summer Term - 50% by 31st May

8. Where the Lead School is unable to secure an appropriate placement within their Lead School's Partnership, the trainee will be placed by the University. In these circumstances, the School Direct Fee will be reduced, and the fee paid to the school that provides the alternative placement.

9. Where School Direct trainees withdraw during their programme, the Lead School will receive a reduced fee at pro-rata rate in line with the total fee.

ITE Training and Management Costs

University of Worcester provides schools the following:

- An academic award with Masters Credits and Teacher Status Qualification for trainees.
- Centrally provided training through phase related, subject specific and professional studies modules and programmes.
- Pre course Subject Knowledge Enhancement Courses (SKE) in a range of secondary subjects.
- Robust recruitment and selection processes through the university admissions team and academic staff and administration staff support.
- High quality tutor support for schools throughout all placements and beyond the initial teacher training for schools employing Newly Qualified Teachers.
- Joint research opportunities between schools and academic professionals from the university.
- Mentor training, peer and coaching courses for school staff and university tutors.
- Informal and formal opportunities for university expertise in ITE to be shared through network meetings and conference events.
- Excellent facilities including The Hive library services and Arena sports services.
- Quality Assurance for all schools in the partnership and a programme of internal moderation between school and university mentors and tutors.
- Appointment of relevant and experienced External Examiners in all programmes.
- Expertise across the University for school support such as communications and marketing, IT and the full range of student services.

In addition the University provides:

- Formal qualifications and higher qualifications for the full range of school staff and communities including Governor training and leadership development.
- Children's University Scheme and other national initiatives in Education.

Health and Safety Annex

PLACEMENT PROVIDERS' HEALTH AND SAFETY QUESTIONNAIRE

This checklist outlines the health and safety arrangements that must be confirmed by the placement provider prior to a student commencing a placement/work place experience. Please note that we are unable to place a student with you until this form has been completed, signed and returned to us.

Organisation			
Address			
Name		Email Address	
Position held		Telephone No	
Nominated contact for compliance with the requirements of health and safety legislation			

Health and Safety Questionnaire			
Health and Safety Requirements/Issues		YES/NO	Comments
1	Health & Safety Policy [<i>Section 2 of the Health and Safety at Work etc. Act 1974 requires employers of five or more people to have a written health and safety policy statement</i>]	Yes/No	If No please state reason
1a	Do you have a written Health and Safety policy? [Note, the student should receive a copy, or know where it is always available]	Yes/No	
1b	When was the policy last reviewed?	Date:	
2	Training/Induction		
2a	Do you have a policy regarding health and safety training for people working in your organisation, including use of vehicles, plant and equipment?	Yes/No	
2b	Will the student be provided with a full induction on their first day including all necessary health and safety training, fire evacuation and workstation assessment if/where applicable?	Yes/No	
3	Employer and Public Liability Insurance		
3a	Please attach a copy of your current certificate(s) of Employer and Public Liability Insurance to this form or a confirmation letter from your insurance broker confirming details of which Employer and Public Liability Insurance Policies are in force and the period of cover. (Sample letter template)		
3b	Will your insurances cover any liability incurred by a placement student as a result of his/her duties as an employee? [<i>The indemnity limits expected for such insurance should be, in general, at least £5 million</i>]	Yes/No	

4	Risk Assessment [<i>Risk assessment is a legal requirement for all employers, and if you employ five or more people you must record the significant findings of the assessment</i>]		
4a	Will any student working in your premises or otherwise under your control be covered by a: a Generic risk assessment for the work, and/ or b Specific risk assessment for the work?	Yes/No Yes/No	
4b	Will these require to be reviewed?	Yes/No	If No please state reason
5	Accidents and Incidents		
5a	Is there a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR and other legislation?	Yes/No	
5b	Have you procedures to be followed in the event of serious and imminent danger to people at work in your undertaking?	Yes/No	
5c	Will you report to the University all recorded accidents involving placement students?	Yes/No	
5d	Will you report to the University any sickness involving placement students which may be attributable to the work?	Yes/No	
6	Contact Person Will the student be made aware of suitable contact persons within the organisation relating to issues of: a. Health and Safety (as above) b. Diversity and Equality?	Yes/No Yes/No	
7	Safeguarding		
7a	Will the student be working in an environment with children or vulnerable adults/adults in vulnerable situations?	Yes/No	
7b	Do you have a policy for protecting children or vulnerable adults/adults in vulnerable situations?	Yes/No	
7c	Will this be made available to the student?	Yes/No	
8	Lone Working/Indirect Supervision (where applicable)		Please describe:
8a	Will the placement involve the student undertaking any Lone Working? (This means either working alone on a one to one basis e.g. with a service user/client OR working under indirect supervision e.g. at the service user's home or in a clinic situation). If Yes, please give brief details:	Yes/No	
<p>I/We confirm that we will treat the student as a member of our staff and that we will:</p> <ul style="list-style-type: none"> • comply with health and safety legislation (applicable to the country hosting the placement) • resolve health and safety issues with the student(s) promptly 			

I/We confirm that we will provide the student(s) with a full and clear induction to the organisation and its working practices, including:

- relevant risk assessments and health and safety arrangements
- fire precautions and emergency evacuation arrangements
- how to report accidents, incidents and unsafe conditions
- First Aid arrangements
- Appropriate training and supervision in relation to their placement

I/We confirm that in cases of accidents and incidents involving a student or breaches of discipline by a student, we will advise and consult with the named Placement Tutor or the Placement/WBL Coordinator immediately.

Placement Learning Provider (please sign – see note below):

The above statements are true to the best of my knowledge and belief

Signature: **Print Name:**

Job Title : **Date:**

NOTE: The signatory of the host organisation must have the necessary seniority and authority to formally commit the host organisation or entity to the terms of this agreement

Data Protection Legislation

The University of Worcester's Privacy Notices are published on its website available here:

<https://www2.worc.ac.uk/informationassurance/data-protection.html>

The University of Worcester will hold and process personal data transferred to it by the Partnership School in accordance with data protection legislation (including GDPR and the Data Protection Act 2018). In addition, for quality assurance purposes, the university will process evaluation data provided by the trainees and mentors relating to their school experience. For these purposes the university is the Data Controller.

The university will update information held in its records as notified by the partnership school or by the trainee. With regards to partnership school, we will annually seek to verify the information held. The information will be held in line with the [University's Document and Record Retention Schedule](#). The university will not share the information received from the partnership school or its trainees with any third party, including outside of the EEA, without the consent of the trainee and/or the school.

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

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

Equal Opportunities

The University Policy relating to Diversity and Equality is available on the website at:
<http://www.worc.ac.uk/personnel/655.htm>

University Health and Safety Provision

The University Policy relating to Health and Safety is available on the website at:
<http://www.worc.ac.uk/personnel/documents/HealthSafetyPolicy.doc>

It is the University's responsibility to make trainees aware of this policy and to ensure that they understand procedures related to their practice – in consideration of their own and others' welfare.

The University will also make trainees aware of:

*The agreement between the school and university (partnership);
Who to contact at the University should an issue arise relating to Health and Safety.*

School Health and Safety Provision

The University of Worcester expects that the necessary legal requirements in relation to health and safety, equal opportunities, disability legislation and other relevant legislation are addressed by the school and its governing body as part of its normal procedures and are applied to all those working in the school. In this respect, the school agrees to ensure the following:

- A current Health and Safety policy.
- The trainee should receive a copy of the above or know where it is always available.
- There is a policy regarding health and safety training for people working in their establishment including use of vehicles, plant and equipment.
- The trainee will be provided with a full induction on their first day, including all necessary health and safety training including fire evacuation and workstation assessment if applicable.
- Employer and Public Liability Insurance.
- School insurances cover any liability incurred by a placement trainee as a result of his/her duties as an employee.
- The school has carried out an assessment of work practice to identify possible risks whether to the school's own employees or to others on their premises.
- Risk assessments are kept under regular review and the results of risk assessment are implemented.
- There is a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR and other legislation.
- There are procedures to be followed in the event of serious and imminent danger to people at work in the school's premises.
- The school will report to the university all recorded accidents involving placement trainees.
- The school will report to the university any sickness involving placement trainees which may be attributable to their work.
- The school has Safeguarding Policy, which will this be made available to the trainee and the trainee will be inducted in child protection issues.
- The trainee will be made aware of suitable contact persons within the school relating to issues of Health and Safety (as above) and Equal Opportunities.

SCHOOL OF EDUCATION

SECONDARY INITIAL TEACHER EDUCATION
SCHOOL DIRECT PARTNERSHIP AGREEMENT

SEPTEMBER 2019