

PGCE Primary and Secondary

Partnership Handbook (for Regional Training Hubs) 2025-26



"Trainees benefit from an exceptional learning experience at the University of Worcester. This experience instils in them a deep-rooted commitment to making a difference to the lives of the children and young adults in the communities they serve."

(University of Worcester Ofsted Report, 2023)

Institute of Education

A male teacher with short brown hair and a beard, wearing a dark blue sweater over a light blue collared shirt and a lanyard, stands in a classroom. He is holding a yellow pen and looking towards the right. In the background, there are shelves with books, a computer monitor, and several students sitting at desks. The text is overlaid on the top half of the image.

“Leaders deliberately design programmes that interweave the critical knowledge that trainees need. In the primary and secondary phases, trainees get regular and high-quality opportunities to practice this knowledge in various settings.”

(University of Worcester Ofsted Report, 2023)

Clarification of terminology

The Department for Education (DfE) refers to the preparation of new teachers as Initial Teacher Training (ITT). Ofsted refer to Initial Teacher Education (ITE). When referencing the DfE - ITT is used in this booklet. When referencing Ofsted - ITE is used. As the terms education and training are different, but not mutually exclusive the term ITTE (Initial Teacher Training and Education) is used in relation to the PGCE secondary course at the University of Worcester.

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This handbook is for PGCE Regional Training Hubs and PGCE Regional Training Hubs Plus accredited by the University of Worcester.

Please refer to the relevant partnership agreements and other key documentation available on the University of Worcester Lead Partners SharePoint when reviewing this document including;

- ITT Partnership Agreement between the University of Worcester and Lead Partner – Regional Training Hubs.
- Primary and secondary Initial Teacher Training Criteria and Supporting Advice Compliance Document (University of Worcester).
- QA Cross-Phase Handbook.

For auditing purposes a phase quality assurance map tracks the implementation and impact of quality assurance processes to the relevant governance boards.

Definitions:

Key responsibilities (including Intensive Training and Practice (ITaPs)) in an ITT partnership	
The accredited provider (the University of Worcester (UW)) has been awarded accreditation and has full and final accountability for all aspects of training design, delivery and quality across the partnership.	
Lead Partner(s) has an operational and strategic role with responsibilities including trainee recruitment, involvement in curriculum design, supplying mentors and quality assurance. There are different types of University of Worcester Lead Partners:	
1. Regional Training Hubs – Regional Training Hubs have delegated responsibility to support recruitment, curriculum design, curriculum delivery, supply mentors and quality assure. All trainees in regional hubs are registered University of Worcester students. Regional Training Hubs Plus - have a training site that is geographically distant from Worcester, and so delivery will take place in the Hub Plus location. All Regional Training Hubs Plus undergo a UW quality approval process and due diligence to ensure that the arrangement is feasible. If approved, the provision is quality assured by the University of Worcester. The processes for Hubs Plus are matched to all Regional Training Hubs and only specified separately in this handbook where appropriate.	
2. University Training Hub (the University of East Anglia (UEA)) is a University Lead Partner with a strategic role. UEA has full delegated responsibility for recruitment. They deliver all aspects of the UW ITT curriculum – this is quality assured by the University of Worcester. UEA supplies lead mentors. UEA has degree awarding powers and awards the PGCE element of the course. The University of Worcester recommends for the award of Qualified Teacher Status.	
Placement schools provide placements and ITT mentors.	
Source: adapted from Initial teacher training: forming partnerships (2022:4)	

SECTION 1:

AIMS AND PRINCIPLES

Welcome to the University of Worcester PGCE Partnership Handbook (for Regional Training Hubs) 2025-26

The University of Worcester Initial Teacher Training (ITT) as the accredited provider offers a **True Partnership** between University lead partners, regional training hubs, multi-academy trusts (MATs), local Teaching School Hubs, individual schools, and the University of Worcester. The partnership is a shared commitment to pursue high quality Initial Teacher Training (ITT) and to provide trainees with the best possible preparation for their chosen profession. The commitment recognises that the school staff in the partnership (placements and Regional Training Hubs) and staff in the university, have distinctive contributions, roles and responsibilities.

Nothing is taught until it is learnt. To achieve this, the programme aims to develop teachers who are:

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

We value our partnership and the positive impact trainee teachers can have in the classroom.

“Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching.”

(ITT Core Content Framework 2019, p3).

SECTION 2:

ESSENTIAL PARTNERSHIP INFORMATION

University of Worcester (Primary)

This guidance should be read in conjunction with the 'Inspiring Partnership' website - <https://www.worcester.ac.uk/about/academic-schools/school-of-education/school-partnerships/primary-partnership/>

The website includes information and examples of paperwork relevant to trainees.

If you have queries, the first point of contact is the **University Regional Training Hub co-ordinator**, andrew.taylor@worc.ac.uk. You can find their contact details via the trainee's electronic portfolio. You can also contact the Primary partnership team primarypartnership@worc.ac.uk.

Enquiry	Staff	Email address
Primary Partnership	Primary Partnership	primarypartnership@worc.ac.uk
Mentor Training Coordinator	Natalie Taylor	natalie.taylor@worc.ac.uk
Role	Staff	Email address
Head of Department	Tom Weaver	t.weaver@worc.ac.uk
Primary Partnership Strategic Lead	Janinne Delorenzo	j.delorenzo@worc.ac.uk
Regional Training Hub Co-ordinator	Andy Taylor	andrew.taylor@worc.ac.uk
Primary Mentoring Lead	Maggie Tildesley	m.tildesley@worc.ac.uk
Apprenticeships Strategic Lead	Julie Sutton	j.sutton@worc.ac.uk
Primary Apprenticeship Lead	Caroline Thomas-Meredith	c.thomas-meredith@worc.ac.uk
Placement Managers	Juliet Ness Kate Lamb	j.ness@worc.ac.uk k.lamb@worc.ac.uk
Primary Education Course Leader (BAPE)	Sam Wallett	s.wallett@worc.ac.uk
PGCE Course Leader	Dan Hughes	daniel.hughes@worc.ac.uk
UG1 Cohort Lead	Karen Bubb	k.bubb@worc.ac.uk
UG2 Cohort Lead	Holly Plante	h.plante@worc.ac.uk
UG3 Cohort Lead	Ben Shakespeare	b.shakespeare@worc.ac.uk
PGCE EYITT Course Lead	Lorna Williams	lorna.williams@worc.ac.uk
PGCE LY Lead	Sharon Lannie	s.lannie@worc.ac.uk
PGCE PE Lead	Francis Dockerty	f.dockerty@worc.ac.uk
PGCE SENDI Lead	Alison Tugwell	a.tugwell@worc.ac.uk
PGCE Part-time Lead	Kate Howen	k.howen@worc.ac.uk
BA Top-Up Course lead	Kaytie Holdstock	k.holdstock@worc.ac.uk

University of Worcester (Secondary)

This guidance should be read in conjunction with the 'Inspiring Partnership' website - www.worc.ac.uk/about/academic-schools/school-of-education/secondary-partnerships/documentation.aspx
The website includes information and examples of paperwork relevant to trainees and schools. Additional information is held on the Lead Partners' Sharepoint.

If you have queries the first point of contact is the **University Regional Training Hub co-ordinator**, y.cashmore@worc.ac.uk. You can also contact the course administrator – Claire Rowlands (c.rowlands@worc.ac.uk), the Head of Partnership - Suzanne Lawson (s.lawson@worc.ac.uk) or PGCE Course Leader - Sarah Emmerson (s.emmerson@worc.ac.uk).

Tutor	Role	e-mail address
Louise Beattie	Partnerships and mentoring	l.beattie@worc.ac.uk
Yvonne Cashmore	Regional Training Hub Co-ordinator and Business with Economics SL	y.cashmore@worc.ac.uk
Janinne DeLorenzo	Science SL	j.delorenzo@worc.ac.uk
Bronwen Duggan	English SL	b.duggan@worc.ac.uk
Sarah Emmerson	PGCE Course Leader Acting Psychology SL	s.emmerson@worc.ac.uk
Karen Steele	Religious Education SL	k.steele@worc.ac.uk
Kim Hibbert-Mayne	Physical Education	k.hibbertmayne@worc.ac.uk
David Hunt	Computer Science SL	d.hunt@worc.ac.uk
Simon Huson	Art and Design SL	s.huson@worc.ac.uk
Anita Iddon	English	a.iddon@worc.ac.uk
Suzanne Lawson	Head of Partnerships	s.lawson@worc.ac.uk
Elena Lengthorn	Geography SL	e.lengthorn@worc.ac.uk
Rachael Moore	History SL	rachael.moore@worc.ac.uk
Su O'Donohoe	Mathematics SL	s.odonahoe@worc.ac.uk
Sue Parker-Morris	D&T SL	s.parkermorris@worc.ac.uk
Claire Rowlands	Course Administrator	c.rowlands@worc.ac.uk
Laura De-La-Hay	Science SL	l.de-la-hay@worc.ac.uk
Isabelle Schäfer	Modern Languages SL	i.schafer@worc.ac.uk
Christine Watson	Mathematics	christine.watson@worc.ac.uk
Tracy Wallis	Head of Department	t.wallis@worc.ac.uk
Dave Woodward	Physical Education SL	d.woodward@worc.ac.uk
SL = Subject Leader		

Other key contacts for Regional Training Hubs

- Helen Bayfield – h.bayfield@worc.ac.uk – Strategic School Improvement and Regional Training Hub Officer.
- Keyna Kettle – k.kettle@worc.ac.uk – Education Data Manager and External Quality Assurance Co-ordinator
- Natalie Taylor – natalie.taylor@worc.ac.uk – Mentor Training Co-ordinator

University of Worcester PGCE Primary Calendar 2025-26
(Full-Time)

Week	Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday	Building		
2	01/09/25		Teaching	Teaching	Teaching	Hub Day			
3	08/09/25	Teaching	SE1	SE1	SE1	SE1			
4	15/09/25	SE1	SE1	SE1	SE1	SE1			
5	22/09/25	ITAP 1- Behaviour Introduce, Analyse, Prepare, Enact and Reflect							
6	29/09/25	SE1	SE1	SE1	SE1	SE1			
7	06/10/25	SE1	SE1	SE1	SE1	Hub Day			
8	13/10/25	SE1	SE1	Teaching	Teaching	Hub Day			
9	20/10/25	Teaching	Teaching	Teaching	Teaching	Hub Day			
10	27/10/25	HALF TERM							
11	03/11/25	Teaching	Teaching	Teaching	Teaching	Teaching			
12	10/11/25	SE1	SE1	SE1	SE1	SE1			
13	17/11/25	SE1	SE1	SE1	SE1	SE1			
14	24/11/25	SE1	SE1	SE1	SE1	SE1			
15	01/12/25	SE1	SE1	SE1	SE1	SE1			
16	08/12/25	SE1	SE1	SE1	SE1	SE1			
17	15/12/25	Teaching	Teaching	Teaching	Teaching	Hub Day			
18	22/12/25	CHRISTMAS							
19	29/12/25								
20	05/01/26	Teaching	Teaching	P Behaviour Consolidate and Ext		SE2	Enriching		
21	12/01/26	ITAP 2 - Modelling Introduce, Analyse, Prepare, Enact and Reflect							
22	19/01/26	SE2	SE2	SE2	SE2	SE2			
23	26/01/26	SE2	SE2	SE2	SE2	SE2			
24	02/02/26	Hub Day	SE2	SE2	SE2	SE2			
25	09/02/26	Teaching	Teaching	Teaching	Teaching	Teaching			
26	16/02/26	HALF TERM							
27	23/02/26	ITAP 3 - Assessment Introduce, Analyse, Prepare, Enact and Reflect							
28	02/03/26	SE2	SE2	SE2	SE2	SE2			
29	09/03/26	SE2	SE2	SE2	SE2	SE2			
30	16/03/26	SE2	SE2	SE2	SE2	SE2			
31	23/03/26	SE2	SE2	SE2	SE2	SE2			
32	30/03/26	EASTER							
33	06/04/26								
34	13/04/26	Teaching	Teaching	Teaching	Teaching	Writing Day		Thriving	
35	20/04/26	ITAP 2 - Modelling C and E			SE3	SE3			SE3
36	27/04/26	SE3	SE3	SE3	SE3	SE3			
37	04/05/26	Bank Holiday	ITAP 3 - Assessment C and E		SE3	SE3	SE3		
38	11/05/26	SE3	SE3	SE3	SE3	SE3			
39	18/05/26	SE3	SE3	SE3	SE3	SE3			
40	25/05/26	HALF TERM							
41	01/06/26	SE3	SE3	SE3	SE3	SE3			
42	08/06/26	SE3	SE3	SE3	SE3	SE3			
43	15/06/26	SE3	SE3	Hub Day	SE3	SE3			
44	22/06/26	SE3	SE3	SE3	SE3	SE3 / Celebration			
45	29/06/26								

University of Worcester PGCE Primary Calendar 2025-26
(Part-Time 2025 Starters)

Week	Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday
1	25/08/2025	Summer Break				
2	01/09/2025	Teaching	Teaching	Teaching		
3	08/09/2025	IT&P 1 Behaviour (Routines) Revisit		Teaching		
4	15/09/2025	SE2	SE2	SE2		
5	22/09/2025	Teaching	Teaching	Teaching		
6	29/09/2025	SE2	SE2	SE2		
7	06/10/2025	SE2	SE2	SE2		
8	13/10/2025	SE2	SE2	SE2		
9	20/10/2025	SE2	SE2	Hub Day		
10	27/10/2025	Half Term				
11	03/11/2025	Teaching	ITAP - Pedagogy (Modelling)			
12	10/11/2025	ITAP -Pedagogy (Modelling)				
13	17/11/2025	SE2	SE2	SE2		
14	24/11/2025	SE2	SE2	Teaching		
15	01/12/2025	SE2	SE2	SE2		
16	08/12/2025	SE2	SE2	SE2		
17	15/12/2025	Teaching	SE2	SE2		
18	22/12/2025	Christmas Break				
19	29/12/2025					
20	05/01/2026	Teaching	Teaching	Teaching		
21	12/01/2026	SE2	SE2	SE2		
22	19/01/2026	SE2	SE2	SE2		
23	26/01/2026	SE2	SE2	SE2		
24	02/02/2026	Hub Day	SE2	SE2		
25	09/02/2026	SE2	ITAP - pedagogy (modelling) revisit			
26	16/02/2026	Half Term				
27	23/02/2026	SE3	SE3	SE3		
28	02/03/2026	SE3	SE3	SE3		
29	09/03/2026	SE3	SE3	SE3		
30	16/03/2026	SE3	SE3	SE3		
31	23/03/2026	SE3	SE3	SE3		
32	30/03/2026	Easter Break				
33	06/04/2026					
34	13/04/2026	SE3	ITAP - Assessment (Questioning)			
35	20/04/2026	ITAP - Assessment (Questioning)				
36	27/04/2026	SE3	SE3	SE3		
37	04/05/2026	BH	SE3	SE3		
38	11/05/2026	SE3	SE3	SE3		
39	18/05/2026	SE3	SE3	SE3		
40	25/05/2026	Half Term				
41	01/06/2026	T&P 3 Assessment (Questioning) Revisit	SE3	SE3		
42	08/06/2026	SE3	SE3	SE3		
43	15/06/2026	SE3	SE3	Hub Day		
44	22/06/2026	SE3	SE3	SE3		
45	29/06/2026	SE3	SE3	SE3		
46	06/07/2026	SE3	SE3	SE3		

Enriching

Thriving

University of Worcester PGCE Primary Calendar 2025-26
(Part-Time 2026 Starters)

Week	Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday	
18	22/12/2025	CHRISTMAS					
19	29/12/2025						
20	05/01/2026						
21	12/01/2026	Teaching	Teaching	Hub Day			
22	19/01/2026	Teaching	Teaching	Teaching			
23	26/01/2026	SE1	SE1	SE1			
24	02/02/2026	SE1	SE1	SE1			
25	09/02/2026	SE1	SE1	SE1			
26	16/02/2026	HALF TERM					
27	23/02/2026	Teaching	ITAP 1 Behaviour				
28	02/03/2026						
29	09/03/2026	SE1	SE1	SE1			
30	16/03/2026	SE1	SE1	Hub Day			
31	23/03/2026	Teaching	Teaching	Hub Day			
32	30/03/2026	EASTER					
33	06/04/2026						
34	13/04/2026	SE1	SE1	SE1			
35	20/04/2026	SE1	SE1	Teaching			
36	27/04/2026	Teaching	Teaching	Hub Day			
37	04/05/2026	Teaching	Teaching	Teaching			
38	11/05/2026	SE1	SE1	SE1			
39	18/05/2026	SE1	SE1	Teaching			
40	25/05/2026	HALF TERM					
41	01/06/2026	SE1	SE1	SE1			
42	08/06/2026	SE1	SE1	SE1			
43	15/06/2026	SE1	SE1	SE1			
44	22/06/2026	SE1	SE1	SE1			
45	29/06/2026	SE1	SE1	SE1			
46	06/07/2026	SE1	SE1	SE1			
47	13/07/2026	SE1	SE1	Hub Day			

Building

Primary Hub Full-Time Input days

- Wednesday 4th September*
- Tuesday 24th September (Intensive Training and Practice Day)
- Thursday 10th October*
- Thursday 24th October*
- Tuesday 12th November*
- Tuesday 19th November*
- Tuesday 14th January (Intensive Training and Practice Day)
- Monday 3rd February*
- Tuesday 25th February (Intensive Training and Practice Day)
- Wednesday 18th June*

Primary Hub Part-Time Input days

- Wednesday 24th January*
- Wednesday 26th February*
- Monday 10th March*
- Wednesday 12th March (Intensive Training and Practice Day)
- Wednesday 30th April*

*indicative date - sessions can happen at another point in the same week.

RTH Calendar 2025-26*

Wk	Date	Monday			Tuesday			Wednesday			Thursday			Friday			Notes	
		BANK HOLIDAY																
2	1/9										WC	S	S	S	WC	PS	PS	Subject hrs = 62 PS hrs = 29 EA = 1 ITaP days = 5 Placement days = 14
3	8/9	PS	PS	PS	S	S	S	S	S	S	Directed Time			S	S	S		
4	15/9	E&M ITAP 1			E&M ITAP 2			E&M ITAP 3			E&M ITAP 4			E&M ITAP 5				
5	22/9	PS	PS	PS	S	S	S	S	S	S	S	S	S	S	S	DT		
6	29/9	PS	PS	PS	S	S	S	S	S	S	School 1 induction			School 1 induction				
7	6/10	PS	PS	PS	Writing Retreat			EA	S	S	DT	School 1 induction			School 1 induction			
8	13/10	School 1			School 1			School 1			School 1			School 1				
9	20/10	School 1			School 1			School 1			School 1			School 1				
	27/10	DIRECTED TIME																
11	3/11	School 1 Ass A submission			School 1			School 1			School 1			School 1			Subject hrs = 8 PS hrs = 2 EA hrs = 2 ITaP days = 1 Placement days = 32	
12	10/11	School 1			School 1			School 1			School 1			EA	S	S		
13	17/11	S	S	PS	School 1			School 1			School 1			School 1				
14	24/11	School 1			School 1			School 1			School 1 ITaP1 Obs due			School 1				
15	1/12	E&M ITAP 6 Ass A feedback			School 1			School 1			School 1			School 1				
16	8/12	School 1			School 1			School 1 Submit presentation			School 1 School Report 1 due			School 1				
17	15/12	School 1			School 1			School 1			School 1			School 1				
18	22/12	HOLIDAY									BANK HOLIDAY			BANK HOLIDAY				
19	29/12	HOLIDAY									BANK HOLIDAY			HOLIDAY				
20	5/1	Directed Time			S	S	S	S	S	S	PS	PS	PS	Enhancement Activity			Subject hrs = 56 PS hrs = 24 EA hrs = 8 ITaP days = 5 Placement days = 9	
21	12/1	T4L ITAP 1			T4L ITAP 2			T4L ITAP 3			T4L ITAP 4			T4L ITAP 5				
22	19/1	PS	PS	PS	S	S	S	S	S	DT	S	S	S	S	S	S		
23	26/1	PS	PS	PS	EA	S	S	S	S	S	School 2 induction			School 2 induction				
24	2/2	PS	PS	PS	S	S	S	S	S	S	School 2 induction			School 2 induction				
25	9/2	School 2			School 2			School 2			School 2			School 2				
26	16/2	DIRECTED TIME																
27	23/2	School 2			School 2			School 2			School 2 ITaP2 Obs due			E&M ITAP 7				Subject hrs = 16 PS hrs = 0 EA hrs = 2 ITaP days = 2 Placement days = 20
28	2/3	T4L ITAP 6			School 2			School 2			School 2			School 2				
29	9/3	School 2			School 2			School 2			School 2			School 2				
30	16/3	School 2			School 2			School 2			School 2			School 2				
31	23/3	School 2 School Report 2 due			School 2			EA	S	S	S	S	S	S	S	S		
32	30/3	HOLIDAY												BANK HOLIDAY				
33	6/4	BANK HOLIDAY			HOLIDAY													
34	13/4	Afl ITAP 1 Ass B submission			Afl ITAP 2			Afl ITAP 3			Afl ITAP 4			Afl ITAP 5			Subject hrs = 0 PS hrs = 0 EA hrs = 0 Intensive days = 7 Placement days = 22	
35	20/4	School 2			School 2			School 2			School 2			School 2				
36	27/4	School 2			School 2			School 2			School 2			School 2				
37	4/5	BANK HOLIDAY			School 2			School 2			School 2 ITaP3 Obs due			School 2				
38	11/5	Afl ITAP 6			Afl ITAP 7 Ass B feedback			School 2			School 2			School 2				
39	18/5	School 2			School 2			School 2			School 2			School 2				
	25/5	BANK HOLIDAY			DIRECTED TIME												Subject hrs = 2 PS hrs = 1 Intensive days = 0 Placement days = 23	
41	1/6	School 2			School 2			School 2			School 2			School 2				
42	8/6	School 2			School 2			School 2			School 2			School 2				
43	15/6	School 2			School 2			School 2			School 2 School Report 3 due			UWCEP due				
		Assignment B Critical Practice Reviews																
44	22/6	School 2			School 2			School 2			School 2			School 2				
45	29/6	School 2			School 2			School 2			PS	S	WC	DT				
S= Subject sessions 152hrs, PS = Professional Studies 63hrs EA = Enhancement Activities, Sch = Placements 120 days, DT = Directed Time																		

*Version correct as at 11/6/25

ITAP Themes: Explanation and Modelling, Talk for Learning, Assessment for Impact

“By the end of their experience at Worcester University, trainees are exceptionally well prepared to enter the teaching profession.”
(University of Worcester Ofsted Report, 2023)

SECTION 3: ROLES AND RESPONSIBILITIES

Key responsibilities in an ITT partnership

- the **accredited provider** will have been awarded accreditation and has full and final accountability for all aspects of training design, delivery and quality across the partnership
- **lead partner(s)** will have an operational or strategic role with responsibilities such as trainee recruitment, involvement in curriculum design, supplying mentors and quality assurance. There are different levels of lead partners. [Detailed below is the role of Regional Training Hub Lead Partners]
- **placement schools** will provide placements and ITT mentors.

Source: [Initial teacher training: forming partnerships](#) (2022:4)

The Accredited Provider – the University of Worcester

The Provider, University of Worcester, is an accredited mainstream ITTE provider and has the ability to charge tuition fees to trainees. It is accountable and responsible for the ultimate recommendation of the award of Qualified Teacher Status (QTS). The provision must therefore be compliant with the [Secretary of State's Criteria for ITT](#) and align with the [Ofsted ITE Inspection handbook](#). This will be achieved through close co-operation between the lead partners (Regional Training Hubs and ITaP delivery partners) and placement schools and the University of Worcester. The Strategic Governance Board oversees all strategic aspects of the Partnership (see section 2).

The following roles and responsibilities should be read in conjunction with the detailed responsibilities set out in the relevant placement documentation. The [phase] Partnership Governance Board oversee all work of the [phase] Partnership.

The responsibility of marketing, recruiting, training, and assessing trainee teachers is shared between the University and the Regional Training Hubs. Some Regional Training Hubs operate as Regional Training Hubs Plus, where training is delivered on site in the Hub location. Where a relationship exists with a Regional Training Hub or Regional Training Hub Plus, the University hereby agrees to the following roles and responsibilities:

Head of Department (University)

Undertakes the following:

- Engaging effectively with all aspects of work in the Institute of Education [University], actively contributing to its strategic leadership in maintaining and enhancing excellence in all that is undertaken.
- Is responsible for the quality of provision within the Department. Oversees all work within the Department, delegating aspects appropriately.
- Ensures resources are in place for the effective delivery of programmes, including the assignment of Lead Mentors (university), effective managerial procedures and learning resources.
- Ensure QA processes across all aspects of the programmes to assure of high-quality provision.

Strategic Partnership Lead (University)

Undertakes the following:

- Coordination of the central placement team to oversee the organisation of placements to ensure an excellent trainee experience including overseeing expectations regarding trainee workload.
- Quality assurance of new placement settings and sourcing new placements based on subject/phase and regional need for trainees.

- Work with University lead mentors, training hub leads, professional mentors and ITT mentors, to support a cohesive teacher training and education programme including overseeing all correspondence to the partnership and development of the partnership webpages.
- Application of quality assurance and enhancement processes across the partnership.
- Planning and delivery of trainee school induction processes in university.
- Updating and overseeing the administration of all partnership agreements and finance payments as agreed by the Strategic Governance Board.
- Development of partnership handbooks and resources.
- Oversight of the management of partnership data including records of partnership engagement, collection and collation of data to inform the self-evaluation document, mentor and trainee satisfaction surveys.
- Coordinate and chair the [phase] Partnership Governance Boards.
- Work with Regional Training Hubs to support the regional delivery of ITT (see section – Content and Delivery of ITT Curriculum).
- Ensure all aspects of the partnership work is in-line with the Professional Regulatory Body requirements (for example, Ofsted and DfE) and overseeing all ITT criteria documents.

[Phase] Regional Training Hub Co-ordinator

Undertakes the following:

- To build relationships with Regional Training Hubs (RTH) and support recruitment and procurement of placements within the RTH region.
- To liaise with Regional Training Hub (RTH) Leads to ensure there is good communication between UW and the RTH.
- To liaise with Regional Training Hub Plus partners to support them fulfilling their strategic and operations responsibilities.
- To facilitate the sharing of good practice across the RTHs.
- To co-ordinate the Lead Mentors and the overall training for each hub (working with Strategic Partnership Leads).
- To quality assure the Lead Mentors e.g. co-visits.
- To develop the training for the Lead Mentors (working with the mentor lead).
- To quality assure the delivery of the ITT programme, ensuring that delivery adheres to the agreed provision.
- To collate feedback to support the development of the programmes.
- To offer bespoke training for schools within the Regional Training Hub.
- To contribute to the tracking meetings for the region and feed information back to Course Leaders.

[Phase] Course Leader (University)

Undertakes the following:

- Lead, manage, co-design with school-based partners the delivery of the UW ITT curriculum ensuring coverage of the [ITT Early Career Framework](#) (ITTECF).
- Ensure that the workload of trainees is manageable.
- Market the course offer, recruit trainees and help potential trainees to navigate the market.
- Lead and assist in the recruitment and admissions process overseeing all selection procedures.
- Oversee clearance and suitability checks on applicants such as Enhanced Disclosure and Barring Service (DBS) and Code of Good Conduct, prohibition checks and disqualification by association in partnership with the university admissions team.
- Embed quality assurance processes into the course design and delivery.
- Oversee the management, progress, safeguarding and health and well-being of all trainees.
- Oversight of trainees' progress on placement through the year and identification of interventions or modifications where required.
- Work with the Strategic Partnership Lead to develop excellent working relationships with Regional Training Hubs, ITaP partners, placement settings, and other partners to enhance provision.
- Contribute effectively to Ofsted inspections.

- Foster effective communication and course evaluation mechanisms including the management of the student and staff: liaison committee and course representatives.
- Ensure that all course documentation for prospective and current trainees is current and accurate including the VLE and electronic portfolio.
- Manage the annual evaluation reporting cycle effectively to analyse and draw conclusions from data to inform critical reflection and evaluation, enhancement planning and appropriate actions.
- Communicate effectively with external examiners, including responding to their reports and managing the moderation process.

[Phase] Mentoring Lead (University)

Undertakes the following:

- Development of, in close collaboration with course leaders, Regional Training Hubs and ITaP delivery partners, mentor training. This includes generic training (tier 1), subject/phase specific mentor training (tier 2) and school briefings/refresher training across all routes (tier 3).
- Oversee supervision and quality assurance of mentoring across the partnership.
- Design and delivery of training for lead and ITT mentors.
- Close working with mentors delivering ITaPs and co-design of such elements.

Lead Mentor (university)

Undertakes the following:

- Co-construct a research informed curriculum that goes beyond the minimum requirement of the ITTECF into a coherent sequence that supports trainees to succeed in the classroom.
- Work in partnership with expert colleagues.
- Maintain regular communication with the trainee and school, organising at least one placement visit per term (secondary)/placement (primary), liaising with the professional (Secondary) and ITT mentor in advance.
- Support trainees to manage their own workload and well-being whilst they train and as they embark on their career in school.
- Provide pastoral, academic support and career guidance.
- Quality assure placements, and judgements against the curriculum, by conducting joint observations with the ITT mentor and/or professional mentor and observing the feedback.
- Providing feedback to the partnership to quality assure the placement (see Trainee Entitlement) and the quality of mentoring against the Mentor Standards (2016).
- Regular reviewing of the electronic portfolio to track trainee progress and well-being providing timely intervention as appropriate.
- Moderate trainee outcomes across schools, subjects, routes and age phases.
- Monitor trainee progress against the trainee curriculum, identifying where intervention/modification is required using targeted support plans.
- Establish robust mechanisms for trainees to raise concerns about training/mentoring quality.
- Ensure purposeful integration of the trainee curriculum with school experience.
- Supervise, support and quality assure subject/phase specialist mentors ensuring training standards are met.
- Train subject/phase specialist mentors to ensure every trainee receives their weekly 1.5 hours mentoring entitlement.
- Plan Intensive Training and Practice (ITAP) components which consolidate trainees' understanding of the evidence base shaping teaching practice and its application to subject/phase thus increasing coherence between theory and practice in schools.
- Mark and moderate assignments.

Course Administrator/(Primary) Partnership Co-ordinator

Will undertake, with the schools, (university) lead mentors and trainees, to:

- Collate school offers and match trainees to suitable placements that meet their needs.
- Ensure all schools have been quality checked, have completed the health and safety audit and have returned the partnership agreement.
- Ensure that trainees are placed in at least 2 high quality school settings.
- Inform all parties about necessary changes prior to, during and post placement dates.
- Liaise between trainees, schools and the university including the administration of school documentation.
- Administer finance payments relating to school experience.
- Manage data.

Mentor co-ordinator

will undertake to:

- Coordinate arrangements for the delivery of new mentor training and school briefing meetings (autumn and spring) keeping a register of attendance.
- Coordinate arrangements for the delivery of new mentor training and school briefing meetings (autumn and spring) keeping a register of attendance.

Responsibilities of the Lead Partners – Regional Training Hubs

Lead Partner – Regional Training Hub

In liaison with the University of Worcester undertakes to:

- Market the course offer, recruit trainees and help potential trainees to navigate the market.
- Work collaboratively with the University of Worcester selecting and interviewing applicants.
- Ensure recruitment is in accordance with the Initial teacher training (ITT): criteria and supporting advice.
- Complete Safer Recruitment Training
- Source appropriate regional placements for trainees in collaboration with the university
- Quality assurance placements and the standard of mentoring across the hub.
- Co-construct and deliver a programme of training designed and agreed through the University of Worcester (professional studies and launch of ITAP components).
- Attend professional development opportunities at university
- Attend course committees including the Strategic Governance Board (if applicable), the [phase] Governance Board (if applicable), Training Hub Strategic Meeting Group and Student: Staff Liaison Committee
- Take responsibility for regional trainees including protecting trainees' mental health and well-being as well as supporting the management of workloads.
- Supporting trainees with securing employment and contribute to university agreed references.
- Provide professional development opportunities for colleagues across the partnership, including mentor training as applicable.
- Quality assuring mentoring with one visit per year to placement schools in agreement with lead mentors [university].
- Moderate programme provision as part of the university quality assurance processes.
- Support the planning and preparation for Ofsted inspections.

Lead Partner – Intensive Training and Practice (ITAP)

Undertakes the following:

- Work with lead mentors (university) to identify, design and deliver carefully selected pivotal or foundational aspects of the planned training curriculum. These will be identified in the overall design of the curriculum, and many are likely to relate to the [ITT Early Career Framework](#) (ITTECF), and where possible will be specific to the subject and phase being taught.
- Work as an expert to critically analyse observed teaching, including teaching materials used with a focus on identifying the links between theory and practice.
- Support trainees to prepare and practice delivery of the identified aspects of the training curriculum.
- Provide expert feedback and opportunities to repeat and vary the preparation and delivery for different circumstances.

Responsibilities of the Lead Partners – Regional Training Hubs Plus

Lead Partner - Regional Training Hub Plus

In liaison with the University of Worcester undertakes to:

- Oversee the organisation and delivery of taught sessions at the specified times as per the academic calendar agreed with the PGCE Course Lead at the University.
- Ensure all teaching staff have registered lecturer status and attend University subject session meetings as required
- Ensure the Regional Training Hub Plus training centre is based in a school setting where Mental Health and Physical Health First Aid trainers are available at all times for trainees
- Ensure the content of all taught sessions at the RTH+ is in line with that taught at the University, using the material and all relevant resources on Blackboard.
- Ensure resources are available to deliver the content as required.
- Inform the University immediately if there is any detraction from the agreed timetable and/or if taught sessions are missed or if issues arise and rearrange sessions if required.
- Facilitate the QA of taught sessions by the University, ensuring all stakeholders are informed as appropriate.
- Ensure the teaching room site is available and appropriate to meet the teaching requirements as set by the University.

If an issue arises with a registered lecturer, this must be discussed with the University and, if necessary, either a different registered lecturer instated with relevant subject experience, or arrangements made for the relevant subject tutor from the University to teach the sessions. This will ensure that high-quality student experience is maintained.

Regional Training Hub Plus Registered Lecturers

Undertake to:

- Attend initial subject meetings with the University of Worcester and any other meetings as required
- Ensure they are familiar with the content of taught sessions through engagement with Blackboard and communicate with the University if further support is required
- Deliver taught sessions at the times specified by the academic timetable and ensure the content reflects the PGCE module outlines and PowerPoint presentations.
- Inform the Regional Training Hub Plus Lead immediately if any issues arise or if there are any concerns regarding the delivery of taught content.

Responsibility of Placement Schools

Each school undertakes to ensure that they maintain sufficient staffing levels for the delivery of the agreed training programme for the duration of the placement. This includes a designated professional mentor and a subject/phase specialist ITT mentor.

All mentors (Professional and ITT) must have QTS, have a minimum of three years of successful teaching experience and have completed mentor training as a requirement of hosting a trainee. Thereafter, there is a requirement for all active mentors to complete refresher training delivered online via school briefings.

Roles and responsibilities of University and Regional Training Hub personnel is shown in the Partnership Handbook (and Partnership Agreement for Schools). This the roles and responsibilities of all school-based ITT mentors.

Professional development opportunities are a priority of the partnership for all mentors and this is built into all aspects of mentor training.

Trainees

Undertake the following:

- behave as teachers, maintaining a professional stance at all times (i.e., to meet the Teachers' Standards (2013) parts 1 and 2 by the end of the course). Part 2 refers to the personal and professional conduct expected of a teacher.
- Follow the policies and procedures of their placement school.
- Follow the policies and procedures, including code of conduct, of the University.
- Maintain a record of their progress via their electronic portfolio.

Report any concerns, such as not receiving their entitled mentor time, in a timely way.

Teaching School Hubs

The University will work with Teaching School Hubs to:

- Support **marketing for ITE, recruitment and selection** and, identify local challenges and advising on gaps and opportunities in teacher supply and retention;
- Inform **design, continuity and progression** through ITT, ECF and ongoing teaching career development;
- Provide feedback from local Head teachers and leaders on the levels of knowledge, efficacy and impact of Early Career Teachers (ECTs) trained in the Partnership;
- **Advise on and secure local expertise**, including in delivering the ITaP focusing, for example, on SEND and behaviour management;
- Inform the development of the mentor and lead mentor curriculum and identification of expertise, drawing on knowledge and experience of delivery of programmes such as NPQLTD.

SECTION 4: PROCEDURES - REGIONAL TRAINING HUBS



This section details specific requirements for the operation of Regional Training Hubs.

Curriculum design and delivery (partnership agreement 6 – obligations of the lead partner)

This section should be read in conjunction with The Partnership Handbook (for schools)

In Partnership the University will design an evidence based sequenced curriculum which explicitly delivers, as a minimum entitlement, all aspects of the [ITT Early Career Framework](#) (ITTECF) to enable trainees to meet the Teachers' Standards by the end of the course.

All mentors will be made aware of the scope and coverage of the programme, including subject and curriculum knowledge and the anticipated training outcomes, through the mentor curriculum and on-going communication with the University. The programme content will be integrated into a sequenced and coherent curriculum which supports trainees to develop their classroom practice.

In secondary, school placements are requested to deliver a weekly school professional studies programme during placements for one hour a week or equivalent. Although the programme is indicative partner schools should deliver dedicated sessions as shown in The Partnership Handbook (for schools) to put the taught centre-based programme into context. The order in which the topics are delivered in the handbook is a guide as schools may include extra sessions if there is a prevalent agenda. All trainees should receive a copy of the programme at the start of their placement and this should be uploaded onto electronic portfolios.

Partnership handbooks (for schools) detail the indicative contact teaching time from trainees during each phase of the course. By the end of the course, all trainees must have experienced at least 6 weeks of 80% contact ratio teaching.

Intensive Training and Practice (partnership agreement optional clause 7)

Intensive training and practice (ITAP) is co-designed with ITAP partners to give trainees feedback on foundational aspects of the curriculum where close attention to and control of content, critical analysis, application and feedback is required. ITAPs are different from general teaching placements, as the critical element is the intense focus on specific pivotal areas. The university will communicate with mentors on strategies developed during the ITAP weeks as part of the purposeful integration process.

The Primary ITAP themes are:

- Routines (Building phase)
- Modelling (Enriching phase)
- Understanding and Responding (Enriching phase)

The secondary ITAP themes are:

- Explaining and modelling (autumn term – phase 1)
- Talk for Learning (spring term – phase 2)
- Assessment for impact (summer term – phase 3)

Some of the ITAP delivery will be delivered in Regional Training Hubs as applicable.

“[ITAPs are] 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”.

(Department for Education, 2023)

Quality Assurance – (partnership agreement 1- - quality assurance)

The University as the accredited provider ensures the monitoring, evaluation, and moderation of provision rigorously. This is to demonstrate how these contribute to securing the improvements in the quality of training and the assessment of trainees.

Quality Assurance is a rigorous and robust process as detailed in the [Quality Assurance Handbook](#)

Moderation and Assessment of Trainees against the UW ITT Curriculum and Teachers' Standards

It is essential that centre-based and placement-based training are purposefully integrated to ensure that trainees make the best possible progress. Mentors will gain a deep understanding of the UW ITT curriculum through training, briefings and timely communication to ensure in-school experiences are seamlessly coherent with the training curriculum.

In university, regional Regional Training Hubs and school trainees will purposely practice key concepts, supported by high quality feedback, in preparation for delivery in the classroom. Purposeful integration will be quality assured by Lead Mentors (university), Regional Training Hubs (as applicable) and by the review of trainees' electronic portfolios. Trainees and mentors track progress against the UW ITT curriculum using formative assessment procedures. A trainee not making expected progress will be given targeted support.

Assessment against the Teachers' Standards is only made at the end of the course. Judgements are triangulated using internal and external moderation. The University will ensure that no trainee is recommended for the award of QTS until they have met all the Teachers' Standards.

Recruitment of Trainees (partnership agreement 6.4 recruitment of trainees)

The University, in partnership with Regional Training Hubs, will produce rigorous, clear, accessible, and inclusive selection procedures to ensure the best possible trainees are recruited to meet specific local and/or regional needs. Support will be provided via the website to help trainees to navigate the market.

Regional Training Hubs, partnerships schools and the university will work closely together to recruit and select throughout the year in accordance with the statutory guidance using the expertise of professional and ITT mentors, where possible, in the interview process.

Recruitment Processes

All courses are advertised as University of Worcester courses, but each Regional Training Hub will have its own unique campus and course codes for applications.

On receipt of the application, the University and Regional Training Hub provide information via SOLE to the suitability of the applicant. The University and Regional Training Hub liaise regarding interviews with arrangements recorded on SOLE. A school-based ITT mentor or Regional Training Hub lead is invited to be on the interview panel for every interview.

At least one interviewer should be safer recruitment trained.

On completion of the interview a joint decision is made between the Regional Training Hub and Lead Mentor (university). Regional Training Hubs may also want to meet candidates in school. SOLE is updated to ensure all parties are aware of the outcome of the interview. The University of Worcester Admissions Team notify candidates of decisions and coordinate feedback as applicable.

When offers have been accepted the University in partnership with the Regional Training Hub 'keep candidates warm' by providing monthly welcome emails with activities to support enrolment.

“Leaders’ focus on developing high-quality mentoring means that trainees receive exceptional support when in school.”
(University of Worcester Ofsted Report, 2023)

Management of placements (Partnership Agreement 6.5)

Safeguarding Arrangements

The University of Worcester will comply with all applicable legislation and codes of practice. Any concerns should be reported to the University Safeguarding Lead using the email: safeguarding@worc.ac.uk

DBS (and other safer recruitment) checks for all trainees will be processed through the University. A copy of the University of Worcester Protocol for vetting non-salaried ITE trainees is available on the University website.

The university will ensure that all parties receive confirmation that these safeguarding and DBS checks have been completed. Trainees will provide an individual copy of a letter on the first day of placement confirming that they have been subject to a DBS enhanced clearance check and/or any other appropriate background check.

Host schools can ask a trainee to produce a hard copy of their DBS certificate and record the number and date safeguarding clearance was given. Schools are not required to add trainee details to their Single Central Register however they may do so if desired.

All trainees on programmes will receive appropriate safeguarding and child protection training (including online safety) at induction.

Obligations of the Lead Partner - Recruitment of Schools (Partnership agreement 6)

The Strategic Partnerships Leads, university placement team and Regional Training Hub Coordinators work together to secure and retain schools and other partners to deliver programmes in line with the Quality Requirements and to meet the needs of all trainees.

The Strategic Partnerships Leads and Regional Training Hub Leads are responsible for recruiting enough schools to ensure training and delivery capacity.

All new schools requesting to join the partnership receive a Quality Assurance visit from the Regional Training Hub and/or the University. Rigorous quality assurance requirements will ensure that the schools can:

- Provide expert subject/phase ITT mentors with QTS (see roles and responsibilities)
- Release mentors for the required mentor training
- Provide an ITT professional mentor to quality assure the placement (see roles and responsibilities)
- Ideally hold an Ofsted rating of good or above. Schools that are in an Ofsted category below good will be risk assessed by the University.

Mentor Training Requirements – Partnership agreement 6.5 and 6.6 – mentors and quality assurance.

This section should be read in conjunction with Section 3 – Roles and Responsibilities. For the purposes of mentor training it is essential to define mentor roles.

Lead Mentors (University)

Lead mentors (university) are university staff who complete mandatory training (30 hours) and annual refresher training (12 hours). Increasingly, lead mentors members will hold NPQLTD in addition to advanced qualifications in teaching and learning.

New lead mentors (university) will cover much of the same training content as general mentors and go into further depth to be fully prepared to deliver the lead mentor functions.

Lead Mentors (University) have an ongoing role in course/mentor training development and improvement.

General Mentors (school) – Regional Training Hub Leads

Regional Training Hub Leads are general mentors and will only be required to do the general mentor training. Regional Hub Leads will, however, be invited to lead mentor training and will support lead mentors in the co-construction of the curriculum

Professional and ITT Mentors (school)

The University will establish a professional network of well-trained and expert mentors* who have a deep understanding of the curriculum, the relevant research base which informs it and their role in supporting its delivery and practice.

Mentor Training

Minimum Time Allocations for general (school) mentors .

ITT mentors (school) must complete mentor training. This is divided into three tiers.

Tier	Focus
Tier 1 Skills audit Effective mentoring* Instructional coaching* Giving effective feedback*	Key Mentoring Skills - delivered in partnership with the West Midlands Mentor Partnership/NASBTT (face-to-face or asynchronous)
Tier 2 The trainee curriculum Subject/Phase specific coaching Mentoring on mentoring	Provider specific subject/phase training (face-to-face and asynchronous) Follow-up school visits
Tier 3 Priority Briefings	Briefings before placement. (Synchronous and asynchronous)

*See below regarding accredited prior learning

All training is tracked and monitored by the University and Regional Training Hubs.

Mentor Refresher Training

Tier 3 training engages all new and experienced mentors (annual refresher training). It focuses on enhancing mentoring skills as identified from internal quality assurance data. Additionally, asynchronous, timely mentor 'spotlights' are used when responsive targeted training is required.

Mentor Training – *Accredited Prior Learning

Prior learning or equivalent learning will be considered so that training is not unnecessarily repeated. This may include a reduction in the number of hours to ensure no replication of content. This has been agreed by all providers across the West Midlands. This process requires proof that learning outcomes match and are tracked by the University.

The mentor training curriculum does not have to be completed before mentors or lead mentors can begin to support trainees, but the university will ensure that mentor training is aligned to the trainees' needs throughout their ITT course.

Purposeful Integration by mentors

ITT mentors must ensure in-school experiences are seamlessly coherent with the central training curriculum (in hubs and university), with opportunities for purposeful practice of the key concepts and high-quality feedback. Trainees must also have access to mentors who have expertise in the subject/phase-specific approaches set out in the planned curriculum, so that trainees are able to learn the best evidenced ways of teaching their subject/phase and are enabled to apply the general principles set out in the [ITT Early Career Framework](#) (ITTECF). This will be tracked and monitored by the university.

Mentor training will ensure observation, deconstruction and feedback take place throughout the year and are fully aligned with all components of the curriculum. Schools offering placements sign the school partnership agreement to ensure that mentors have the time, resources and the support of their school to discharge the requirements of their role. These are outlined below

- Every trainee must receive their entitlement of 1.5 hours mentor support per week (weekly review meeting (1 hour) and 2 fifteen-minute post lesson conversations).
- Mentors must be subject/phase experts holding QTS and at least 3 years teaching experience.
- Mentors should attend mentor training (tier 1), subject training (tier 2) and school briefings (tier 3) so that they understand the trainee curriculum and approaches to mentoring based on the best available evidence.

Mentor Selection

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

- Have QTS status and successful teaching experience at least 3 years teaching experience.
- Have time/capacity to provide the trainee minimum entitlement of 1.5 hours mentoring per week.
- 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 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).

Mentor Workloads

To protect the workload of mentors:

- Mentoring systems and procedures are periodically reviewed to address workload. This review is informed by gaining feedback from mentors through governance boards and mentor surveys. partnership agreements are explicit regarding time allocation required for mentoring trainees (1.5 hours)
- Care is taken to ensure that documentation is fit for purpose, easily accessible and includes exemplars.
- Collaboration with national and regional networks aims to ensure training is not duplicated.
- Training is face-to-face and synchronous, delivered during the working day. Alternative asynchronous options are also available.
- Mentor refresher training is online and synchronous (recorded) and delivered multiple times to ensure all mentors can engage. Alternative asynchronous options are also available.

Mentor Consistency and Quality Assurance

A rigorous and robust mentors' consistency and quality assurance process is managed by the Head of Mentoring and Regional Training Hub Coordinators. Data is triangulated and in year mentor 'spotlights' address inconsistencies.

Compliance is closely monitored using the mentor directory, which logs training, expertise and specific mentoring qualifications.

Writing references

Trainees requiring a reference from the University of Worcester (including Regional Training Hubs) should use the following referee details:

Name: The Academic Registrar
Address: The Referencing Team
Registry - Student Records
University of Worcester
Henwick Grove
Worcester
WR2 6AJ
Email: reference@worc.ac.uk
Phone: 01905 855304

Emails to this address will be sent directly to the Referencing Team within the Registry Services Student Records Office, where all requests for references will be dealt with.

The Referencing team will contact Regional Training Hub Leads with reference requests using the standard University template. Hub leads should return all completed references to the relevant subject lead mentor (university). Exemplars will be available on the lead partner SharePoint.

Provision of information – partnership agreement 12.2

Regional Training Hubs will be kept up to date with documentation relating to the partnership agreement via the partnership website and the UW ITT Lead Partners SharePoint. All documentation will be updated at least annually.



Ongoing formative assessment
of trainees focuses on whether
trainees are gaining, applying
and refining the knowledge
and skills set out in the ITE
curriculum, paying particular
attention to subject specific
dimensions

(Ofsted, 2023)

DBS Responsibilities

All entrants to ITE/ITT programmes must by law be checked against the DBS barred list and subject to criminal record checks. DBS certificates will be issued to individual applicants and not, as in the past, to registered bodies such as providers. ITE/ITT providers have a responsibility to ensure that entrants on all routes, have been subject to these checks.

The university confirms in writing that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged to be suitable to work with children. The university is not required to provide any information to schools in addition to this confirmation. In a small number of cases a trainee may not have DBS clearance – where a school allows an individual to start work in a regulated activity before the DBS certificate is available, the school should ensure that the individual is appropriately supervised and that all checks, including a separate barred list check, has been completed.

Trainees have access to the Department for Education's statutory guidance Keeping Children Safe in Education via the university Blackboard. Schools should ensure that all trainee teachers are provided with the following at the commencement of their training in each school:

- The child protection policy
- The staff behaviour policy (sometimes called a code of conduct)
- Information about the role of the Designated Safeguarding Lead (DSL)
- A copy of Keeping Children safe in Education (this is also available for trainees on Blackboard)

Other background checks

Schools have a duty to ensure that trainees are properly managed and supervised and that, if there are any concerns, information is referred to the university immediately plus the police and DBS as applicable.

The university will check that candidates are not subject to a prohibition order issued by the Secretary of State and/or are not prohibited to teach in the UK.

Data Protection

The University of Worcester will hold and process personal data transferred to it by the Partnership School in accordance with data protection legislation (including UK 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, from time to time, and will annually seek to verify the information held. **The information will be held in line with the University's Document and Record Retention Schedule.** The University will not share the information received from the Partnership School or its trainees with any third party, including outside of the UK, 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.

Glossary of term, useful abbreviation and acronyms

- DfE – Department of Education
- External examiner – A person appointed from outside of the university with relevant qualifications and experience, responsible for independent assessment of the programme, including school experience, so as to ensure that quality and standards are maintained
- PM – Professional mentor
- SM – Subject mentor
- Lead Mentor – University Lead Mentor
- Professional studies tutor – University tutor who teaches professional studies in mixed subject groups
- Module – Unit of assessed learning for which credits are awarded
- OfSTED– Office for Standards in Education
- ECT – Early Career Teacher
- QTS – Qualified teacher status
- Partnership- Professional relationship between the University of Worcester (UW) and a school which provides the learning context for the school-based element of UW teacher training courses
- Enhancement activity – One of 8 optional additional taught options offered to Worcester PGCE secondary trainees. These are SEND, PSHE and Citizenship, Second Subject, Technology Enhanced Learning, Teenage Mental Health, Education for Climate Emergency, Education Research and EAL.
- Blackboard - University Virtual Learning Environment
- PebblePad – The platform for the electronic portfolio.
- Code of Conduct – Sets the standard for expected behaviour and conduct of trainee teachers
- Mentor Standards- National Standards for School-Based Initial Teacher Training (ITT) Mentors
- SHARP targets – Targets that are explicit in what needs to be achieved and how
- Partnership website - <http://www.worcester.ac.uk/discover/education-collaboration.html>.
- Induction booklet – scaffolded document to support trainees during the induction period.
- Progression booklet (pink) -tracking document against the curriculum threads -behaviour management, how pupils learn, adaptive teaching, subject knowledge and pedagogy, assessment, professional behaviours and equality, diversity and inclusion.
- ITAP - Intensive Training and Practice
- ITT - Initial Teacher Training
- ITE - Initial Teacher Education
- ITTECF - Initial Teacher Training and Early Career Framework

APPENDIX 1:

Criteria for the University of Worcester ITT Regional Training Hubs (primary and secondary)

Hub commitment:

Demonstrate capacity for 25 trainees per phase.
Can fulfil the responsibilities in the table below.

Primary and Secondary

Note: ITaP School based days are funded separately.

	Roles and responsibilities	Indicative Commitment
Marketing and recruitment	Actively market the course offer in your region	Minimum of 5 events in locality
	Work to recruit a minimum of 5 trainees and help potential trainees to navigate the market. Work collaboratively with the University of Worcester selecting and interviewing applicants. Interview alongside UW staff to recruit suitable trainees. Maintain communication with existing applicants to support with conversion. Ensure recruitment process is in accordance with the Initial teacher training (ITT): criteria and supporting advice. Complete Safer Recruitment Training	Representative from the hub to attend 40 half days of interviewing
Mentoring	Ensure all mentors engage with suitable mentor training for all placements. This should be monitored regularly by the RTH Lead and reported to UW. (This is also monitored digitally.)	20 hours in year 1 and then 6 hours annually (recommended)
	Regional Training Hub Lead to engage with lead mentor training at the university	12 hours (Lead Mentor Training) (30 in first year)
	Provide professional development opportunities for colleagues across the partnership, including mentor training as applicable Provide bespoke mentor training / support where necessary Attend professional development opportunities at University	14 hours (RTH Development Days) 3 hours (curriculum planning)
Curriculum design and delivery	Co-construction of curriculum	3 days
	Take responsibility for delivery of 7 days of high-quality professional studies, ensuring facilitating staff the have required knowledge, skills and understanding of the UW ITTE curriculum the trainees are studying, e.g.. Safeguarding sessions delivered by a Designated Safeguarding Lead	7 days
	Primary: Deliver 3 days of Intensive Training and Practice (ITaP) theory content and ensure appropriate settings for school based ITAP days are provided	3 days
	Secondary: Deliver 4 days of Intensive Training and Practice (ITaP) theory content	4 days

	Roles and responsibilities	Indicative Commitment
Placements	Organise and place trainees in appropriate regional placements. Administer finances for school placements. Administer trainee travel costs where appropriate Actively onboard new schools within the partnership to ensure sustainability. Support with QA and moderation of schools within the partnership, including working with new schools	Up to 12 days
Quality assurance	Primary: • Work with the lead mentor (university) to accompany UW lead mentor to a minimum of one QA visit per trainee. • QA School Experience folders • Monitor and QA mentoring through reviewing mentor meeting notes and attending QA visits.	60 hours
	Secondary: Conduct one school visit as part of QA and bespoke mentor training.	
	Quality Assurance of lesson observation forms, and weekly reviews (via the professional portfolio)	
Governance	Attend course committees including the Strategic Governance Board (if applicable), the Phase Governance Board (if applicable), Attend Training Hub Strategic Meeting Group and Student: Staff Liaison Committee (as appropriate)	12 hours
Trainee Support	Take responsibility for regional hub trainees including supporting trainees' mental health and well-being as well as supporting the management of workloads Supporting trainees with securing employment and provide university agreed references Writing and monitoring support plan/tailored action plans (TAPs) and targeted support Facilitate bespoke support where needed e.g. planning, especially where policies differ Support with the implementation and monitoring of reasonable adjustments for trainees	12 hours

Criteria for Suitable ITAP settings

Schools/Settings used for ITAPs need to have an Ofsted Inspection outcome of at least Good (or equivalent) and demonstrate a strength in the focus area.

APPENDIX 2:

Criteria for the University of Worcester ITT Regional Training Hubs + (primary)

Hub + commitment:

Can fulfil the responsibilities in the table below.

Primary

Marketing, recruitment/interviewing, placements and mentoring are for Undergraduate and Postgraduate students.

Note: Intensive Training and Practice (ITaP) school based days are funded separately.

	Roles and responsibilities	Indicative Commitment
Marketing and recruitment	Actively market the course offer in your region	Minimum of 5 events in locality
	Work to recruit a minimum of 15 trainees and help potential trainees to navigate the market Work collaboratively with the University of Worcester selecting and interviewing applicants. Interview alongside UW staff to recruit suitable trainees. Maintain communication with existing applicants to support with conversion. Ensure recruitment process is in accordance with the Initial teacher training (ITT): criteria and supporting advice. Complete Safer Recruitment Training	Representative from the hub to attend 40 half days of interviewing
Mentoring	Ensure all mentors engage with suitable mentor training for all placements. This should be monitored regularly by the RTH Lead and reported to UW. (This is also monitored digitally.)	20 hours in year 1 and then 6 hours annually (recommended)
	Regional Training Hub+ Lead to engage with lead mentor training at the university	12 hours (30 in first year)
	Provide professional development opportunities for colleagues across the partnership, including mentor training as applicable Provide bespoke mentor training / support where necessary	12 hours
Curriculum design and delivery	Co-construction of curriculum	3 days
	Take responsibility for delivery of the PGCE, ensuring facilitating staff the have required knowledge, skills and understanding of the UW ITTE curriculum the trainees are studying, e.g.. Safeguarding sessions delivered by a Designated Safeguarding Lead	51 days
	Provide time for Registered Lecturers to liaise with UoW subject tutors	20 hours (total)
	Prepare appropriate practical resources for the delivery of the curriculum.	7 days
	Primary: Deliver Intensive Training and Practice (ITAP) theory content and ensure appropriate settings for school based ITAP days are provided	

	Roles and responsibilities	Indicative Commitment
Placements	Organise and place trainees in appropriate regional placements. Administer finances for school placements. Administer trainee travel costs where appropriate Actively onboard new schools within the partnership to ensure sustainability. Support with QA and moderation of schools within the partnership, including working with new schools	Up to 12 days
Quality assurance	Work with the lead mentor (university) to accompany UW lead mentor to a minimum of one QA visit per trainee. Quality Assurance of lesson observation forms, weekly reviews (via the professional portfolio) QA School Experience folders Monitor and QA mentoring through reviewing mentor meeting notes and attending QA visits	100 hours
	Work with the Primary Regional Training Hub Coordinator to quality assure the delivery of taught sessions by registered lecturers. Complete partnership moderation visits	20 hours
Governance	Attend course committees including the Strategic Governance Board (if applicable), the Phase Governance Board (if applicable), Attend Training Hub Strategic Meeting Group and Student: Staff Liaison Committee (as appropriate)	12 hours
Trainee Support	Take responsibility for trainees including supporting trainees' mental health and well-being as well as supporting the management of workloads Supporting trainees with securing employment and provide university agreed references Writing and monitoring support plan/tailored action plans (TAPs) and targeted support Facilitate bespoke support where needed e.g. planning, especially where policies differ Support with the implementation and monitoring of reasonable adjustments for trainees	20 hours
	Compiling references for trainees in the hub	20 hours

APPENDIX 3:

Criteria for the University of Worcester ITT Regional Training Hubs + Transition

Hub + commitment:

Can fulfil the responsibilities in the table below.

Primary

Marketing, recruitment/interviewing, placements and mentoring are for Undergraduate and Postgraduate students.

Note: Intensive Training and Practice (ITaP) school based days are funded separately.

	Roles and responsibilities	Indicative Commitment
Marketing and recruitment	Actively market the course offer in your region	Minimum of 5 events in locality
	Work to recruit a minimum of 15 trainees and help potential trainees to navigate the market Work collaboratively with the University of Worcester selecting and interviewing applicants. Interview alongside UW staff to recruit suitable trainees. Maintain communication with existing applicants to support with conversion. Ensure recruitment process is in accordance with the Initial teacher training (ITT): criteria and supporting advice. Complete Safer Recruitment Training	Representative from the hub to attend 40 half days of interviewing
Mentoring	Ensure all mentors engage with suitable mentor training for all placements. This should be monitored regularly by the RTH Lead and reported to UW. (This is also monitored digitally.)	20 hours in year 1 and then 6 hours annually (recommended)
	Regional Training Hub+ Lead to engage with lead mentor training at the university	12 hours (30 in first year)
	Provide professional development opportunities for colleagues across the partnership, including mentor training as applicable Provide bespoke mentor training / support where necessary	12 hours
Curriculum design and delivery	Co-construction of curriculum	3 days
	Take responsibility for delivery of the PGCE, ensuring facilitating staff the have required knowledge, skills and understanding of the UW ITTE curriculum the trainees are studying, e.g.. Safeguarding sessions delivered by a Designated Safeguarding Lead	51 days
	Provide time for Registered Lecturers to liaise with UoW subject tutors	20 hours (total)
	Prepare appropriate practical resources for the delivery of the curriculum.	7 days
	Primary: Deliver Intensive Training and Practice (ITAP) theory content and ensure appropriate settings for school based ITAP days are provided	
	Provide a suitable training space for University colleagues to deliver taught sessions at the specified times as per the academic calendar agreed with the PGCE Course Lead at the University.	37 days

	Roles and responsibilities	Indicative Commitment
Placements	Organise and place trainees in appropriate regional placements. Administer finances for school placements. Administer trainee travel costs where appropriate Actively onboard new schools within the partnership to ensure sustainability. Support with QA and moderation of schools within the partnership, including working with new schools	Up to 12 days
Quality assurance	Work with the lead mentor (university) to accompany UW lead mentor to a minimum of one QA visit per trainee. Quality Assurance of lesson observation forms, weekly reviews (via the professional portfolio) QA School Experience folders Monitor and QA mentoring through reviewing mentor meeting notes and attending QA visits	100 hours
	Work with the Primary Regional Training Hub Coordinator to quality assure the delivery of taught sessions by registered lecturers. Complete partnership moderation visits	20 hours
Governance	Attend course committees including the Strategic Governance Board (if applicable), the Phase Governance Board (if applicable), Attend Training Hub Strategic Meeting Group and Student: Staff Liaison Committee (as appropriate)	12 hours
Trainee Support	Take responsibility for trainees including supporting trainees' mental health and well-being as well as supporting the management of workloads Supporting trainees with securing employment and provide university agreed references Writing and monitoring support plan/tailored action plans (TAPs) and targeted support Facilitate bespoke support where needed e.g. planning, especially where policies differ Support with the implementation and monitoring of reasonable adjustments for trainees	20 hours
	Compiling references for trainees in the hub	20 hours



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(for Regional Training Hubs) 2025-26

University of Worcester

Institute of Education

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