

Professional Practice Handbook

2024-25

MA (Hons) Education

**This document provides information specific to all MA Education school placements.**

**It should be read in conjunction with the relevant *Placement Expectations* guidance:**

MA1PP (ED12015)

MA2PP (ED22029)

MA3PP (ED32002)

MA4PP (ED42002)

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# 1. Introduction

Welcome to the Professional Practice Handbook for students, tutors and schools. Professional Practice is viewed as a partnership between the University of Dundee, local authorities and schools.  To facilitate the development of this relationship, this booklet will provide an indication of the purpose of each Professional Practice that the students undertake during the MA (Hons) Education Programme.  In addition, you will find useful information about the criteria we use for assessing each Professional Practice as well as various procedures and documents associated with this Programme.

Professional Practice is a central element of the MA (Hons) Education Programme, where students undertake up to 28 weeks over a four-year period in a range of stages in pre-school, primary and secondary contexts.  The range of schools where students might be placed varies from large urban schools to small rural schools, open plan to single classroom designs and within a variety of communities.

The MA (Hons) Education Programme Team would like to take this opportunity to thank all those involved in preparing and supporting our next generation of primary teachers.

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# 2. Partnership between School and University

Planning and partnership between school and University are fundamental to students' Professional Practice. To facilitate the development of this relationship, the following information is intended to provide an indication of the purpose of each Professional Practice to all participants.

## Programme Aim

The aim of the MA (Hons) Education Programme is to provide opportunities, resources and guidance to support the development of well-rounded individuals who are competent, thoughtful, reflective and innovative professional educators. The knowledge, understanding, competence and commitment gained as a result of the Programme will underpin their professional values and assure their continuing professional progress.

Throughout the four-year course, Professional Practice inputs and Professional Practices are progressively designed around the Standard for Provisional Registration (SPR) which clearly states what is required of student teachers. This provides a professional framework to measure students' developing abilities.

Full details of SPR can be accessed in the MA (Hons) Education Student Handbook or from the  [General Teaching Council of Scotland (GTCS) website.](https://www.gtcs.org.uk/documents/the-standard-for-provisional-registration)

The MA (Hons) Education Programme aims to develop a range of core professional skills and abilities in student teachers as specified below:

* taking professional responsibility for enabling all young people to become confident individuals, responsible citizens, successful learners and effective contributors;
* having a secure knowledge and understanding of the curricular areas that can be found within the nursery and primary school settings;
* managing pupil behaviour and the classroom effectively while promoting positive behaviour and respectful relationships in school;
* being accountable for contributing to the education of the whole child or young person, and taking professional responsibility for developing the personality, talents and mental, spiritual and physical attributes of each child or young person;
* engaging with current educational issues and contributing to the processes of curriculum research and development, staff development, and school development;
* undertaking a range of approaches to teaching to facilitate the learning of pupils;
* having confidence in their role in supporting and protecting children, including identifying where children need help and understanding the steps to take in line with child protection procedures;
* understanding their position of trust and the importance of acting in ways that develop a culture of respect;
* take responsibility for the appropriate and effective use of digital technologies in their practice whilst understanding the legal and professional aspects of a teacher's position of trust in relation to pupils.
* Students should adhere to the General Teaching Council for Scotland's [Code of Professionalism and Conduct](https://www.gtcs.org.uk/regulation/copac.aspx) (GTCS, 2012), the [Student Teacher Code](https://www.gtcs.org.uk/join-the-register/student-teachers/student-teacher-code) (GTCS, 2012) and  [Engaging online: A Guide for Teachers](https://www.gtcs.org.uk/documents/engaging-online-a-guide-for-teachers) (GTCS, undated), and <https://www.gtcs.org.uk/fitness-to-teach/> (GTCS, undated). Any breach of University policy or codes of professional conduct will lead to disciplinary action, which may lead to Programme Termination.
* promoting equality of opportunity and social justice among all people in an inclusive and diverse society, and actively taking steps to counter discrimination;
* promoting the learning of those pupils who encounter barriers to learning, including those who require additional support in particular areas of the curriculum and those with emotional and behavioural difficulties;
* reporting the success and progress of pupils to parents and other interested parties;
* taking responsibility, and being committed to professional development arising from professional enquiry and reflection of their own and other professional practices, and being involved in collegial professional development with colleagues;
* using professional reading to inform choice, change and priorities in promoting educational practices and progress;
* relating appropriately as a developing professional to other teachers, colleagues from other professions, para-professionals and agencies in support of the pupils, and gaining experience of working collaboratively with them;
* undertaking administrative duties as required in a school.

## Complementary roles of School, University and Student

School-based professional placements are a vital element in the education of our students. They are designed to provide an effective professional learning environment. It is expected that experienced, practising teachers will support, mentor and assess student teachers.

**The role of the School is:**

* to provide feedback to students each week concerning their progress based upon a discussion of the student's [Personal Record of Progress (PROP) form](#_Appendix_vi:_Personal). The PROP form is a vital document. It provides written evidence of the student's progress throughout the placement. It is important to remember that it is in the student's interests that the class teacher tells him/her **as early as possible** if there are any areas that require particular attention, particularly if they are areas that might ultimately be recorded as unsatisfactory in the class teacher's final report. This then gives the student the maximum opportunity to address these issues in the time remaining on placement. It is recognised that difficulties may arise later in the placement, and as such, it may not always be possible to identify such issues at an earlier point in the placement. If the teacher acknowledges that (s)he has concerns on the PROP form, s(he) is asked to discuss this immediately with the student and to contact their student’s tutor or the professional practice manager;
* to provide a supportive and reflective context in which the SPR can be developed;
* to avoid allocating students to classes which have a planned residential trip as this may affect the student's progress as a developing teacher and also make it difficult for them to meet the expectations of the placement;
* to assist in developing the SPR by observing students' practice and providing professional support and advice;
* to provide opportunities for students to observe teachers modelling good teaching practice;
* to make specific contributions to the teaching of certain aspects of SPR, e.g., introducing students to school-wide issues, policies, planning, assessments, etc.;
* to provide constructive feedback on students' planning and reflection;
* to support students in integrating into the life of the school, for example; by encouraging students to join the staff in the staffroom at breaks/lunchtime and helping students understand the protocols within the staffroom, e.g. payment for coffee, seating arrangements and staff meetings;
* to ensure that reasonable adjustments are made to meet the needs of those students who are registered with [Disability Services](https://www.dundee.ac.uk/disability-services) and have reasonable adjustments for placement identified;
* to ensure that there is a GTCS-registered teacher present when a student is taking PE or accompanying pupils in off-site activities, e.g. swimming. Please note that playground duty is not part of the student's remit;
* to discuss the final summative report with the student so that it can be signed by both student and school prior to the school emailing a copy to [SHSL-ed-professionalpractice@dundee.ac.uk](mailto:SHSL-ed-professionalpractice@dundee.ac.uk).

**The role of the University is:**

* to provide a supportive and reflective context in which students' competencies will flourish;
* to provide the school with Professional Practice information prior to the student's visit;
* to work with schools to ensure accessibility for all in accordance with The Code of Practice for The Disability Discrimination Act;
* to develop the understanding, skills and attitudes of students with respect to SPR;
* to assist and approve students' target-setting for each placement arising from their ongoing reflection;
* to work in partnership with schools in the development of the SPR;
* to work in partnership with schools in observing and assessing students, demonstrating and modelling skills where appropriate, and supporting and advising.

The role of the Student-Teacher in school

Professional Practice allows students the opportunity to work with teachers and other professionals in school to benefit their growing knowledge and understanding of the learning and teaching process. Working in a collegiate manner with members of the school team is a vital aspect of Professional Practice and students are expected to act in a professional manner at all times. The following advice provides some practical guidance on procedures and protocols within the school setting for all-year groups.

* Students should be in school each day in sufficient time to consult with the class teacher and any other members of the school team.
* Students should organise sufficient time at the beginning and end of the school day to assist the teacher in practical matters and discuss relevant issues.
* On pre-visit days, students should arrive in good time with their University Student Card and report to the School Office. It is likely that the Head Teacher or one of the Senior Management Team will provide students with some details about the school before they are introduced to their class teacher and class.
* Dates of school in-service or professional development activities should be checked by students during pre-visit days, and clarification should be sought concerning whether they may attend these sessions. If the Head Teacher feels attendance is not required, students may use this time for work at the University or in school.
* In terms of dress code, students should be comfortable but also smart and professional. Sensitivity to the demands of the individual school is required here, and students should use their discretion.
* Although the school is provided with Professional Practice information before the visit, students should arrive prepared to share with their class teacher all materials relevant to the placement.
* As students get to know the school and the class, they should build a profile of this information in their Professional Practice File that will inform subsequent planning and practice. This is objective information related to the resources of the school, staff numbers, children, visiting specialists, parental involvement and parent/carers' council. It will also include such aspects as the behaviour management/relationships policy, school policies on curricular aspects, etc., as specified in the Professional Practice Continuity and Progression Grid ([see](#appendixii) relevant *Placement Expectations* guidance).
* It is important that students gradually become members of the school team. Interaction within the staffroom is a valuable aspect in terms of students' professional development.
* Confidentiality in school is vital. Information regarding pupils and their progress should be used in a professional manner and should not be disclosed in other settings. Students must not take or store photographs of children on personal electronic devices, nor should any electronic or printed images of children be taken outside of the school environment. Students must not discuss or share information related to school or children on social networking sites. All pupil information should be treated as highly confidential. Students should document information on pupils in such a way that they cannot be identified and be careful to look after their school documentation so that it is not lost in transit between home and school.
* It is the responsibility of students to become familiar with the child protection policy and to identify the Child Protection Officer within the school.
* Students are advised to maintain a professional mode of communication with members of school and University staff at all times: designated school and University email addresses and telephone numbers are the preferred means of contact.
* When taking lessons in Physical Education, class teachers must supervise the student. Similarly, when students are on school outings or on local walks with the children, they must be accompanied by the class teacher.
* Students must not undertake playground duty unaccompanied by a GTCS-registered colleague.
* Students are able to deliver Modern Languages, Religious and Moral Education and aspects of HWB lessons with the agreement of their school.
* Sex and Relationship Education are aspects of the curriculum that require a sound, empathetic relationship between the teacher and the pupils. In the limited time that they are in the classroom, student teachers are unable to develop the necessary in-depth knowledge of their pupils and their backgrounds, together with the quality of rapport and trust that would enable them to deliver Sex Education effectively. It is for these reasons that student teachers are not expected to undertake Sex Education lessons.
* The GTCS advises that the use of students on Professional Practice to cover the classes of absent teachers would come into the category of unacceptable Professional Practice and should, as far as possible, be avoided. However, the Council recognises that there will be occasions from time to time when emergency circumstances arise and when there may very well be no alternative to students on placement being deployed in this way, even if only as a temporary measure. The routine use of students for cover purposes, either directly or indirectly, would, however, be regarded as professionally inappropriate; such deployment of students could only be accepted in circumstances which were clearly of an emergency nature and on a basis which was understood to be temporary.
* Assessment of Professional Practice is based upon the student's practice in the classroom. From time to time, students are invited to attend extended/residential trips in which their class is involved. Such trips are not considered part of the student's Professional Practice. Whilst such experience is invaluable, attendance will be regarded as additional to the required time in the classroom.
* Very occasionally, students may be on placement in school when teachers undertake some form of industrial action. In such cases, students are not considered to be employees of a local authority and, as such, are not in a position to withdraw their labour. If students' schools are closed as a result of industrial action, then students should use that time profitably in terms of lesson planning, assessment, evaluation etc. If the school is open, then students should seek the advice of the head teacher.
* Students may occasionally encounter situations where pupils become violent or unduly disruptive. Such instances are not frequent but do occasionally occur. It is vital that all students ascertain the agreed procedures in the school in such instances, particularly when pupils are not in the presence of the 'usual' teacher, for example, when students have control of the class. Specifically, students are not 'Calm Trained' and therefore must not attempt to restrain the pupil concerned. The priority must be to establish the safety of the pupils and the student by escorting the pupils out of the class and away from the child exhibiting unduly disruptive and potentially harmful and aggressive behaviour. Students should summon the assistance of another teacher and member of the School Management Team so that they take control of the situation and carry out the agreed procedures for the school.

# 3. Professional Practice Procedures and Guidelines

Throughout each Professional Practice, there are generic procedures and guidelines that are required of all students.

## Placement Allocations

Many placements this year have been allocated through a central system called the Student Placement System (SPS) which was used by all the ITE institutions in Scotland up until August 2024. Thereafter, for 2024-2025, any remaining placement allocations will be arranged between the university and the local authorities. Students may have to travel up to 90 minutes to their school.

Further information from the GTCS about school experience and the matching process, refer to the documents in Appendix xi.

## The Online Professional Practice File

Students are required to maintain an up-to-date online Professional Practice File that should be accessible to teachers and school management teams each day of Professional Practice. Students should share access to their online file at the start of the placement. The Professional File that students use for each of their placements sits in Microsoft OneNote and is managed through the Class Notebook application in Office 365. Access to the Professional File is given to the student, the university tutor, and the school placement mentor. Students get access through a SharePoint email that invites them to their File. Tutors at university will have access to each File from the outset however, school mentors require a specific link to a read-only version of the File. *This link is different from the one that students use to access and edit their File*. The process for this is that the university tutor will send the read-only link to the student once the placement begins. **This link must then be passed on to the school mentor by the student via email**. If a student does not receive this email from their tutor with the teacher access link by the first day of placement, then they are to email their university tutor to ask for it. Students must not share the SharePoint link with their mentor teacher.

Students should take care to ensure pupil confidentiality is adhered to relating to information gathered in their Files, and content and language within their file is always of a professional nature.

The Professional Practice File is a working document that informs planning and practice. It should contain the following elements, as set out in the online file template shared with students:

**Placement Details**

Name of student, school, head teacher, class teacher, class, tutor.

Continuity and Progression Grid (as appropriate for each year)

**SPR Section 1**

Professional Self-audit and Placement Goals grid (Appendix ii)

SPR Section 1 Values and Commitment Audit (Appendix iii: cross-referenced to a variety of evidence through the Professional File)

**SPR 2:1 Curriculum and Pedagogy**

* Audit of Curricular Areas Taught (for this placement and all placements to date) (Appendix iv)
* Evidence of student researching curricular areas to be taught
* Professional reading as required for each year group
* Evidence of reading undertaken about pupils' ASN as relevant
* Reference list
* ROTR tasks (MA1 only)

**SPR 2:2 Professional Responsibilities**

* Community/catchment information
* School – engagement with school documentation, e.g. policies (Behaviour management/child protection plus others as relevant; HGIOS; school handbook to demonstrate understanding of school environment, ethos and context
* Class – class systems and structures for learning, e.g. groups for curricular areas, soft start, nurture groups, stage partners, approaches to learning

**Weekly Sections**

***Weeks 1, 2, 3, repeat… until the end of the placement. These sections cover all aspects of the SPR but particularly 1.2, 2.1 and SPR Section 3 Professional Skills and Ability***

* Weekly overview (may be a copy of teacher's weekly plan with student's annotations)
* **All lessons** prepared and delivered for each week must be included in the relevant weekly section of the file. Planning templates are available in [Appendix iv](#_Appendix_iv:_Audit). Lesson plans should be fully completed, noting assessment and evaluation of the lesson taught.
* Samples of resources used in lessons (filed next to lesson plan/lesson outline)
* Assessment of lesson plans (Success Criteria results and next steps). You may include assessment evidence here but there is an assessment section in the online file also.
* Daily Time Management Plans and associated evaluations (*only for full days of responsibility*)
* **MA3/MA4 only:** Curriculum plans for periods of extended responsibility. Students' curriculum plans should demonstrate engagement with and a developing understanding of the principles of medium-term planning. When a lesson is part of a curriculum plan, *lesson outlines* should be used instead of *lesson plans*. A **curriculum planning template** is available to help with medium-term planning. MA4 students can opt to use the school's medium-term planning format.

**Assessment**

* Upload examples of assessment evidence from across placement e.g. examples of pupil work and what assessment information is gained from this (for example, your written comments, annotations, notes), examples of assessment records, evidence of progression, tracking progress. Please note: If including examples of pupil work, avoid simply uploading the work of the entire class. Be selective - for example, a pupil who has exceeded expectations, a pupil who has met expectations, a pupil who has struggled. If uploading photos, remember to include a brief commentary to explain what the photo evidences in terms of pupil understanding/progress. *Refer to the Criteria for Assessment table in the Placement Expectations document for assessment expectations relevant to your year of study.*

**Weekly Reflections**

* Weekly Reflections should reflect on goals, alongside personal achievements and development needs, underpinned by robust and relevant professional reading, with reference to school policy and the SPR. These are not a narrative of everything that has happened during the week but should be specific and focused.

**Observed Lesson Forms**

* See relevant *Placement Expectations* guidance for the recommended number of formal school observations.

**PROP Forms**

* PROP forms should provide a summary of key strengths evidenced each week, as well as identifying and justifying development goals for the coming week. This reflection should refer to the SPR.

## Non-Class Contact Time (NCCT)/Reduced Contact Time (RCT) and Visiting Specialists

Students are expected to follow the class programme rather than the teacher’s routine. This means that students will always stay with the class, even when a different teacher or visiting specialist has responsibility for the class. During continuous responsibility for the class, this arrangement will continue. Students are not required to plan or implement lessons at these times but should liaise with other teachers or visiting specialists and assist in the delivery of lessons, or observe, as is deemed most appropriate and beneficial. In instances where the school prefers the student to plan and implement lessons normally undertaken by other teachers or visiting specialists, this too is acceptable.

Students are to be given an afternoon (or the equivalent of this time) out of the classroom every week as an opportunity to plan, work on their school file, prepare resources, etc. This may work best on a Friday afternoon, but it could be at a different time in the week if that is more suitable to the class context.

## Personal Record of Progress (PROP)

Students will complete a PROP form ([Appendix vi](#_Appendix_vi:_Personal)) on a weekly basis, which they will share and discuss with the class teacher, who will sign and date it at the end of each week of Professional Practice, adding additional comments where appropriate. These forms will be kept in the Professional Practice File and will be an early indicator of students' progress.

The University encourages teachers to highlight any concerns on this form at the earliest opportunity so that students can take steps to address any issues arising. If there are any concerns about the progress of students,the school is asked to **make early contact** with their student’s tutor or the professional practice manager, Lesley Sutherland [lusutherland@dundee.ac.uk](mailto:lusutherland@dundee.ac.uk)

## Professional Practice Assessment Procedures

Full details of the assessment format and expectations will be shared with students by the university in advance of placement and with mentors at the start of each placement.

**Formative Assessment**

MA1PP is formatively and summatively assessed by tutors.

Mid-placement check-ins take place during the early stages of MA2PP, MA3PP and MA4PP.

If a tutor of an MA4PP placement decides that the early summative assessment needs to be converted to a formative assessment (see below), then the Formative Assessment Report will be used to give immediate written feedback ([Appendix viii](#_Appendix_viii:_Tutor)).

**Summative Assessment**

In every placement, students are assessed summatively by both their tutor and the school. The Summative Assessment Report ([Appendix ix](#_Appendix_ix:_Summative)) must be completed electronically. Please note that the student will receive two reports for each placement: one tutor report and one school report.

Students should be assessed with an overall grade of satisfactory or unsatisfactory against the areas of the SPR. Consideration should be given to the stage that they are at in their Initial Teacher Education Programme using the Criteria for Assessment that can be found in the relevant *Placement Expectations* guidance.

Evidence for the report will be gathered from:

* observation of teaching practice
* discussion with the student and teacher/tutor regarding the SPR and evidence of meeting the criteria (including, but not limited to the student's teaching and the pupils' learning)
* observation of pupils' work – evidence can be shared with tutors within the Professional File
* scrutiny of the Professional Practice File:
  + planning
  + assessment
  + evaluation and reflection

If progress is Unsatisfactory, this should be clearly communicated to the student and substantiating evidence provided in the report.

**MA1, MA2 and MA3 Professional Practice:** If a student accumulates a total of **3 or more** **Unsatisfactory** grades between the school report and the tutor report, this will result in a failed placement.

**MA4 Professional Practice**: If an **MA4PP** student accumulates a total of **2 or more** **Unsatisfactory** grades between the school report and the tutor report, this will result in a failed placement.

The final Professional Practice (**MA4PP**) will involve an early summative assessment by the tutor. Should the tutor have concerns about the student's practice in relation to any of the sections of SPR on the summative report form, this assessment will become formative, and a summative assessment will be rescheduled for the final or penultimate week of placement. If the student is successful in all areas of SPR during the tutor's early summative assessment but the school has concerns about the student's practice in relation to any of the sections of SPR, the school may contact the tutor for a professional discussion involving the tutor, student, and school in relation to the student's performance.

*Professional Practice in each year must be completed successfully in order to progress to the next year of the Programme. Where a placement is unsuccessful, the Professional Practice Manager will discuss retrieval options with the student.*

The **tutor report** will usually be shared with students within 2 working days of the summative assessment.

The **school report** should be shared with the student on the final day of placement. Sharing the report prior to the conclusion of the Professional Practice is very useful in helping the student set goals for the future. The report is also vital to the professional development of the student and to ensure a complete assessment profile by the University. The student's copy should be signed by both mentor and student, and an additional copy emailed to [SHSL-ed-professionalpractice@dundee.ac.uk](mailto:SHSL-ed-professionalpractice@dundee.ac.uk) by **the Friday following the student's final day on placement**. The Summative Assessment Report can be downloaded from the [University Website](https://www.dundee.ac.uk/corporate-information/information-school-partners-ma-hons-education) Please do ensure that the school report is emailed directly to the university and not just given to the student. This allows us to ensure our examination records are up to date and accurate. This is appreciated.

## The Role of the External Examiner and a Tutor Shadow Visit

The tutor may be accompanied on visits by an external examiner, an additional university tutor or the professional practice manager, for quality assurance purposes.  It is to be stressed that on these occasions the programme procedures and the tutor are under scrutiny – **not** the student or school.

The role of the External Examiner is to monitor the quality of the assessment element of the student's experience, to ensure that students are assessed appropriately and that their individual needs are taken into account.  They should use their personal evaluation of the process to verify the appropriateness of assessment and support procedures that are in place. External Examiners will be interested in the following, relating to placement:

The organisation of the Professional Practice

The helpfulness of all Professional Practice documents

The assessment process

The communication between the university and the school

The preparedness of the student to undertake the Professional Practice

The quality of the tutor's feedback to the student

The comparability of the standard of students with other Teacher Educator Institutions

The relationship between the University and the receiving schools

The relationship between the tutor and the student

The External Examiner should feel able to speak to the student, the class teacher and the head teacher individually as s/he feels appropriate.

*At any one time a maximum of two adults will be visiting the student.*

## Termination of Placement

The school may at any point terminate the student’s placement for the following reasons:

* If the student is deemed to be unprofessional to the point that it is not safe or prudent to allow them to continue working with the pupils and staff. **In cases such as these, no advance warning of termination is required.** The decision to terminate the placement must be approved by the Head Teacher (or other senior management in the school) and the University tutor.
* If the level of support that is being given is having a detrimental effect on the staff.
* If the pupils’ learning is suffering because of the student’s performance
* If the school does not feel that the student is able to take on full responsibility for the class at the appropriate time.
* If the University has indicated concerns over the student’s preparedness for placement due to low attendance at lectures/workshops and if the school subsequently does not feel that the student is able to carry out the week-by-week expectations of the placement. **In such cases, no advance warning of termination of placement is required.**

Please see the stages to be followed below, where termination of studies is being considered (except in cases of unprofessionalism or low attendance – see comments in bold above):

* **Advance written warning of concerns must have been given to the student and to the university.** This would normally include a combination of:
  + PROP Forms (where mentors have formally indicated a cause of concern)
  + Observation Forms
  + Email communication with the tutor or Professional Practice Manager
* After advance warning of concerns have been given, it is usually recommended that the student should be given the chance to address the concerns and show signs of progression.
* It is usually recommended that the student begin their period of responsibility, but it may be appropriate for the school mentor or other member of staff to remain in the classroom during this time. Please note that the school may feel that the student has not made enough progress to take on their period of full responsibility, in which case, the placement may be terminated at that time.
* Before a decision to terminate the placement is made, it is usually recommended that the student be observed by a member of the senior management team in the school who will contribute to the decision.

Please note that termination of placement does not mean that the student cannot return to the school; in most cases it will mean that the tutor visit/assessment will no longer take place but that the student can continue in the school and gain valuable experience through observations and team-teaching where appropriate. Each case will be considered individually regarding the appropriate course of action. **The school will be expected to complete a summative assessment form at the time of termination of placement. The summative assessment form must clearly indicate the areas in which the student has not made sufficient progress and/or has not met the criteria, which has resulted in a failed placement.**

## Mitigating circumstances

Where the student has medical grounds or other mitigating circumstances that have impacted on their performance on placement, they may present this for consideration by the Mitigating Circumstances Committee to request another first sit of the placement instead of a re-sit. Supporting evidence, such as medical evidence must be provided in all instances, accompanied by a completed mitigating circumstances form.

University guidance for mitigating circumstances, including associated forms, can be accessed on the [University Website](https://www.dundee.ac.uk/guides/student-guide-mitigating-circumstances)

For students who have double failed a placement, their studies will be terminated and they will be given the opportunity to appeal.

## Appeals

Information on the appeals process can be found on the university website [Appeals | University of Dundee, UK](https://www.dundee.ac.uk/governance/discipline-complaints-appeals/appeals). Students who wish to submit an appeal should submit their written appeal to the School (SHSL) in the first instance. This should be submitted to Fiona Clark (f.j.clark@dundee.ac.uk).

## Supporting students with a disability or protected characteristic

The University is committed to fairness and equal treatment for all students on campus and within practice settings. The Equality Act (2010) requires that Universities do not discriminate against any student for reasons relating to their disability or 'protected characteristics.' The Equality Act (2010) introduced the terminology of 'protected characteristics' to define those covered under the legislation. These are: Age, Disability, Gender, Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.

The term disability covers a range of physical and sensory impairments as well as mental health difficulties and specific learning difficulties such as dyslexia.

All staff members are committed to providing an inclusive curriculum, including access to a full teaching and learning programme for all students. Where consent is given, the School of Humanities, Social Sciences and Law (Division of Education and Society) liaises with Disability Services to determine the most appropriate way to achieve this and ensure that no group or individual is disadvantaged in the learning environment.  School Disability Support Officers support this process and ensure that reasonable adjustments are arranged to meet individual needs.  Further details of the University's provision for students are available from [Disability Services](https://www.dundee.ac.uk/disability-services)

Students may need support in deciding whether or how to disclose a disability. Students can contact Disability Services or the SHSL Disability Support Officer for an informal discussion to seek advice on completing a disclosure form. Students should be aware that although they are encouraged to contact Disability Services as soon as possible either before or at the start of the academic year, should an issue arise during the academic year, students can contact Disability Services or the SHSL Disability Officer at any point.

Students are not obliged to register with Disability Services or disclose any disability to University or their placement school. However, to ensure appropriate support can be put in place, **we strongly recommend that students do so**. It is important to be aware that student teachers will be working closely with children in the classroom and must be able to meet all requirements of the placement.

If there are specific skills requirements that may be affected by a disability and may potentially impact on the children's learning in the classroom, we recommend that students contact Disability Services [disability@dundee.ac.uk](mailto:disability@dundee.ac.uk) or the School of Humanities, Social Sciences and Law (Education and Society Division) Disability Officer [SHSL-EDS-Disability-Adjustments@dundee.ac.uk](mailto:SHSL-EDS-Disability-Adjustments@dundee.ac.uk) at the earliest opportunity, well in advance of their professional practice placement, even if they are already registered with Disability Services, to discuss what support and reasonable adjustments are available during placements. Any specific adjustments that may need to be made to meet individual disability-related needs can then be identified to enable the student to teach the full range of the Primary School Curriculum and meet the expectations of the placement.

Please note, that registering with Disability Services or informing SHSL of any disabilities **does not** mean that any support needs will automatically be disclosed to schools, unless there is imminent, grave danger to the student or to someone else, or where the University is required to do so by law.

**Procedure for arranging adjustments for placement:**

1. *Before each placement the pastoral convenor will email all students reminding them to contact the professional practice manager should they have any considerations needed for placement, attaching the following form:* [***Disability Disclosure Form – Placement Activity***](https://ukc-word-edit.officeapps.live.com/we/wordeditorframe.aspx?ui=en-US&rs=en-US&wopisrc=https%3A%2F%2Fdmail.sharepoint.com%2Fsites%2FMAConvenors%2F_vti_bin%2Fwopi.ashx%2Ffiles%2Fc01263066f77481ca06b92b72fe3b9b5&wdsle=0&wdenableroaming=1&mscc=1&hid=F2E13CA1-3087-9000-5D23-3B569B53EA89.0&uih=sharepointcom&wdlcid=en-US&jsapi=1&jsapiver=v2&corrid=fe883fd0-db0e-365c-ed0a-84f0c3bd62ab&usid=fe883fd0-db0e-365c-ed0a-84f0c3bd62ab&newsession=1&sftc=1&uihit=docaspx&muv=1&cac=1&sams=1&mtf=1&sfp=1&sdp=1&hch=1&hwfh=1&dchat=1&sc=%7B%22pmo%22%3A%22https%3A%2F%2Fdmail.sharepoint.com%22%2C%22pmshare%22%3Atrue%7D&ctp=LeastProtected&rct=Normal&wdorigin=ItemsView&wdhostclicktime=1721140138050&instantedit=1&wopicomplete=1&wdredirectionreason=Unified_SingleFlush#Disability_disclosure_form)
2. *Following this the professional practice manager will contact all students who have returned the Disability Disclosure Form to arrange a time to meet and agree on any future actions.*
3. *When needed, placement schools will be contacted if consent has been given, to discuss placement considerations. A placement Agreement form will be completed and shared with the student.*
4. *If no consultation with the school is required, SHSL will securely save the form and will not consult with the professional practice placement.*

While the University will liaise with school placements directly (where consent is given), once adjustments have been agreed students are also advised to discuss adjustments with the head teacher or other appropriate staff member at the school.

***A Disability Disclosure Form – Placement Activity* *and accompanying guidance can be downloaded from the Professional Practice area on the MA Portal in My Dundee.***

## Guidelines for Claiming Student Professional Practice Expenses

The University of Dundee will refund any **additional** expenditure incurred by a student while undertaking a Professional Practice which is a mandatory part of their course.  These additional costs are calculated by comparing the student's normal term time costs with those necessary to carry out the Professional Practice.

Travel

Travel by public transport will only be reimbursed at the cheapest possible rate.  It is, therefore, the responsibility of the student to establish the cheapest method of travel **before** the Professional Practice is undertaken.  This may involve the purchase of weekly/monthly tickets.  Note: Only travel that is supported by tickets/receipts will be reimbursed.  Where public transport is not available or convenient, the University will reimburse car usage at the appropriate mileage rate (currently 22.3p per mile).  It is the individual student's responsibility to ensure that their motor insurance covers the use of their vehicle for this purpose.

Claims

Completed forms should be emailed to [shsl-eds-student-travelclaims@dundee.ac.uk](mailto:shsl-eds-student-travelclaims@dundee.ac.uk)

Please make sure if travelling by public transport, you scan and email tickets along with the Student Travel Claim Form.  Claims should be submitted within four weeks of the end of the Professional Practice.  After four weeks, claims may not be met.  In the case of longer placements, claims may be made during the Professional Practice but for periods of no less than four weeks.

Payments

Students' claims will be paid directly into a bank account.

## Attendance

If attendance/participation falls below 80% for any aspect of the MA (Hons) Education Programme, this will be reported to the Board of Examiners, as will absence from Professional Practice. The right to submit assignments, attend an examination and go out on Professional Practice will be dependent on students achieving an 80% attendance rate. The University of Dundee has a duty of care to the children whom MA (Hons) Education students teach. A good level of attendance in all aspects of the Programme (i.e. minimum of 80%) is considered an indicator of students' preparedness to go out on Professional Practice. If your attendance is a concern prior to the placement block, you may not be permitted to go out on placement.

Where there are concerns over a student’s preparedness for placement, one of the following may apply:

* You may be permitted out on placement but the school will be notified by the University of their concerns over your preparedness and the school may terminate your placement if they feel that you are not suitably prepared to meet the expectations of the placement.
* You will not be permitted out on placement. This will mean that you will possibly have to repeat the year to ensure that you have engaged fully with the inputs to ensure preparedness for meeting the expectations of placement the following year.  Please note that due to the condensed nature of the academic year **this decision will not be made until just prior to the placement** as it is important that it is based on the most recent attendance figures at that point in the year.

Holidays should not be booked during University term-time (please note that the final week of the academic session is Week 30 but some retrieval placements finish at the end of week 32). Students should refer to the *Initial Teacher Education Professional Practice & Assessment Schedule* which is available on the MA Portal in My Dundee.

## Absence

If students are absent from school, they must ensure that the school office is informed by phone before 9.00am in addition to an email to the class teacher (or school email address). Students should also inform the Professional Practice Administrator by telephone 01382 381400 or email [shsl-ed-professionalpractice@dundee.ac.uk](mailto:shsl-ed-professionalpractice@dundee.ac.uk) to report their absence, and, where possible, state when they expect to be able to return to school. On return after absence, students must contact the Professional Practice Administrator again to confirm their return date to placement.

If absent for more than 20% of the Professional Practice period, for any reason, students will be required to re-take the full period of Professional Practice. In some cases, the student may be offered the opportunity to make up days missed while on placement. These days may be added on at the end of the placement in negotiation between the University and the school and is not at the discretion of the student. Note that, due to schools' schedules, it is unlikely that schools would offer more than five additional days.

If absent due to illness, it is crucial that students contact the University (by phone or email) for an absence of five days or less. Absences over five days require a doctor's medical certificate. Without the latter, the Board of Examiners will regard the absence as unexplained, resulting in a failed Professional Practice.

If a student is going to be absent on the day of the tutor visit, then (s)he must email both the Professional Practice Administrator (email) and her/his placement tutor as soon as possible.

## Adverse Weather Advice

If a student is unable to make it into school because of extreme, adverse weather, they should inform both the school and the university by 9am. If the school is closed, students must still inform the university via email on each day of closure, and an absence form should be submitted on return to school. Despite snow days being out of students' control, they will still fall within absence allowance. This is important in ensuring that all students have the space and time to develop their practice.

Students should contact their mentors and check local radio and local authority Twitter feeds for information about school closures/transport updates. Students should also observe national and local weather warnings before travelling.

If a student cannot make it into school because it is closed or because of weather-related travel difficulties, they should use this day to continue placement preparation. If absence due to adverse weather conditions means teaching requirements cannot be met that week, students should use the absence days to reflect on their practice experience so far and undertake targeted reading, planning and preparation to support their return to school.

If the school is closed to pupils but not to staff, students should go into school if they are able. If a student is unable to go into school, or their mentor cannot, it is acceptable that students remain at home and read, reflect and prepare. University emails should be checked regularly for further guidance.

## Fire Alarm procedure

Students should familiarise themselves with the school's Fire Alarm procedures. This will involve identifying the nearest exits in all areas where the student is responsible for the class, e.g. classroom, dining room, gym hall, etc., being able to access the class register at all times and being aware of the fire assembly point.

## Guidance for non-denominational students in Roman Catholic Schools

Guidance for non-denominational students in Roman Catholic schools can be found in [Appendix xi](#appendixxi).

## Requesting a Roman Catholic placement

It is recognised that many Roman Catholic students would wish to undertake a placement in a denominational school. Whilst it is unlikely that it would be possible for Roman Catholic students to have all placements during their Initial Teacher Education Programmes in a denominational school, students can submit a request to undertake a placement in a denominational school. This will be considered and accommodated where possible. Students should approach the Professional Practice Manager with a request for a Roman Catholic school placement. Such a request must be made at the start of Semester 1.

# 4. Appendices

Documents and templates needed for placement and planning can be found on the following pages.

## Appendix i: MA Professional Practice Requirements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MA1PP**  **1 pre-visit day; 2 pre-visit observation weeks; 4-week block** | **MA2PP**  **1 pre-visit day, 5-week block, 2-day nursery experience** | **MA3PP**  **1 week nursery, 1 pre-visit day, 6 week block;** | **MA4PP**  **1 pre-visit week; 10 week block** |  |
| **Pre-visits** | **Pre-visit Day:**  Obs., familiarisation with pupils; class rules and routines; school community, etc. | **Pre-visit Day:**  *obs, familiarisation with pupils; class rules and routines; school community, etc.* | **Nursery Week**  Observe interactions, experiences and spaces; investigate responsive and intentional planning, tracking and sharing learning; participate in day-to-day provision and practice; observe, assess and plan an interaction and share with tutor group. | **Pre-visit Week:**  *Minimum 2 class lessons; some grp lessons; assist teacher in all lessons* | Pre-visits |
| **Observation Week 1(MA1PPa):**  *Focussed obs. tasks (ROTR); minimum 2 grp lessons; assist teacher;* Recall Day (Friday). |
| **Observation Week 2 (MA1PPa):**  *Focussed obs. tasks (ROTR); minimum 2 grp & 2 class lessons; assist teacher.* | **Two-day nursery experience:**  Observe early years practice and complete a reflection of their visit. | **Pre-visit Day:**  *Obs., familiarisation with pupils; class rules and routines; school community, etc.* |
| Wk 1 | 3 grp lessons; minimum 2 class lessons; assist teacher in other lessons, supervise grps, observation. | Minimum 2 class lessons;  assist teacher in all lessons; supervise grps; observation. | Obs. & discussion of EY learning routines; mix of grp & class lessons;  1 half day responsibility. | Mix of grp & class lessons; 1 half day responsibility. | Wk 1 |
| Wk 2 | 5 class lessons; some grp lessons and assist teacher; observation. | Two half days of responsibility (in addition to single lessons on other days); assist teacher in all lessons; supervise grps; observation. | 1 full day; single lessons on other days; support as required and observation on other days | 2 non-consecutive full days; single lessons on other days. | Wk 2 |
| Wk 3 | 1 half day & 1 full day;  Single lessons on other days. | one full day of responsibility(in addition to single lessons on other days); single lessons on other days; assist teacher in all lessons; supervise grps; observation. | 2 consecutive full days;  single lessons on other days; support as required and observation on other days. Recall Day (Friday) | 2 continuous days; single lessons on other days.  Recall day (Friday). | Wk 3 |
| Wk 4 | 2 consecutive days;  single lessons on other days. | Two full non-consecutive days of responsibility (in addition to single lessons on other days) and 3 progressive lessons over weeks 4 & 5 in both language and maths; assist teacher in all lessons; supervise grps; observation. | 7 consecutive days responsibility over last three weeks, not including Thurs and Fri of week 7, single lessons and observation on other days. | Mon & Tues week 4 = single lessons/grps;  6 continuous days over 2 weeks, starting no earlier than Wed week 4 and finishing no later Friday week 5 (depending on holiday dates). | Wk 4 |
| Wk 5 |  | 2 consecutive days; single lessons on other days; assist teacher in all lessons; supervise grps; observation. | Wk 5 |
| Wk 6 |  | **Observation Week:**  Single lessons/observation/grp support/observing other teachers. | Wk 6 |
| Wk 7 |  | **Retrench/Ramp up:**  10 continuous days of responsibility (weeks 7-10); single lessons/group support on other days. | Wk 7 |
| Wk 8 | Wk 8 |
| Wk 9 | Wk 9 |
| Wk 10 | 1 day in secondary school to shadow S1/S2 pupil; single lessons as required to facilitate hand over. | Wk 10 |

## Appendix ii: Professional Self-Assessment Audit

**Professional Self-Assessment Audit (MA)**

*This form is intended to summarise your experience to date, identify your strengths and areas for development at this point in time, and your goals for this coming placement. It should be completed and placed in Section 1 of your Professional Practice File.*

**PREVIOUS PROFESSIONAL PRACTICE IN SCHOOL**

*For MA1, this can include any work/work experience in school that you have recently completed before coming on the programme. For MA3 and MA4, this would be your previous school placement(s).*

|  |  |
| --- | --- |
| School & Stage |  |
| Duration/Dates |  |
| Brief summary of responsibilities |  |
| Strengths identified |  |
| Areas for development |  |

**OTHER RELEVANT EXPERIENCE TO DATE**

*This can include any relevant work/work experience and/or the Learning from Life module. Again, your most recent experience is most relevant here.*

|  |  |
| --- | --- |
| Workplace |  |
| Duration/Dates |  |
| Brief summary of responsibilities |  |
| Transferable skills identified |  |
| Areas for development |  |

**GOALS FOR THIS COMING PLACEMENT (LINKED WITH SPR):**

*These may come from the areas for development noted above.* Your goals and references to the SPR should be drawn from your reflection on your development needs. You should discuss your identified goals with your tutor prior to the start of your placement.

*You are advised to draw at least three goals from the three different sections of the SPR.*

|  |  |  |
| --- | --- | --- |
| **Goals** (Please provide SPR code e.g. 3.2.2.) | **Provide SPR extended goal.** E.g. "Develop positive relationships and positive behaviour strategies." | **Justification:** Explain why you have chosen this goal and how you will achieve it. |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |

## 

## Appendix iii: Being a Teacher in Scotland: Professional Values and Commitment Audit

|  |  |
| --- | --- |
| **1.1. Professional Values**  *"As part of teacher professionalism, professional values are required to be enacted in everyday practice both within and outwith the educational establishment." (GTCS, 2021)* | **Evidence of how you are meeting this Standard**  *You should add to this audit throughout the duration of your placement. You can cross-reference to weekly evaluations, lesson plans, resources, or other evidence across your Professional file.* |
| **Social Justice**   * Promote health and wellbeing of self, colleagues and the children and young people in their care * Build and foster positive relationships in the learning community which are respectful of individuals * Embrace global educational and social values of sustainability, equality, equity, and justice and recognising children's rights * Respect the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported * Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future * Commit to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality * Value, as well as respect, social, ecological, cultural, religious, and racial diversity and promote the principles and practices of sustainable development and local and global citizenship for all learners * Demonstrate a commitment to motivating and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning * Demonstrate a commitment to supporting learners who are experiencing or who have experienced trauma, children and young people from a care experienced background and understanding responsibilities as a corporate parent * Understand and challenge discrimination in all its forms, particularly that which is defined by the Equality Act 2010 |  |
| **Trust and Respect**   * Promote and engender a rights respecting culture and the ethical use of authority associated with one's professional roles * Act and behave in ways that develop a culture of trust and respect for self, others and the natural world * Understand, acknowledge, and respect the contribution of others in positively influencing the lives of learners * Understand health and wellbeing and the importance of positive and purposeful relationships to provide and ensure a safe and secure environment for all learners and colleagues within a caring and compassionate ethos * Respect individual difference and support learners' understanding of themselves, others and their contribution to the development and sustainability of a diverse and inclusive society |  |
| **Integrity**   * Demonstrate kindness, honesty, courage and wisdom * Be truthful and trustworthy * Critically examine professional beliefs, values and attitudes of self and others in the context of collegiate working * Challenge assumptions, biases, and professional practice, where appropriate |  |
| **1.2 Professional Commitment** | **Evidence of how you are meeting this Standard** |
| * Demonstrate knowledge and understanding of barriers to wellbeing and learning associated with a range of circumstances such as the learning environment, family circumstances, disability or health need, social and emotional factors, and additional support needs * Recognise and acknowledge the value in everyone and having a deep awareness of the need for culturally responsive pedagogies * Promote equality and diversity, paying careful attention to the needs of learners from diverse groups and in upholding children's rights * Value the contribution of others, challenging biases and assumptions, and applying critical thinking to make effective decisions, in the interests of maintaining and improving the quality of education and leading to improved outcomes for all children and young people in Scotland * Critically examine how teaching impacts on learners and using evidence collaboratively to inform teacher judgement and next steps for learning * Engage in continuous professional learning, reflection, enquiry, leadership of learning and collaborative practice |  |

## Appendix iv: Audit of Lessons Taught and Planning Formats

**Audit of Lessons Taught During Professional Practice: MA1 MA2 MA3 MA4 (delete as appropriate)**

Date when you have planned and taught lessons in each of the curriculum areas. This will aid you in keeping track of your developing experience and to help ensure this development has breadth across the curriculum and not just depth in one or two areas.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Maths** | **Language** | **Modern Languages** | **RME** | **Sciences\*** | **Expressive Arts\*** | **Health & Wellbeing\*** | **Social Studies\*** | **Technologies\*** | **Interdisciplinary Learning (IDL)\*\*** |
|  |  |  |  |  |  |  |  |  |  |
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**\*Please identify the element of these curriculum areas that have been addressed.**

**\*\*Please identify which subjects came together for IDL.**

## Individual Lesson Plan Format (Primary)

**Class/Group: ……………………… Lesson: ………………………… Date: ………..…**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Previous Experience** | | | | |
| **Working towards outcomes of a Curriculum for Excellence** | | | | |
| **Responsibility of all - Literacy/Numeracy/ICT/HWB** (where appropriate): | | | | |
| ***Learning Intentions*** | | ***Success Criteria*** | | |
|  | |  | | |
| **Resources** |  | | | |
| **Timing** |  | | | ***Assessment methods*** |
|  | **Setting the context/Beginning the lesson (Introduction)**  **Teaching the learning intentions (Development)**  **Ending the lesson (Plenary)** | | |  |
| **Success Criteria Results** | | | **Next steps for the children** | | |
|  | | |  | | |
| **EVALUATING MY PRACTICE** | | | | | |
| **Going well (what worked and why?)** | | | **Areas for development (what didn't work and why?)** | | |
| **Next Steps for Me** | | | | | |

DAILY TIME MANAGEMENT PLAN Class: Date:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Block of Time | Planning Codes (where applicable) | Title of Lesson/Activity (with staff/student initials) | Supporting Staff/Student | Resources | Organisation & Management Notes |
|  |  |  | For example: Classroom Assistant/  Speech Therapist/  Support for Learning Teacher/Assistant  Behaviour Support |  |  |
|  |  |  |  | | |
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## Daily Evaluation/Reflection

|  |
| --- |
| Reflection on the Day – What went well/did not go well and why? (This should inform your weekly evaluations/reflections) |
| Next steps for the children and for you the teacher. |

## Medium-Term Plan (or Curriculum Plan)

|  |  |
| --- | --- |
| Curriculum area(s) to be addressed: | Interdisciplinary learning (IDL) focus (if relevant): |
| Class/stage/group: | |
| Curriculum for Excellence Outcome(s):  (*From all relevant curriculum areas. Please write outcome code and accompanying statement*.) | |
| Key question(s): | Key skills: |

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum area/IDL focus;**  **Reference to DTM Plan & Lesson Outline** | **Learning intentions** | **Key learning experiences** | **Methods of assessment/ recording** |
| e.g.  Art  DTM1/2/3  LO2/LO6/LO8 |  |  |  |
|  |  |  |  |
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## Lesson Outline (to accompany Curriculum Plans)

Reference to Curriculum Plan:

NB – all supporting evidence (e.g. assessment) should be cross-referenced to the Curriculum Plan.

|  |
| --- |
| Learning Intentions:  Success Criteria: |

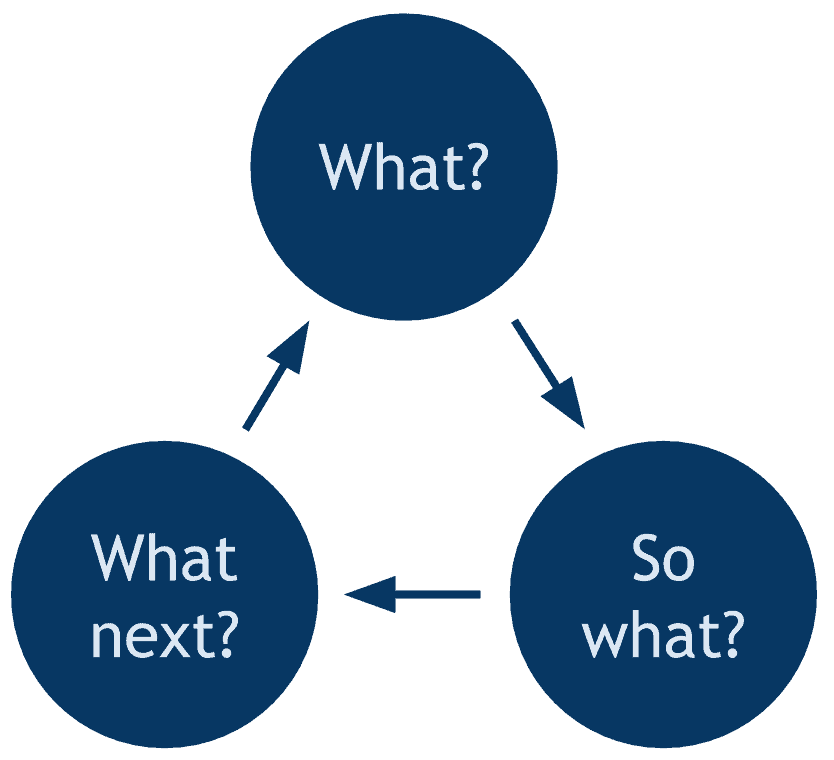
|  |
| --- |
| Responsibility of all - Literacy/Numeracy/ICT/HWB(where appropriate): |

|  |
| --- |
| Methods of Assessment (how are you assessing): |

|  |
| --- |
| Notes: |

## Appendix v: [MA2 Nursery Experience](https://d.docs.live.net/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Box/AppData/Local/Box/Box%20Edit/Documents/zPvq07RpFkqRU2gixT_TVg==/MA%20Professional%20Practice%20Handbook/Weekly%20Reflection%20of%20Nursery%20Experience.docx) Reflection

*This form is intended to guide you through your reflections on your two-day nursery experience. The first part of the form consists of questions to guide your nursery reflections. You may want to use Borton’s model of reflection (or Gibbs’/Kolb) to ensure your reflection goes beyond a description. This will help to direct your reading both during and after the experience in preparation for the nursery week in MA3. The second part is to be completed by a member of the nursery staff.*



Borton’s model of reflection

**PART ONE – student to complete**

1. **Significant observation:** Describe one observation that you experienced during your nursery week and discuss how this has impacted upon your understanding in this environment. What did you observe the children saying and doing? What were they learning? What skills were they developing? How did the adults act as facilitators for the children’s learning/development (social, emotional, physical, cognitive and language)?
2. Discuss the importance of working/liaising with other adults (including parents) in the nursery setting.
3. What was your main takeaway from this experience?
4. What reading will you engage with in preparation for the MA3 modules on early years? How has this experience highlighted areas you need to focus on?

**PART TWO – member of staff to complete.** *Please indicate with a* ***tick*** *which level is most appropriate to the student’s performance during his/her nursery week experience.*

|  |  |  |
| --- | --- | --- |
|  | **Evident** | **Area for development** |
| The student demonstrated awareness of early level pedagogy |  |  |
| The student interacted effectively with the children |  |  |
| The student engaged in dialogue with nursery staff. |  |  |
| The student demonstrated awareness of national policy |  |  |

Any additional comments by the staff:

|  |
| --- |
|  |

Student’s signature ……………………………………………………… Date ………………………….

Staff signature …………………………………………………………… Date ………………………….

**This form should be included in your MA2PP Professional Practice Folder.**

## Appendix vi: MA3 Nursery Week Observation and Feedback Form

*This form is intended to guide you through your observation of your nursery experience. It provides different foci for your week and will help to direct your reading during and after the placement. The first part of the form consists of questions to direct your observation, and the second part is to be completed by a member of the nursery staff/senior member of staff in the school.*

**PART ONE – student to complete**

Observe and record an interaction between yourself and child/group of children, using the observation planning format of **Observe, Assess, Plan** (refer to Ephgrave (2018) for additional support) to structure your observation. Remember, the first three steps of **Observe, Assess, Plan** will mostly happen internally without you speaking; the steps are not always separate but can be intertwined.

1. **Observe:** What are you seeing and hearing? What is the child/children looking at, saying, or doing (or not doing)? Try to record exactly what they say or their actions.
2. **Assess:** What is it making you think? What do you notice about this child/children’s learning? What **skills** are they developing? What **content** is being explored? Are there **misconceptions**? Do they need an adult to take their learning forward?
   1. If so, how should this be done (providing more/removing resources, asking a specific question, or making a statement, suggesting a new space that may support their inquiries, giving suggestions to develop their idea, etc)? How will you ensure you are not taking over?
   2. If they do not need an adult, why do you think that is? What have you noticed about their learning?
3. **Plan:** Deciding on the action to take:
   1. **Responsive planning:** How can/did you take the learning forward right now? What happened? What did you and the children do? Is this being developed further (is it moving into intentional planning)? What would be the next steps (think about skills and/or content)? What resources did you add/remove? What was the effect? What did you or would you plan to do in the future? What possible lines of development are there?
   2. **Intentional planning:** What could you do later today, tomorrow, or next week to extend this learning? Are extra resources are needed? Do changes to spaces need to happen? What would be the next steps (think about skills and/or content)? What resources did you add/remove? What was the effect? What did you or would you plan to do in the future? What possible lines of development are there?
4. **Now record:** You can choose how you record this for sharing with your tutor group.

Ensure **confidentiality** throughout by only using initials. No photographs of children can be used (but you can include their drawings or photographs if relevant).

*Share and discuss the recording of your observation with the nursery staff before the end of the Nursery Week.*

**PART TWO – member of staff to complete.** *Please indicate with a* ***tick*** *which level is most appropriate to the student’s performance during his/her nursery week experience.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Satisfactory** | **Unsatisfactory** | **Comment** (optional) |
| The student participated effectively as a member of the nursery team. |  |  |  |
| The student interacted effectively with the children. |  |  |  |
| The student interacted effectively with parents. |  |  |  |
| The student engaged effectively in a professional dialogue with the nursery staff. |  |  |  |
| The student is developing a professional knowledge of learning in the nursery. |  |  |  |

Any additional comments by the staff:

|  |
| --- |
|  |

Student’s signature ………………………………………… Date ………………………….

Staff signature ……………………………………………… Date ………………………….

**This form should be included in your MA3PP Professional Practice Folder.**

## 

## Appendix vii: Personal Record of Progress Form (PROP)

To be completed at the end of each week of Professional Practice

|  |  |
| --- | --- |
| Student: | Professional Practice: |
| Week: | Date completed: |

It is recommended that you comment below on aspects of your Professional Practice that relate to specific SPR Benchmarks and personal goals.

|  |
| --- |
| **Student – Area/s developed** |
| **Student - Area/s to be developed** |
| **Class Teacher/Mentor:** I agree/disagree with the above comments (please circle)  Do you have any concerns at this stage regarding the student? YES/NO  If yes, you are advised to discuss this immediately with the student and contact their tutor or the Professional Practice Manager.    The PROP form is a vital document. It provides written evidence of the student's progress throughout the placement. It is important to remember that it is in the student's interests that the class teacher tells him/her **as early as possible** if there are any areas that require particular attention, particularly if they are areas that might ultimately be recorded as unsatisfactory in the final report. This then gives the student the maximum opportunity to address these issues in the time remaining on placement.  Any Additional Comments:  Comments can be continued over the page if necessary. |

Literacy: Satisfactory Needs attention

Student's signature …………………………………….. Date……………………………………

Class teacher's/Mentor's signature ………………………………..Date………………………

The student should discuss his/her progress and reflections with the class teacher on a weekly basis, and this form should be used as a focus for this discussion. Once completed, and counter signed, this form should be placed within the student's Professional Practice File.

## Appendix viii: [Observed Lesson for school use](https://d.docs.live.net/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Box/AppData/Local/Box/Box%20Edit/Documents/zPvq07RpFkqRU2gixT_TVg==/MA%20Professional%20Practice%20Handbook/Observed%20Lesson%20for%20school%20use.docx)

Please note that the following provides feedback on a 'snapshot' of your teaching and does not cover all elements of SPR. It is not in itself an indication of your overall progress on placement but rather an indication of the degree to which this lesson has been successful. Where an area 'requires attention', it is the student's responsibility to engage in a professional dialogue with the observer on this element of their practice and to notify their University tutor for further support and advice where required.

**To be completed by the Observer *(with reference to individual placement expectations)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Requires**  **attention** | **Satisfactory** | **Good** | **Very Good** | **Excellent** |
| **Planning (lesson plan) 2.1**  (Coherent; progressive; engaging; knowledge of CfE, including literacy, numeracy, digital literacy; meeting pupils' needs) |  |  |  |  |  |
| **Pedagogical Approach 3.1, 3.2**  (Effective teaching strategies; appropriate pitch; explanations; questioning; pace of lesson) |  |  |  |  |  |
| **Use of Resources 3.1, 3.2**  (Board work; effective use of physical, digital and human resources) |  |  |  |  |  |
| **Engaging and Valuing Learners 3.1, 3.2**  (Rapport; presence; managing whole class, group and individual work; valuing all learners; actively engaging all learners; fair, consistent and effective application of positive behaviour management strategies) |  |  |  |  |  |
| **Assessment and Feedback 3.1**  (Well-chosen assessment approach(es); providing purposeful feedback; analysing assessment information and using it to support and enhance learning) |  |  |  |  |  |
| **Working with Others 3.1**  (Working with class teacher, learning support, classroom assistants, and the wider school community) |  |  |  |  |  |
| **Reflection 3.3**  (Realistic self-assessment, taking account of feedback) |  |  |  |  |  |
| **Professional Values and Commitment 1.1, 1.2, 1.3**  (Well-prepared for lesson; promotes an equitable classroom, leads learning, commitment to self-improvement) |  |  |  |  |  |
| **Was the lesson plan shared with the teacher/observer in advance of the lesson?** | Yes/No  *Please circle as appropriate* | | | | |
|  | | | | | |
| **Comments and Advice** (can be continued over page) | | | | | |
| **Development Targets** (can be continued over page)  *Please note that the student should include these development targets (in summary form) on their weekly PROP form. This should form the basis of a discussion with the school mentor on their progress.* | | | | | |

*NB: It may not be possible (or necessary) to report on all the areas above.*

## Appendix vxi: Tutor Formative Feedback Form

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Tutor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Tutor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**This form should be placed in the student's file and be accessible to school colleagues.**

## Appendix x: [Summative Assessment Form](https://d.docs.live.net/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Box/AppData/Local/Box/Box%20Edit/Documents/zPvq07RpFkqRU2gixT_TVg==/MA%20Professional%20Practice%20Handbook/Summative%20Assessment%20Form.docx)

**Summative Assessment Form**

The Summative Assessment form must be completed electronically and emailed to [SHSL-ed-professionalpractice@dundee.ac.uk](mailto:SHSL-ed-professionalpractice@dundee.ac.uk)

Please provide evidence of the student’s progress to date using the guidance from the University found in the *Professional Practice Handbook* ([PGDE](https://www.dundee.ac.uk/esw/partner-resources)) or the relevant *Placement Expectations* document ([MA](https://www.dundee.ac.uk/corporate-information/information-school-partners-ma-hons-education)).

The student should be assessed against the Standard for Provisional Registration but with consideration given to the stage that they are at in their ITE Programme.

Please provide **an overall grade** for each of the eight sections using the following S/U descriptors as a guideline:

* **S** - Satisfactory: Has made sufficient progress for this stage of development, with an appropriate level of support, and therefore this is considered a **pass**.

* **U** - Unsatisfactory: Has not made sufficient progress, for this stage of development, even with support, and therefore this is considered a **fail.**

Please also add comments regarding **the student’s strengths and areas for development** in the section at the end of this form.

***If progress is Unsatisfactory, this should be clearly communicated to the student and substantiating evidence provided in the report.***

**MA: MA1PP, MA2PP or MA3PP.** If a student accumulates a total of **3 or more** **Unsatisfactory** grades between the school report and the tutor report this will result in a failed placement.

**MA: MA4PP**. If a student accumulates a total of **2 or more** **Unsatisfactory** grades between the school report and the tutor report this will result in a failed placement.

**PGDE (P/S) PP1**: If a student accumulates a total of **4 or more Unsatisfactory** grades between the school report and the tutor report then this will result in a failed placement.

**PGDE (P/S)** **PP2**: If a student accumulates a total of **3 or more** **Unsatisfactory** grades between the school report and the tutor report then this will result in a failed placement.

**PGDE (P/S)** **PP3**: If a student accumulates a total of **2 or more** **Unsatisfactory** grades between the school report and the tutor report then this will result in a failed placement.

|  |  |  |
| --- | --- | --- |
| **Student Name:** | **School:**  **Mentor Teacher Name:** | **Date:** |
| **Programme:** | **Stage or Subject (eg. P.4 or Year 1 Science):** | **Placement (eg.PP1, PP2, PP3, MA1/2/3/4):** |
| **Name of person completing the report:** | **Designation (Class Teacher, Tutor, HT, DHT, PT):** | |
| **I confirm that the content of the Report has been discussed with the student:**    **Yes / No** (*delete as appropriate)* | *If ‘No’ please indicate why this was not possible* | |

|  |  |
| --- | --- |
| **1. BEING A TEACHER IN SCOTLAND** | |
| **1.1 Professional Values** | **S / U** |
| Demonstrates a commitment to the professional values:    Social justice   1. the view that everyone deserves equal economic, political and social rights and opportunities now and in the future.     Trust and respect   1. expectations of positive actions that support authentic relationship building and show care for the needs and feelings of the people involved and respect for our natural world and its limited resources.     Integrity   1. the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values. | *Grade only* |
| **1.2 Professional Commitment** | **S / U** |
| Demonstrates knowledge and understanding of barriers to wellbeing and learning    Values the contribution of others, challenges biases and assumptions, and applies critical thinking to make effective decisions    Promotes equality and diversity, paying careful attention to the needs of learners from diverse groups and in upholding children’s rights    Critically examines how teaching impacts on learners and uses evidence collaboratively to inform teacher judgement and next steps for learning    Engages in continuous professional learning, reflection, enquiry, leadership of learning and collaborative practice | *Grade only* |
| **1.3 The Standard for Provisional Registration** | **S / U** |
| Actively embraces and promotes principles and practices of sustainability.    Leads learning for, and with, all learners with whom they engage.    Has knowledge and understanding of the Standards for Provisional Registration and shows a commitment to working towards it. | *Grade only* |
| **2. Professional Knowledge and Understanding** | |
| **2.1 Curriculum and Pedagogy** | **S / U** |
| Has knowledge and understanding of Pedagogical Theories and Professional Practice    Has knowledge and understanding of Research and Engagement in Practitioner Enquiry    Has knowledge and understanding of Curriculum Design    Has knowledge and understanding of Planning for Assessment, Teaching and Learning | *Grade only* |
| **2.2 Professional Responsibilities** | **S / U** |
| Has knowledge and understanding of Education Systems  Has a knowledge and understanding of Learning Communities | *Grade only* |
| **3. Professional Skills and Abilities** | |
| **3.1 Curriculum and Pedagogy** | **S / U** |
| Plans effectively to meet pupils’ needs    Utilises pedagogical approaches and resources    Utilises partnerships for learning and wellbeing    Employs assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning | *Grade only* |
| **3.2 The Learning Context** | **S / U** |
| Appropriately organises and manages learning    Engages learner participation    Build positive, rights respecting relationships for learning | *Grade only* |
| **3.3 Professional Learning** | **S / U** |
| Engages critically with literature, research and policy    Engages in reflective practice to develop and advance career-long professional learning and expertise | *Grade only* |
| **Areas of strength:** *Please add comments here.* | |
| **Areas for development:** *Please add comments here.*  *Where unsatisfactory grades have been given, please give details below, with reference to PROP Forms and Observation Forms where concerns have been highlighted during the placement.* | |
| **Additional comments:** *Optional* | |
| **Standard of Student’s Literacy:** Satisfactory/Unsatisfactory  **No. of days absence: ­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_** | |

Signature: ………………………………………………

Date: ………………………………….

Head Teacher's/School Regent’s Signature (*where applicable*): ………………………………………

Date: ….…………………………........

Student’s signature: …………………………………………………

Date: ….…………………………........

**PLEASE RETURN THE COMPLETED FORM TO:** [SHSL-ed-professionalpractice@dundee.ac.uk](mailto:SHSL-ed-professionalpractice@dundee.ac.uk)

## Appendix xi: Guidance for non-denominational Students in Roman Catholic Schools

**Guidance for non-denominational students in Roman Catholic schools**

*This guidance is provided to assist 'non-denominational' students who are placed in Roman Catholic denominational schools for school placement. It identifies some frequently asked questions which may help to prepare visiting student teachers, as well as 'receiving' head teachers and staff, to make the most of this experience. It is important that the student uses this information to enter into a dialogue with the class teacher about issues specific to the school in which the placement is to be undertaken.*

[All Catholic schools in Scotland are inclusive communities which welcome pupils of various religious backgrounds and traditions](http://www.sces.uk.com/catholic-schools-charter.html). At the same time, however, they provide a distinctive form of educational provision which places the traditions and values of the Catholic Christian faith at the heart of the educational experience. All student teachers should feel welcome in Catholic schools.

The Teaching of Religious Education (RE)

***Will I be asked to teach RE?***

A non-denominational student will not be asked to teach RE in a Catholic school.

***What will I be doing whilst the RE lesson is being taught?***

Students will be expected to observe the lesson and to use it as an opportunity to reflect on such things as teaching styles, classroom organisation and management etc.

***Can I contribute when Other World Religions are being taught?***

The class teacher may give you the opportunity to contribute in this area should it be deemed appropriate.

Teachers in Catholic schools use a resource called 'This is Our Faith' to support the teaching of RE. [Should you wish to look at this resource you can learn about it here](http://www.sces.uk.com/this-is-our-faith.html). (<http://www.sces.uk.com/this-is-our-faith.html> )

Religious Observance (Including prayers, assemblies and services)

It is normal practice for teachers and pupils in Catholic schools to be engaged in daily prayers and to take part in regular religious services.

***Will I be expected to participate in the prayers?***

There is no expectation that you will lead or say the prayers. However, this is an important experience for pupils and you would be expected to be respectful during this time and to support pupils appropriately.

***Will I be expected to attend Mass?***

As part of the life of the school teachers and pupils will attend Mass, sometimes in the school or in the local church. You would be expected to attend Mass or other religious services along with the class with whom you are working.

Ethos and Community Life

In all Catholic schools there will be religious artefacts on display in classrooms, offices and corridors; commonly these will be a crucifix (Jesus on the Cross), statues, pictures or icons of Jesus, Mary the Mother of God and particular Saints. Primary classrooms will have a 'sacred space' or altar which will be used to display these objects which children will learn to respect in a special way. In secondary schools there would usually be an oratory or chapel where Masses or other services will take place.

It is common for the school chaplain to make regular visits to the school; students should seek advice from the teacher as to when this may occur and how the chaplain should be addressed.

Throughout the school year there will be events in the calendar which are planned to celebrate the faith life of the staff and pupils. Students would be welcome to attend any or all of these. Further guidance can be sought from the class teacher.

Should a student require further help or advice on any related issue they should contact their University tutor.

Should a Head teacher require further help or advice on any related issue they should contact the Scottish Catholic Education Service (SCES).

## Appendix xii: GTCS School Experience and the Student Placement System info

|  |  |
| --- | --- |
|  | Student Placement System (SPS)  School Experience |

Integral to your learning journey is the experience and expertise gained while on school placement. There is a national process and system for ensuring that student teachers, throughout the country, have access to school experience. The Student Placement System (SPS) is largely automated. Automated matching, in the initial stages of 2024/2025, will be administered by GTC Scotland and works on the principle of matching students to schools, based on the information provided by universities, local authorities and schools. When the run of automated matching is complete, the process will move to a manual one for the remainder of the academic session.

**Information required from students**

Students are asked to provide accurate details which are then put into SPS by each Institution offering Teacher Education courses. Each Institution has its own mechanisms for gathering this information but it is important to inform your institution immediately of any change in circumstances e.g. change of address, access to a car, etc. Students choosing to move house to an entirely different location may be re-matched if the Institution is informed with **at least 4 weeks notice** however, removal to a location in excess of 90 minutes from the campus will trigger the point below, marked **NB**.

Students also need to inform the institution, with **at least 4 weeks notice**, if they no longer have access to a car as a re-match at short notice is not normally possible.

**Information required from local authorities**

Local authorities ask schools to provide details of the classes which can accept students. Not all classes will be available for student placements for a range of reasons e.g. there may be a probationer teacher in the class.

**Automatic matching**

Students will be automatically matched to a placement, based on the information provided. There is a sequence of confirmations before a placement is deemed to be fully confirmed and ready for a student to attend. Following a match on SPS, the institution sees it on their SPS dashboard and confirms the match. The next step is for the local authority to confirm the match and the final step is for the school to confirm the match. Only when a match is ‘school confirmed’ will a student be directed to attend the matched school.

**Where will my placement be?**

The national agreement is that students should not normally be required to travel in excess of 90 minutes each way to their school placement, from their term time address.

If you do not know your term time postcode yet then you should enter the postcode of a public building in the area in which you hope to live e.g. a local railway station, library or similar.

**Can I arrange my own placement?**

All placements are arranged via SPS and your Institution. Students are not permitted to seek placements independently and any such activity, on the part of a student directly or indirectly, may trigger an institution’s disciplinary process.

**Where can I get more information?**

More information can be obtained through your Institution’s placement team.

## Appendix xiii: Placement Change Requests – Exceptional Circumstances

It is essential that your Placement Form is submitted by the given deadline to ensure that your term-time address and mode of transport is in the system. If there are any changes to the information you originally submitted (for example a change of address), you are responsible for communicating these changes to the Professional Practice team **as soon as you are aware of them**. You should do so by emailing [SHSL-ed-professionalpractice@dundee.ac.uk](mailto:SHSL-ed-professionalpractice@dundee.ac.uk).

Once placement school information has been issued to students, changes to placement can only be made in exceptional circumstances, and any change requests will be considered on a case-by-case basis. Requests should be made by email to the Professional Practice Manager at [SHSL-ed-professionalpractice@dundee.ac.uk](mailto:SHSL-ed-professionalpractice@dundee.ac.uk).

Students are all asked for signed acknowledgement that they may have to travel up to 90 minutes in each direction to their placement schools. For this reason, change requests due to a long journey time will not be considered unless that journey time is longer than 90 minutes. If, however, there are mitigating circumstance which make a long journey challenging, then of course you should inform the university, preferably as soon as possible – do not wait until placement information has been issued.

## 