



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

APLP PTE Handbook 2026-7

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Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

The purpose of the Professional Teaching Experience Handbook is to provide clear and structured guidance for all those involved in school placements, including school and university-based teacher educators and student teachers. It contains key information relevant to each cohort (BA Year 1, Year 2, Year 3, and PGCE), as well as resources and materials applicable across all cohorts.

The handbook outlines placement dates, the Athrofa Professional Learning Partnership's (APLP) approach to developing beginner teaching through a graduated model, and suggested activities for non-teaching time to support reflection, planning, and wider professional learning. It highlights mentoring resources designed to support feedback sessions, guide professional discussions, and track progress, helping to ensure a consistent and supportive experience for all involved. Quality assurance activities are also incorporated to monitor standards and inform continuous improvement across placements.

Wellbeing is recognised as a priority, with guidance included on managing workload and accessing appropriate support. The handbook serves as a shared reference point, promoting clarity, alignment, and a collaborative approach across school and university partnerships.

For mentors, a digital copy of this handbook can be found on www.athrofa.cymru/mentors and on the APLP SharePoint [Handbooks & Guidance](#)

A Welsh copy is available on the APLP SharePoint [Llawlyfrau a Chanllawiau](#) and at www.athrofa.cymru/cy/mentoriaid/

For student-teachers, digital copies can be found on Moodle.

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Being a mentor in the APLP

Mentors play a vital role in Initial Teacher Education (ITE) programmes in Wales, supporting student teachers' professional growth and ensuring high-quality learning experiences. Their work directly aligns with the accreditation criteria set by the Education Workforce Council (EWC), which emphasise the importance of effective, reflective mentoring within strong school-university partnerships. By modelling professional practice and guiding critical reflection, mentors help student teachers meet the Professional Standards for Teaching and Leadership and prepare them for the Curriculum for Wales.

Through a process of co-construction, the dispositions that APLP mentors embody have been captured in the graphic below. These traits and behaviours reflect the core values of effective mentorship, and we are proud that our mentors consistently exemplify them in their practice.

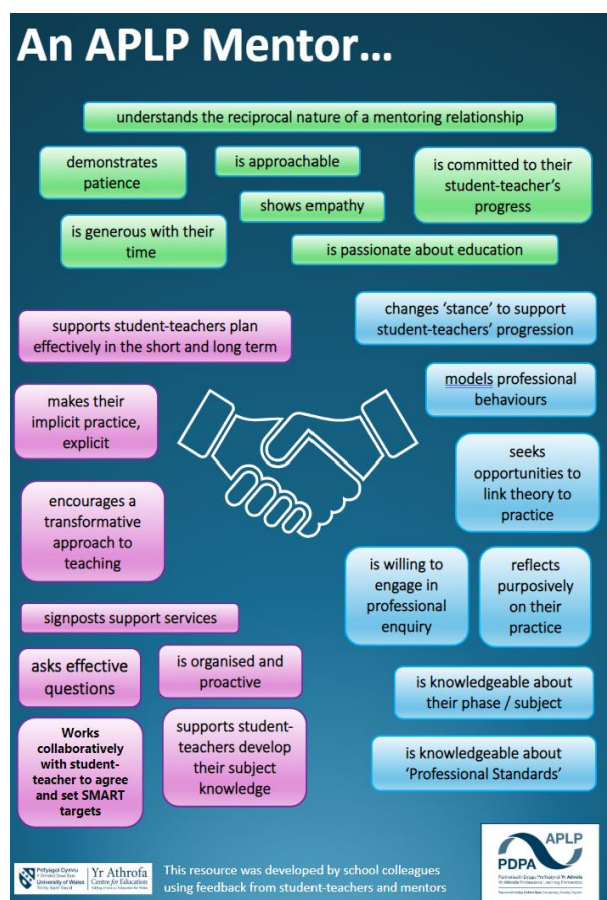
To support mentors in developing the understanding, skills, and dispositions required for effective mentoring within our partnership, all Senior Mentors and Network Leads are required to complete Grade 1 of the Mentor Development Programme prior to the Professional Teaching Experience (PTE). This can be done either in person, via the recorded session, or by attending the twilight training.

Senior Mentors are then expected to deliver this training to the Class/Subject Mentors within their schools. This training is supplemented by a number of asynchronous resources which are available on the APLP SharePoint and

www.athrofa.cymru/mentors - additional refresher opportunities are offered throughout the year. In turn, Class/Subject Mentors must confirm they have received the training by completing a short questionnaire before the PTE begins. The form can be accessed here:

<https://forms.office.com/e/BzXihyBgv9>

It is also essential that all mentors carefully review and familiarise themselves with the content of this guidance booklet.



It is strongly recommended that all mentors bookmark the following links for ease of reference throughout the year

Guidance Documents:

- Guidance materials and resources

A number of resources and guidance documents (including PTE handbooks, Partnership Handbooks) are available on the website below. Please note that these are also available on SharePoint:

www.athrofa.cymru/mentors

- APLP SharePoint
Repository for student-teacher reports, One Page Profiles, OneDrive links and intervention documentation

<https://uowtsd.sharepoint.com/teams/PDP-A-APLP>

- Access request for SharePoint
If you do not have access to the APLP SharePoint, please complete this form:

<https://forms.office.com/e/6i44paBisF>

- Programme Overview and Placement Calendar:

This Teamup site provides an overview of all elements of each cohort's taught and practical programme, including Professional Teaching Experience (PTE) activities.

<https://teamup.com/ksyu78okbjkw1h7vtc>

Mentoring Resources:

- Grade 1 Mentor Training: Completion Confirmation

All mentors are expected to undertake this training to support consistency and quality across the partnership.

<https://forms.cloud.microsoft/e/ZaXvWvH9uk>

- Senior Mentor Quality Assurance Activity

Senior Mentors are expected to observe Class / Subject Mentors conducting a feedback session once per PTE.

<https://forms.office.com/e/3MrrW1rxTc>

- Capturing Effective Mentoring Practice

This form captures effective mentoring from the APLP to support purposeful and strategic sharing of practice.

<https://forms.office.com/e/ZMugGK0CYL>

- Amendments to School Contact Information

Use this form to notify us of any updates to key school contacts. Accurate details help ensure smooth communication and effective placement support.

<https://forms.office.com/e/610XGZBXGG>

- Welsh language resources
<https://uowtsd.sharepoint.com/teams/PDP-A-APLP>
www.athrofa.cymru/mentors

Wellbeing Resources:

- Cause for Concern form

If you have any concerns about student-teacher wellbeing, please complete this form which will be triaged by a member of Student Services:

<https://live.uniticms.com/uwtsd/register/?form=welfare>

- Designated Safeguard Leads

Dave Stacey – Academic Director

Dave.stacey@uwtsd.ac.uk

Laurence Thomas – Strategic Lead for Partnership

Laurence.thomas@uwtsd.ac.uk

Rachel Bendall – Strategic Lead for Welsh, Well-being and Equality

Rachel.bendall@uwtsd.ac.uk

Ian Jones - PGCE Programme Manager (Secondary)

Ian.jones@uwtsd.ac.uk

Jayne Morgan - PGCE Programme Manager (Primary)

Jayne.morgan@uwtsd.ac.uk

Key contact details

Partnership Office: For any partnership related matters, please contact

Partnership@uwtsd.ac.uk or

Partneriaeth@pycydds.ac.uk

PTE QA Overview

LAYER 1: Building Mentor Capacity



Mentor Development Programme

Our Mentor Development Programme (MDP) is designed to equip mentors with the skills and strategies to support student-teachers effectively.



Senior Mentor Training

Senior mentor training is provided annually to all senior mentors. This training comprises the delivery of MDP Grade 1 and additional, bespoke training tailored to strategic priorities.



Asynchronous Resources and Mentoring Materials

A range of asynchronous mentor materials are available to our school-based partners, including mentoring mini-videos, support guides, and drop-in sessions

LAYER 2: CORE QA/QE CYCLE

Professional Teaching Experience (PTE)



Key Outcomes of the QA/QE Cycle

These QA processes create continuous feedback loops that identify and spread best practice, address issues early, and ensure consistent, high-quality training across the network.

Quality Assurance in Professional Teaching Experience

- Early visits to ensure student-teachers and mentors have necessary resources and support
- Senior Mentor QA observing feedback sessions to enhance mentoring practice
- Joint Review Visits where Network Leads or University Tutors observe lessons once per PTE
- Network-level QA meetings to identify strengths, agree priorities, and drive continuous improvement

LAYER 3: STRATEGIC REVIEW



APLP Leadership Group – QA, Partnership & Governance

- QA/QE processes feed into this subgroup of the APLP Leadership Group.
- Strategic Lead for Partnership, Chair & Vice Chair report on progress and actions.



Review of PTE Data

- Summative data from all Layer 2 activities, including breakdowns by Professional Teaching Standards, cohort, and network, is reviewed annually by the Leadership Group.
- Actions and next steps identified collaboratively to target support where needed.



Key Feedback Loops

- Findings from QA/QE inform next year's Senior Mentor Training and MDP.
- Ensures continuous improvement and responsiveness to partnership priorities.



Regional Partner Engagement

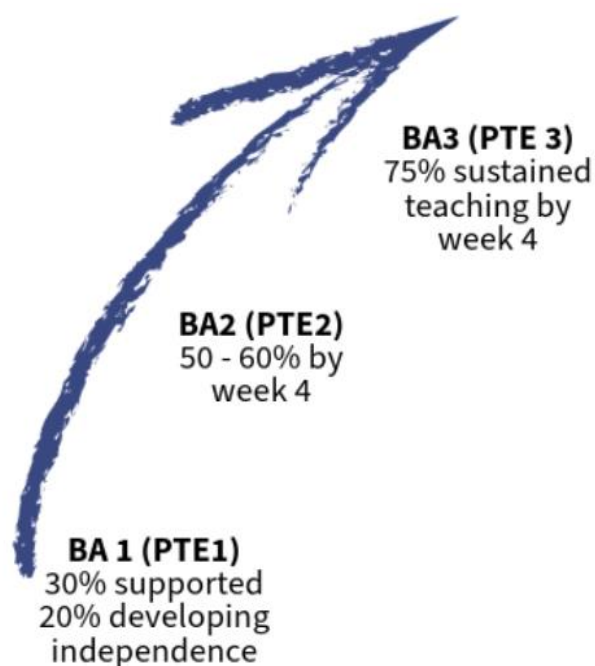
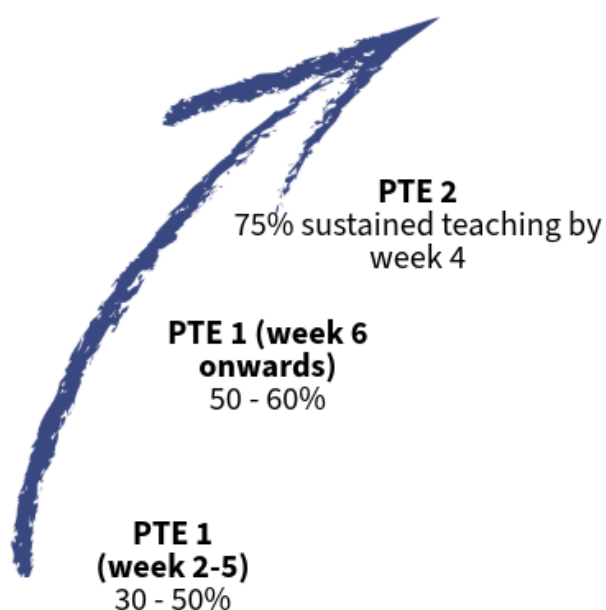
- Twice-yearly reviews of QA and QE data identify strengths, address issues, and inform training.
- Regional Partners annually review school suitability and support placements with Network Leads year-round

A graduated approach to teaching

Student teachers have a full-time learning timetable. The balance between teaching and other activities changes over the year – ‘a graduated approach’. The start of the course includes a blend of team teaching, delivery of part of a lesson and part of a lesson / group teaching. Alongside this, they should undertake focused observation and be given time to plan lessons, including co-planning with more experienced colleagues. This is illustrated in the diagrams below:

PGCE

BA



Student-teachers should be given general, **whole-class** responsibilities from the very beginning of PTE e.g., taking responsibility for managing whole class routines – welcoming and releasing pupils from the class, arranging and clearing resources, and taking the register. Student-teachers should experience the wider role of the teacher where possible, e.g., playground duty, attend assembly, support visits or after school clubs.

It is essential that Class/Subject Mentors should actively encourage student-teachers to foster innovation while operating within the boundaries set by departmental and curriculum plans. This not only nurtures the growth of inventive teaching methods but also empowers student-teachers with the necessary skills to conduct self-reliant and original teaching.

To develop independence, pedagogic methods of coaching and co-teaching will be promoted e.g.

- One teach, one observe;
- Team teaching;
- Parallel teaching.

Those student-teachers who make good progress are expected to go beyond the basic requirements, and they are encouraged to do so.

It is expected that student teachers will be supervised in the classroom by a qualified teacher at all times.

Planning Lessons/Sessions

As noted above, during the preparation period student-teachers and Class/ Subject Mentors **must** jointly-plan the first week's lessons to be delivered (as appropriate to the student-teacher level of need).

They should continue to present their plans to their Class/Subject mentor **two working days in advance** in order to check the suitability and

standard. They should show that they are undertaking the teacher role, not a supporting role.

It is important that Class/Subject Mentors/Senior Mentors inform the Network Lead of *any initial concerns* regarding the PTE Electronic Teaching File and/or general preparatory work for the experience.

Student-teachers are able to use school planning templates / processes for PGCE PTE2 and BA3 PTE3 after the first two weeks of their placement (preparation week and following week), as long as student-teachers are not on intervention process or are deemed to require additional support.

Activity for non-teaching time:

Building on the principle of co-construction, the APLP has developed a structured programme of scaffolded development for non-teaching time, designed to support student-teachers in engaging with a graduated approach to teaching. This means they are not expected to take on a full teaching timetable immediately; in fact, their teaching commitment may be significantly reduced at the outset.

The APLP recognises that while student-teachers may not always be leading whole-class teaching, they are engaged in a full learning timetable. This includes a range of purposeful activities such as professional reading and enquiry, observation of experienced practitioners, and critical reflection on their own developing practice. Further details of suggested non-teaching time activities can be found below.

Essential activities:

- **ONE** PPA session a week (as part of the non-contact time): This provision is at the school's discretion, for example it could coincide with the Class / Subject Mentor's PPA time. It is expected that the student-teacher would remain on school premises during this time (even if the school operates a different system

for its own staff). Although it is not guaranteed that the PPA will be with their Class/ Subject Mentor, it is important that the Class / Subject Mentor is able to provide some time during their week to discuss any questions/concerns/challenges that the student- teacher may have and to provide guidance and support for the planning of lessons/activities.

- **Fortnightly Reflection** – time must be set aside fortnight to discuss progress and negotiate professional targets with the Class / Subject Mentor. Please refer to the guidance document, here:
- An informal weekly well-being ‘check in’ with the Senior Mentor

Recommended activities:

- Observation of teaching in different settings, age groups and Areas of Learning and Experience
- Opportunities to shadow teachers with particular responsibilities, i.e., ALNCo, cross-curricular responsibilities, pastoral and subject leads;
- Opportunities to engage with parents, governors, and colleagues from other agencies.
- Access to school development plans and policies appropriate for a student-teacher (i.e., safeguarding and child protection, teaching and learning, marking and feedback and behaviour);
- Opportunities to undertake research, wider reading, planning and preparation, e.g., Bridging activities.

There will also be training opportunities when student-teachers are not teaching – please see the seminar detailed programme below.

Professional Studies Seminar Programme:

Schools are expected to offer a variety of seminars to support the professional development of student-teachers. Seminars can be arranged to meet the

needs of student-teachers and some suggestions are listed below.

1. Planning:

- How does the school plan the curriculum?
- How do teachers plan a sequence of lessons?
- Planning for additional adults

2. Behaviour Management

- Policies and strategies (e.g., restorative justice approach)

3. Assessment

- An introduction to tracking and monitoring procedures at a class level
- The use of Assessment for Learning throughout the school
- Marking and feedback to learners

4. Welsh Language Development

- How does the school plan for the development of the Welsh Language?

5. Methods of supporting the learners’ literacy and numeracy skills

Preparation Period:

During this period, student-teachers **must**:

- Complete safeguarding training by the school’s Designated Safeguard Lead (DSL) and read the accompanying safeguard policies and procedures. Please note that this should also include anti-racist input.
- Engage with important school policies, including those relating to behaviour, marking, Health and Safety, Safeguarding and Covid-19.

- Meet key members of school staff, including; ALNCO, Welsh Language Mentor, DSL and Senior Mentor
- Using the university planning template, collaborate with the class mentor in planning the first lesson to be delivered.
- Establish school requirements for professional behaviour (arrival and departure times, dress code, informing the school of an absence and requesting leave of absence).
- Obtain information regarding the school organisation, its ethos, staff, and the arrangements for the school day;
- Obtain permission to take photographs/ film children: Permission must be sought from the Head Teacher or Senior Mentor before photographing or filming learners. The University permission form should be signed by the Head Teacher or Senior Mentor and uploaded to Section 2 of the PTE Electronic Teaching File on 'OneDrive'
- Gain an understanding of the learners within the setting.
- They should complete the electronic weekly timetable for the first week of teaching using the University format and upload it to Section 1 of the PTE Electronic Teaching File on 'OneDrive'
- Engage and interact with learners and staff and become familiar with rules and routines of the school by undertaking wider role of the teacher where possible, e.g., playground duty

The PTE Electronic Teaching File (OneDrive)

The access link to the electronic file on 'OneDrive' should be uploaded by the student-teacher into their Sharepoint folder. This will allow the Class Mentor, Senior Mentor, Network Lead and University Tutor to access the folder at their convenience. The Class Mentor should monitor the file on a weekly basis. The Senior Mentor will oversee this monitoring as part of their roles and responsibilities.

The following sections are required in the teaching file:

SECTION 1: General information

- QTS Standards
- Timetables: The student-teacher teaching responsibilities are outlined; this should have been discussed and agreed with the Class Mentor by the Friday before the following week, at the latest. The University format should be followed.

SECTION 2: The School Context

- Details of how the children are grouped/set (*as appropriate*)
- School policies that connect to teaching and learning strategies, discipline, bullying, safeguarding, to include the contact details of the designated Safeguarding member of staff.
- Permission to take photographs/film learners

SECTION 3: Planning

- **Lesson plans, reflections and evaluations:** Plans should be prepared for each teaching session following the University format; the learning experience should be reflected on and evaluated as

soon as possible after each lesson/session, noting areas for development in the Learning Journal.

- **Planning for enhanced provision:** Student-teachers in a Foundation Learning setting should also complete any relevant boxes in the university template for planned enhanced activities. There is no minimum or maximum number required.

As the teaching file is public, student-teachers should not include anything that could be considered a **breach of confidentiality** in terms of information provided, or that could cause offence to others.

The information below sets out the key expectations for the Professional Teaching Experience (PTE) for BA1 student-teachers. It includes an overview of the dates for fortnightly reflection meetings, details of planned quality assurance (QA) activities, and the schedule for reporting. These elements are designed to support both student-teachers and mentors in ensuring the placement runs smoothly and meets programme requirements. Please keep this information to hand and refer back to it regularly throughout the PTE to help you stay on track and fully prepared for each stage.

PTE1 Overview:

Pre-PTE Engagement	Professional Teaching Experience
Mini Bridges 09/11/26 16/11/26 23/11/26 30/11/26 07/12/26	PTE1a – 04.01.27 – 22.01.27 PTE1b – 15.02.27 – 05.03.27 <i>Note: Tasks identified for the ‘preparation period’ (see p.10/11) may be completed during the pre-PTE engagement period, but MUST be completed by 08.01.27</i>

Programme activity		
Prior to placement	During placement	Following placement
Who am I teaching? ECAD4016 Assignment submission 02.11.26 This module enables student-teachers to explore child development (0–19), well-being, and external influences on learning. Through the ‘meet, test, share’ model, they will practice observing learners, reflecting on practice, and examining key theories, research, and professional responsibilities. The module also highlights strategies for meeting diverse learner needs and their relevance to the role of the teacher.		ECAD4015: Developing professional literacy, numeracy and digital competence. Assignment submission 18.03.27 Equip student-teachers with the critical skills necessary to effectively teach literacy, numeracy and digital competence through cross-curricular pedagogies. <u>Leading the learning presentations ECAD4017 – 12.03.27</u> <u>Welsh in Professional Practice ECAD4020:</u>

<u>Researching the learning: ECAD4019 –</u> Assignment submission 05.01.27 Throughout this module student-teachers are introduced to classroom-based research. They will develop an understanding of the research dispositions, of ethical practice and becoming a skilled researcher through the use of in-school observation. <u>Leading the Learning - ECAD4017</u> With a focus on effective pedagogy, curriculum and assessment, this module provides student teachers with an opportunity to understand how to plan, resource, deliver, assess and evaluate effective learning experiences at Foundation Learning. Students are introduced a wide range of relevant topics before placement, including the six AoLEs, Foundation Learning and approaches to assessments. <u>Welsh in Professional Practice ECAD4020:</u> Student-teachers complete 13 two-hour sessions to develop their Welsh language skills, learn sector-specific language teaching methods, and explore the national context, including Curriculum for Wales and Welsh in Education Act 2025 requirements. <u>Bridging 7.10.26 & 14.10.26 – Exploring learners’ emotional, social and cognitive development</u>		Post-placement, student-teachers will further develop their Welsh language skills and teaching methods, submitting a portfolio with a short lesson video plus planning and resources. <u>Where am I teaching? ECAD4018 assignment</u> submission 04.05.27 In this module the student-teachers look how the local community influences the schools and the learners. They learn how schools engage with their parent / career community, including how they support children to be ready to start school. They also look at how the local area can be a rich setting for learning in authentic context.
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The emotional, social and cognitive focus TEST days offer student teachers the opportunity to make links between theory and practice. They will develop their understanding of some of the strategies, policies and approaches that the school use to ensure the emotional, social and cognitive development of their learners, especially within the Foundation Phase. Student-teachers will complete a detailed STEER document to support and record their investigations. <u>Safeguarding, Prevent and Show Racism the Red Card</u> Student-teachers will receive input on university and school safeguarding policies, plus <i>Show Racism the Red Card</i> and <i>Prevent</i> training. They are still expected to complete safeguarding training in their PTE schools to reinforce and contextualise their university learning.		
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As part of the graduated approach to learning to teach and a 100% learning timetable, the following outlines what is expected of BA1 student-teachers in their teaching practice. These expectations are designed to guide student-teachers' development and help them build confidence as they progress through the year.

	PTE Teaching Expectations
BA1	30% - supported teaching 20% - developing independence 50% - activities for non-teaching time, as outlined below

Supporting BA1 student-teachers' reflection on PTE:

In line with the APLP's approach to transformative teaching (ref), student-teachers undertaking their Professional Teaching Experience (PTE) are expected to engage in a range of reflective practices. These are outlined below to guide and support their professional growth throughout the placement.

Document	Nature of the Document	Timetable/ Monitoring
Learning Journal The student-teacher must have their own journal ready for the start of the PTE	An ongoing daily formative record of professional reflection notes on placement experiences kept by the student-teacher that is shared with the Class Mentor, Senior Mentor and Network Lead as appropriate. Mentors to offer feedback to student-teachers (in conversation and/or in writing in the journal) on a daily basis. Please see the Learning Journal guidance document for further information Handbooks & Guidance NOTE: The formative Learning Journal must be anonymised and written in a professional manner.	Daily The Learning Journal must be available for the attention of the Class Mentor daily The use of the Learning Journal will be monitored by the Senior Mentor on a weekly basis
Fortnightly Reflection Meeting	To be completed by the student-teacher with the Class Mentor in a collaborative process. This is to be based on a formal timetabled weekly review meeting to discuss progress and agree measurable targets. This is an opportunity to discuss evidence from the learning journal and lesson plans. The student-teacher must complete a Fortnightly Reflection template in the PLP – which will be based on a collaborative shared understanding of progress and agreed targets. For mentors, supporting guidance can be found here Handbooks & Guidance	WB 11.01.27 WB 22.02.27 WB 01.03.27 – complete steps 4 and 5 only
Reconnection meeting	A reconnection meeting allows the mentor and student-teacher to discuss events since the last placement, including changes to learners' circumstances, the student-teacher's university learning, and areas to focus on in the fortnightly reflection cycle.	15.02.27

Key BA1 PTE1 dates:

'Early Visit'	All student-teachers and mentors to be visited by either Network Lead or University Tutor. During this visit, expectations regarding PTE will be discussed and any appropriate resources (mentoring, well-being etc.) will be shared with student-teachers and mentors.	04.01.27 – 17.01.27
Mentoring Quality Assurance	Senior Mentors are expected to observe Class / Subject Mentors conducting a feedback session <u>once</u> per PTE. Please note that Class / Subject mentors will then come together to review the session using the form provided – https://forms.office.com/e/3MrrW1rxTc Additionally, this form captures effective mentoring from the APLP to support purposeful and strategic sharing of practice. https://forms.office.com/e/ZMugGK0CYL	11.01.27 – 22.01.27
Mid-placement "report"	This year, we are asking mentors to provide BA1 student-teachers with one clear, focused target to work on when they return to placement. The target should be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound – see guidance) and linked to the next step in the student-teacher's development. By focusing on a single, well-defined goal, we can help BA1 student-teachers make more targeted, confident progress as they move between university and school settings. It should draw on evidence from the learning journal and fortnightly reflection.	20.01.27
Joint Review Visit	The Joint Review Visit will be conducted by the Class and Senior Mentor (<u>not the university tutor or Network Lead</u>). The schedule should include: • observation of a lesson and feedback session between Class Mentor and student-teacher; • meeting with the student-teacher to discuss PTE including their engagement with reflective resources - Learning Journal and Fortnightly Reflection. • completion of paperwork: observation form to be completed by the Class Mentor and uploaded to SharePoint.	01.03.27 – 05.03.27
End of Placement Report	End of Placement report completed by the Class Mentor / Senior Mentor and shared with the student-teacher by the deadline specified.	Report due 03.03.27

	Please note this must be written in the past tense with an accurate record of days attended. <u>Please note that any student-teachers on an Intervention Process must have received all relevant documentation on their SharePoint area before leaving their placement.</u>	Placement ends 05.03.27
Additional PTE days (optional)	Please note that there is an opportunity for student-teachers to make up any missed PTE days at this point. Any dates which are made up at this point should be recorded on the attendance section of the PLP and included in attendance totals on end of placement reports.	10.05.27 – 14.05.27

The information below sets out the key expectations for the Professional Teaching Experience (PTE) for BA2 student-teachers. It includes an overview of the dates for fortnightly reflection meetings, details of planned quality assurance (QA) activities, and the schedule for reporting. These elements are designed to support both student-teachers and mentors in ensuring the placement runs smoothly and meets programme requirements. Please keep this information to hand and refer back to it regularly throughout the PTE to help you stay on track and fully prepared for each stage.

PTE2 Overview:

Pre-PTE Engagement	Professional Teaching Experience
Mini Bridges 09/11/26 16/11/26 23/11/26 30/11/26 07/12/26	PTE2: 04/01/27 – 19/02/27 <i>Note: Tasks identified for the ‘preparation period’ (see p.10/11) may be completed during the pre-PTE engagement period, but MUST be completed by 08.01.27</i>

Programme activity		
Prior to placement	During placement	Following placement
<u>Who am I teaching?</u> ECAD5011 assignment submission 09.12.26 This module presents student teachers with a deeper knowledge and understanding of children's development and more complex external factors influencing well-being and development, for example challenging the notion of a norm. They will gain knowledge on a range of additional learning needs they will encounter, and how best to support those learners by being inclusive in their practice. <u>Leading the Learning - ECAD5012</u>	<u>Bridging - Meet - 13.01.27</u> (network lead school) <u>Test phase in PTE school –</u> 14.01.26 – 26.01.27 <u>Share - 27.01.27</u> (network lead school) The Formative Assessment focus offer student teachers the opportunity to make links between theory and practice. They will develop their understanding of the strategies, approaches and tools that schools use to gather evidence of learning, inform planning and support learner	<u>Leading the learning -</u> assignment submission 26.02.27 <u>Welsh in professional practice ECAD5019 –</u> assignment submission 03.03.27 <u>Researching the Learning: What, how and why am I teaching? - ECAD5014</u> assignment submission 08.04.27 The ‘What, how and why am I teaching’ module will provide BA2 student teachers opportunities to

With a focus on effective pedagogy, curriculum and assessment, this module provides student teachers with an opportunity to understand how to plan, resource, deliver, assess and evaluate effective learning experiences at Key Stage 2. Students are introduced a wide range of relevant topics before placement, including the six AoLEs, Foundation Learning and approaches to assessments. <u>Welsh in Professional Practice ECAD5019:</u> Students complete 17 two-hour sessions to build on BA1 Welsh skills, develop sector-specific teaching methods, and understand the national context for Welsh within Curriculum for Wales and the Welsh in Education Act 2025. <u>Safeguarding, Prevent and Show Racism the Red Card</u> Student-teachers will receive input on university and school safeguarding policies, plus <i>Show Racism the Red Card</i> and <i>Prevent</i> training. They are still expected to complete safeguarding training in their PTE schools to reinforce and contextualise their university learning.	progress. This includes exploring how effective feedback, observation and questioning can support learner development across the curriculum.	refine their research skills by designing, practising and justifying the application of research tools (i.e. questionnaire and interviews) in the classroom to gain further insight into an aspect of teaching and learning (e.g. questioning or live marking). <u>ECAD5013- Where am I teaching?</u> assignment submission 05.05.27 The “<i>Where am I teaching?</i>” module is designed to help BA2 student teachers develop a stronger understanding of the communities they will be working in. Through this module, student teachers will explore how schools in Wales support and engage with their local communities by looking at real examples of good practice. They will also consider how wider social justice issues such as inclusivity, diversity and equity shape school life, and how different cultural, linguistic, religious and socio-economic backgrounds can influence the classroom environment. <u>Deepening Practice: Health and Wellbeing ECAD5018 -</u> assignment submission 14.05.27 The Health and Wellbeing' module will provide student teachers with a deeper understanding of Health and Wellbeing within the framework of Curriculum for Wales and knowledge of theory, research and good practice to enable them to guide learning and collaborate
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		effectively with colleagues in this area. <u>Deepening Practice: Reading and Children's Literature – ECAD5016</u> assignment submission 14.05.27 During this module, students will look at a wide range of children's literature, ranging from the classics to contemporary more inclusive literature. They will consider the characteristics of a "good" book. They will also think about how they might use literature in the classroom, including poetry. The module will go on to look at how schools can instil a love of reading in children. Looking at the work of the Reading for Pleasure group, students will learn about how they can develop an enthusiasm for reading amongst their pupils and try out some of these ideas for themselves.
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As part of the graduated approach to learning to teach and a 100% learning timetable, the following outlines what is expected of BA2 student-teachers in their teaching practice. These expectations are designed to guide student-teachers' development and help them build confidence as they progress through the year.

	PTE
BA2	50%- 60%: whole-class teaching by week 4 (25.01.27)

In line with the APLP's approach to transformative teaching (ref), student-teachers undertaking their Professional Teaching Experience (PTE) are expected to engage in a range of reflective practices. These are outlined below to guide and support their professional growth throughout the placement.

Supporting BA2 student-teachers' reflection on PTE:

Document	Nature of the Document	Timetable/ Monitoring
Learning Journal The student-teacher must have their own journal ready for the start of the PTE	An ongoing daily formative record of professional reflection notes on placement experiences kept by the student-teacher that is shared with the Class Mentor, Senior Mentor and Network Lead as appropriate. Mentors to offer feedback to student-teachers (in conversation and/or in writing in the journal) on a daily basis. Please see the Learning Journal guidance document for further information Handbooks & Guidance NOTE: The formative Learning Journal must be anonymised and written in a professional manner.	Daily The Learning Journal must be available for the attention of the Class Mentor daily The use of the Learning Journal will be monitored by the Senior Mentor on a weekly basis
Fortnightly Reflection Meeting	To be completed by the student-teacher with the Class Mentor in a collaborative process. This is to be based on a formal timetabled weekly review meeting to discuss progress and agree measurable targets. This is an opportunity to discuss evidence from the learning journal and lesson plans. The student-teacher must complete a Fortnightly Reflection template in the PLP – which will be based on a collaborative shared understanding of progress and agreed targets. Supporting guidance can be found, here: Handbooks & Guidance	Fortnightly reflection WB 11.01.27 WB 25.01.27 15.02.27 – stages 4 and 5 only

Key BA2 PTE dates:

'Early Visit'	All student-teachers and mentors to be visited by either Network Lead or University Tutor. During this visit, expectations regarding PTE will be discussed and any appropriate resources (mentoring, well-being etc.) will be shared with student-teachers and mentors.	04.01.27 - 15.01.27
Mentoring Quality Assurance	Senior Mentors are expected to observe Class / Subject Mentors conducting a feedback session <u>once</u> per PTE. Please note that Class / Subject mentors will then come together to review the session using the form provided – https://forms.office.com/e/3MrrW1rxTc Additionally, this form captures effective mentoring from the APLP to support purposeful and strategic sharing of practice. https://forms.office.com/e/ZMugGK0CYL	18.01.27 - 22.01.27
Professional Conversation	Professional conversation with the Class/Senior Mentor with input from the student teacher, leading to the end of placement report.	01.02.27 - 05.02.27
Mid Placement Report	Mid-placement report will be completed by Class Mentor or Senior Mentor and include relevant targets. They should be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound – see guidance) and linked to the next step in the student-teacher's development. It should draw on evidence from the learning journal and fortnightly reflection.	Report due 27.01.27
Joint Review Visits	The Joint Review Visit involving the Class Mentor and either the Senior Mentor, Network Lead or University Tutor. The schedule should include: • observation of a lesson and feedback session between Class Mentor and student-teacher; • meeting with the student-teacher to discuss PTE including their engagement with reflective resources - Learning Journal and Fortnightly Reflection and a recent PET. • discussion with mentor (checking-in, not 'on'); ensuring that they are aware of mentoring resources and how to access support should it be necessary;	25.02.27 -05.02.27

	completion of paperwork: observation form to be completed by the Class Mentor and confirmation of visit recorded on SharePoint by the secondary observer.	
External Examiner Visits	Please note that a selection of BA2 student-teachers will be visited by an external examiner. In such cases, this will be communicated with the student-teacher, Class / Subject, Senior Mentor and Network Lead in advance of the visit. Additionally, this visit will take the place of the Joint Review Visit.	17.02.27 – 18.02.27
End of Placement Report	End of Placement report completed by the Class Mentor / Senior Mentor and shared with the student-teacher by the deadline specified. Please note this must be written in the past tense with an accurate record of days attended. <u>Please note that any student-teachers on an Intervention Process must have received all relevant documentation on their Sharepoint area before leaving their placement.</u>	Report due – 17.02.27 Placement ends – 19.02.27
Additional PTE days (optional)	Please note that there is an opportunity for student-teachers to make up any missed PTE days at this point. Any dates which are made up at this point should be recorded on the attendance section of the PLP and included in attendance totals on end of placement reports.	04.05.27 – 14.05.27

The information below sets out the key expectations for the Professional Teaching Experience (PTE) for BA2 student-teachers. It includes an overview of the dates for fortnightly reflection meetings, details of planned quality assurance (QA) activities, and the schedule for reporting. These elements are designed to support both student-teachers and mentors in ensuring the placement runs smoothly and meets programme requirements. Please keep this information to hand and refer back to it regularly throughout the PTE to help you stay on track and fully prepared for each stage.

PTE3 Overview:

Pre-PTE Engagement	Professional Teaching Experience
School Engagement Day: 22.10.26	PTE3: 01/03/27 – 15/05/27
Student-teachers are also expected to arrange four pre-PTE days with their placement school: two during the autumn term and two during the spring term. Arrangements should be made directly between the student-teacher and school at a mutually convenient time.	<i>Note: Tasks identified for the ‘preparation period’ (see p.10/11) may be completed during the pre-PTE engagement period, but MUST be completed by 01.03.27</i> Easter break: 22.03.27 – 11.04.27 (please note student-teachers receive three weeks’ leave)

Programme activity		
Prior to placement	During placement	Following placement
<u>Researching the learning – ECAD6017 assignment submission 03.02.27</u> Develops action research skills, including ethics, data collection, and analysis to link evidence with practice. (Electives 18.01.27 – 22.01.27) <u>ALN and Wellbeing Conference 05.02.27</u> Student-teachers will develop their understanding of inclusive strategies and approaches that	<u>Bridging – Adaptive Teaching 12.05.27 – 16.06.27</u> <i>To deepen student teachers' thinking on how to adapt teaching and learning to meet the diverse needs of all learners in their school environment.</i> <i>This bridge aims to support student teachers' knowledge and understanding of adaptive teaching with regards to curriculum, pedagogy and assessment.</i> <i>Student-teachers will receive a detailed STEER document to construct an action plan on how to</i>	<u>Aiming for Excellence 28.05.27</u> Celebrates inspirational speakers, strong partnerships, and innovative student-teachers, from Foundation Learning to Key Stage 4 <u>QTS Reviews 24.05.27 – 27.05.27</u> <u>Welsh in Professional Practice ECAD6022 - assignment submission 14.04.27</u>

support learner progress and emotional wellbeing. <u>Who am I teaching? ECAD6014 assignment submission – 17.02.27</u> The module will build on the prior knowledge and understanding of Year 3 student teachers regarding learner development, focusing on specific barriers to learning and how these can impact learner development during a transition period. Throughout the module, student teachers will identify methods and strategies to support the learner's progress and further development during the transition period. <u>Leading the Learning ECAD6015</u> With a focus on effective pedagogy, curriculum and assessment, this module provides student teachers with an opportunity to understand how to plan, resource, deliver, assess and evaluate effective learning experiences. Students are introduced a wide range of relevant topics before placement, including the six AoLEs, Foundation Learning and approaches to assessments. <u>Where am I teaching? ECAD6016 assignment submission – 10.12.27</u> Examines how cultural, linguistic, and socio-economic factors influence learning, linking to social justice, Welsh policy, and the School Development Plan process.	<i>implement adaptive teaching strategies in a planned series of their own lessons.</i>	
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<u>Deepening Practice</u> – ECAD6019 Maths and Numeracy – ECAD6021 ALN assignment submission 24.03.27 These modules will provide student-teachers with a deepened understanding of progression in learning outlined in the Curriculum for Wales framework and the knowledge of theory, research and good practice to enable them to effectively lead learning and collaborate with colleagues in the Maths and Numeracy Area of Learning and Additional Learning Needs. <u>Welsh in Professional Practice</u> ECAD6022– Student-teachers complete 18 two-hour sessions to advance Welsh skills, develop sector-specific teaching methods, and understand the national context within Curriculum for Wales and the Welsh in Education Act 2025. <u>Safeguarding, Prevent and Show Racism the Red Card</u> Student-teachers will receive input on university and school safeguarding policies, plus <i>Show Racism the Red Card</i> and <i>Prevent</i> training. They are still expected to complete safeguarding training in their PTE schools to reinforce and contextualise their university learning.		
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As part of the graduated approach to learning to teach and a 100% learning timetable, the following outlines what is expected of BA3 student-teachers in their teaching practice. These expectations are designed to guide student-teachers' development and help them build confidence as they progress through the year.

	PTE
BA3	75%: Sustained independent teaching by week 4 (12.04.27)

Supporting BA3 student-teachers' reflection on PTE:

In line with the APLP's approach to transformative teaching, student-teachers undertaking their Professional Teaching Experience (PTE) are expected to engage in a range of reflective practices. These are outlined below to guide and support their professional growth throughout the placement.

Document	Nature of the Document	Timetable/ Monitoring
Learning Journal The student-teacher must have their own journal ready for the start of the PTE	An ongoing daily formative record of professional reflection notes on placement experiences kept by the student-teacher that is shared with the Class Mentor, Senior Mentor and Network Lead as appropriate. Mentors to offer feedback to student-teachers (in conversation and/or in writing in the journal) on a daily basis. Please see the Learning Journal guidance document for further information Handbooks & Guidance NOTE: The formative Learning Journal must be anonymised and written in a professional manner.	Daily The Learning Journal must be available for the attention of the Class Mentor daily The use of the Learning Journal will be monitored by the Senior Mentor on a weekly basis
Fortnightly Reflection Meeting	To be completed by the student-teacher with the Class Mentor in a collaborative process . This is to be based on a formal timetabled weekly review meeting to discuss progress and agree measurable targets. This is an opportunity to discuss evidence from the learning journal and lesson plans.	Fortnightly WB 08.03.27 WB 12.04.27 WB 26.04.27

	The student-teacher must complete a Fortnightly Reflection template in the PLP – which will be based on a collaborative shared understanding of progress and agreed targets. Supporting guidance can be found, here: Handbooks & Guidance	WB 10.05.27 - stages 4 and 5 only
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Key BA3 PTE dates:

‘Early Visit’	All student-teachers and mentors to be visited by either Network Lead or University Tutor. During this visit, expectations regarding PTE will be discussed and any appropriate resources (mentoring, well-being etc.) will be shared with student-teachers and mentors.	01.03.27 - 12.03.27
Mentoring Quality Assurance	Senior Mentors are expected to observe Class / Subject Mentors conducting a feedback session <u>once</u> per PTE. Please note that Class / Subject mentors will then come together to review the session using the form provided – https://forms.office.com/e/3MrrW1rxTc Additionally, this form captures effective mentoring from the APLP to support purposeful and strategic sharing of practice. https://forms.office.com/e/ZMugGK0CYL Additionally, this form captures effective mentoring from the APLP to support purposeful and strategic sharing of practice. https://forms.office.com/e/ZMugGK0CYL	16.03.27 - 26.03.27
Professional Conversation	Professional conversation with the Class/Senior Mentor with input from the student teacher, leading to the mid-placement report.	15.03.27 - 19.03.27
Mid Placement Report	Mid-placement report will be completed by Class Mentor or Senior Mentor and include relevant targets. They should be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound – see guidance) and linked to the next step in the student-teacher’s development. It should draw on evidence from the learning journal and fortnightly reflection.	Report due 14.04.27
Joint Review Visits	The Joint Review Visit involving the Class Mentor and either the Senior Mentor, Network Lead or University Tutor. The schedule should include: • observation of a lesson and feedback session between Class Mentor and student-teacher;	26.04.27 - 14.05.27 External Examiner Visits – 06/05/27 – 07/05/27

	- meeting with the student-teacher to discuss PTE including their engagement with reflective resources - Learning Journal and Fortnightly Reflection and a recent PET. - discussion with mentor (checking-in, not 'on'); ensuring that they are aware of mentoring resources and how to access support should it be necessary; - completion of paperwork: observation form to be completed by the Class Mentor and confirmation of visit recorded on SharePoint by the secondary observer. NOTE – Where a student-teacher is selected to be visited by an External Examiner, this will replace the JRV and will not be in addition.	
End of Placement Report	End of Placement report completed by the Class Mentor / Senior Mentor and shared with the student-teacher by the deadline specified. Please note this must be written in the past tense with an accurate record of days attended. <u>Please note that any student-teachers on an Intervention Process must have received all relevant documentation on their Sharepoint area before leaving their placement.</u>	Report due – 12.05.27 Placement ends – 14.05.27
Additional PTE days (optional)	Please note that there is an opportunity for student-teachers to make up any missed PTE days at this point. Any dates which are made up at this point should be recorded on the attendance section of the PLP and included in attendance totals on end of placement reports.	24.05.27 – 11.06.27

The information below sets out the key expectations for the Professional Teaching Experience (PTE) for PGCE student-teachers. It includes an overview of the dates for fortnightly reflection meetings, details of planned quality assurance (QA) activities, and the schedule for reporting. These elements are designed to support both student-teachers and mentors in ensuring the placement runs smoothly and meets programme requirements. Please keep this information to hand and refer back to it regularly throughout the PTE to help you stay on track and fully prepared for each stage.

PGCE PTE1 Overview:

Preparation period – Secondary (all dates in PTE schools unless otherwise stated)	Preparation Period – Primary (all dates in PTE schools unless otherwise stated)	Teaching
23.09.26 – Network Lead School 29.09.26 01.10.26 06.10.26 08.10.26 13.10.26 15.10.26 20.10.26 * 22.10.26 <i>Note: Tasks identified for the ‘preparation period’ (see p.10/11) MUST be completed by 20.10.26</i>	23.09.26 – Network Lead School 29.09.26 02.10.26 06.10.26 09.10.26 13.10.26 16.10.26 20.10.26 * 23.10.26 <i>Note: Tasks identified for the ‘preparation period’ (see p.10/11) MUST be completed by 20.10.26</i>	20.10.26 – 15.01.27

Programme activity		
Prior to placement	During placement	Following placement
<u>Leading the Learning ECAD6051</u> With a focus on effective pedagogy, curriculum and assessment, this module provides student teachers with an opportunity to understand how to plan, resource, deliver, assess and evaluate effective learning experiences. This will have been covered in approximately 72 hours of taught sessions. Planning can only ever be done in abstract at University, so student-teachers will be encouraged to find out as much as possible about their classes during their early visits to schools. They will then work with mentors in school to start to apply these ideas into the classroom in the early part of their placement. Before starting placement, they will put these ideas into practice to plan and deliver a 'microteach' session. Primary students are introduced a wide range of relevant topics before placement, including the six AoLEs, Foundation Learning and approaches to assessments. Secondary students work within subject groups to apply ideas to their specific contexts, and across AoLEs to explore similarities and differences in approach. <u>Who am I teaching? ECAD6050</u> An exploration of the learner and the factors influencing their	<u>Bridge 1</u> – School Improvement and strategic planning Meet - 18.11.26 (network lead school) Test phase in PTE school – 19.11.26 – 08.12.26 Share - 13.12.26 (network lead school) Develop student-teachers' understanding of the purpose of school improvement, consider ways in which schools identify school targets and identify how these relate to the national priorities set by Welsh Government. PGCE students will identify one priority/target area to explore and consider how they can contribute towards meeting this priority through your own pedagogy. Student teachers will complete a detailed STEER document to support and record their thinking and development.	<u>Leading the learning – ECAD6051</u> Between placements students come together to share their experiences, and deepening their understanding before moving into PTE2. For student-teachers on the primary pathway, they have an opportunity to prepare for a change of phase for their second placement. <u>PhaseSwap 03.02.27 – 04.02.27</u> Primary and secondary student-teachers experience the other phase, focusing on pupil transition. <u>ALN and Wellbeing Conference 05.02.27</u> Student-teachers will develop their understanding of inclusive strategies and approaches that support learner progress and emotional wellbeing. <u>Where am I teaching? – ECAD7005</u> Examines how cultural, linguistic, and socio-economic factors influence learning, linking to social justice, Welsh policy, and the School Development Plan process. <u>Researching the learning – ECAD7006</u> Develops action research skills, including ethics, data collection,

progression, drawing on key learning theories. The module emphasises the importance of practitioner reflection to inform and adapt teaching approaches, enabling effective support for learners in the classroom. Assignment submission 12.10.26 <u>Safeguarding, Prevent and Show Racism the Red Card</u> Student-teachers will receive input on university and school safeguarding policies, plus <i>Show Racism the Red Card</i> and <i>Prevent</i> training. They are still expected to complete safeguarding training in their PTE schools to reinforce and contextualise their university learning. <u>Welsh in Professional Practice ECAD6052:</u> Student-teachers will have 5, 3 hour sessions which will provide them with their own language skill development - appropriate to their current language ability, and also an introduction to language teaching methodologies in their appropriate sector.		and analysis to link evidence with practice. <u>Bridging – Adaptive Teaching</u> 12.05.27 –16.06.27 To deepen student teachers' thinking on how to adapt teaching and learning to meet the diverse needs of all learners in their school environment. This bridge aims to support student teachers' knowledge and understanding of adaptive teaching with regards to curriculum, pedagogy and assessment. Student-teachers will receive a detailed STEER document to construct an action plan on how to implement adaptive teaching strategies in a planned series of their own lessons. <u>Welsh in Professional Practice ECAD6052:</u> Seven further three-hour sessions, covering the national context for Welsh within Curriculum for Wales and the Welsh in Education Act 2025. <u>Alternatives WB 18.02.27</u> An opportunity for student-teachers to explore education in non-traditional settings, broadening their perspectives and deepening their understanding of diverse learning environments. <u>Electives 08.03.27 – 10.03.27</u>
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		Student-teachers select an area of professional interest from a partner school and develop their understanding through focused engagement with school-based expertise and practice.
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As part of the graduated approach to learning to teach and a 100% learning timetable, the following outlines what is expected of PGCE student-teachers in their teaching practice. These expectations are designed to guide student-teachers' development and help them build confidence as you progress through the year.

	Weeks 2-5	Week 6 onwards 07.12.26
PGCE Primary	30% - 50%: Preparing the teaching for the whole class	50% - 60%: Preparing the teaching for the whole class
	Student-teachers are expected to be responsible for full sessions (mornings or afternoons) as well as preparing for full teaching days as they gain experience.	
PGCE Secondary	30% - 50%: Preparing the teaching for the whole class	50% - 60%: Preparing the teaching for the whole class

Supporting PGCE student-teachers' reflection on PTE1:

In line with the APLP's approach to transformative teaching (ref), student-teachers undertaking their Professional Teaching Experience (PTE) are expected to engage in a range of reflective practices. These are outlined below to guide and support their professional growth throughout the placement.

Document	Nature of the Document	Timetable/ Monitoring
Learning Journal The student-teacher must have their own journal ready for the start of the PTE	An ongoing daily formative record of professional reflection notes on placement experiences kept by the student-teacher that is shared with the Class/Subject Mentor, Senior Mentor and Network Lead as appropriate. Mentors to offer feedback to student-teachers (in conversation and/or in writing in the journal) on a daily basis.	Daily The Learning Journal must be available for the attention of the Class/Subject Mentor daily

	Please see the Learning Journal guidance document for further information Handbooks & Guidance NOTE: The formative Learning Journal must be anonymised and written in a professional manner.	The use of the Learning Journal will be monitored by the Senior Mentor on a weekly basis
Fortnightly Reflection Meeting	To be completed by the student-teacher with the Class/ Subject Mentor in a collaborative process. This is to be based on a formal timetabled weekly review meeting to discuss progress and agree measurable targets. This is an opportunity to discuss evidence from the learning journal and lesson plans. The student-teacher must complete a Fortnightly Reflection template in the PLP – which will be based on a collaborative shared understanding of progress and agreed targets. Supporting guidance can be found, here: Handbooks & Guidance	Fortnightly WB 19.10.26 WB 02.11.26 WB 16.11.26 WB 30.11.26 WB 14.12.26 WB 11.01.27 – stages 4 and 5 only

Key PGCE PTE1 Dates:

'Early Visit'	All student-teachers and mentors to be visited by either Network Lead or Personal Tutor. During this visit, expectations regarding PTE will be discussed and any appropriate resources (mentoring, well-being etc.) will be shared with student-teachers and mentors.	02.11.26 – 06.11.26
Mentoring Quality Assurance	Senior Mentors are expected to observe Class / Subject Mentors conducting a feedback session <u>once</u> per PTE. Please note that Class / Subject mentors will then come together to review the session using the form provided – https://forms.office.com/e/3MrrW1rxTc Additionally, this form captures effective mentoring from the APLP to support purposeful and strategic sharing of practice. https://forms.office.com/e/ZMugGK0CYL	02.11.26 – 13.11.26
Professional Conversation	Professional conversation between the Class/Senior Mentor with input from the student teacher, leading to the mid-placement report.	16.11.26 – 20.11.26
Mid Placement Report	Mid-placement report will be completed by Class Mentor or Senior Mentor and include relevant targets. They should be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound – see guidance) and linked to the next step in the student-teacher's	Report due 25.11.26

	development. It should draw on evidence from the learning journal and fortnightly reflection.	
Joint Review Visits	The Joint Review Visit involving the class / subject mentor and either the Senior Mentor, Network Lead or University tutor. The schedule should include: • observation of a lesson and feedback session between class / subject mentor and student-teacher; • meeting with the student-teacher to discuss PTE including their engagement with reflective resources - Learning Journal, PETs and Fortnightly Reflection. • discussion with mentor (checking-in, not 'on'); ensuring that they are aware of mentoring resources and how to access support should it be necessary; • completion of paperwork: observation form to be completed by the class / subject mentor and confirmation of visit recorded on SharePoint by the secondary observer.	30.11.26 – 11.12.26
End of Placement Report	End of Placement report completed by the Class Mentor / Senior Mentor and shared with the student-teacher by the deadline specified. Please note this must be written in the past tense with an accurate record of days attended. <u>Please note that any student-teachers on an Intervention Process must have received all relevant documentation saved in their SharePoint area, before leaving their placement.</u>	Report due – 13.01.27 Placement ends – 15.01.27

The information below sets out the key expectations for the Professional Teaching Experience (PTE) for PGCE student-teachers. It includes an overview of the dates for fortnightly reflection meetings, details of planned quality assurance (QA) activities, and the schedule for reporting. These elements are designed to support both student-teachers and mentors in ensuring the placement runs smoothly and meets programme requirements. Please keep this information to hand and refer back to it regularly throughout the PTE to help you stay on track and fully prepared for each stage.

PGCE PTE2 Overview:

Preparation period – Secondary (all dates in PTE schools unless otherwise stated)	Preparation period – Primary (all dates in PTE schools unless otherwise stated)	Teaching
15.02.27	16.02.27	05.04.27 – 06.07.27
22.02.27	23.02.26	Easter holiday – 22.03.27 – 04.04.27
01.03.27	02.03.26	Bank Holiday – 03.05.27
15.03.27	16.03.27	Writing Day – 04.05.27
<i>Note: Tasks identified for the 'preparation period' (see p.10/11) MUST be completed by 05.04.27</i>	<i>Note: Tasks identified for the 'preparation period' (see p.10/11) MUST be completed by 05.04.27</i>	Summer half term – 31.05.27 – 04.06.27

Programme Activity		
Before placement	During placement	Following placement
<u>Bridge 1</u> – School Improvement and strategic planning Meet - 18.11.26 (network lead school) Test phase in PTE school – 19.11.26 – 08.12.26 Share - 13.12.26 (network lead school) Develop student-teachers' understanding of the purpose of	<u>Bridging – Adaptive Teaching</u> 12.05.27 – 16.06.27 <i>To deepen student teachers' thinking on how to adapt teaching and learning to meet the diverse needs of all learners in their school environment.</i> <i>This bridge aims to support student teachers' knowledge and understanding of adaptive teaching with regards to curriculum, pedagogy and assessment.</i>	<u>End of programme day (07.07.27)</u> Offers the chance to meet EWC colleagues to discuss the induction year and to connect with regional partners.

school improvement, consider ways in which schools identify school targets and identify how these relate to the national priorities set by Welsh Government. PGCE students will identify one priority/target area to explore and consider how they can contribute towards meeting this priority through your own pedagogy. Student teachers will complete a detailed STEER document to support and record their thinking and development. <u>Leading the learning ECAD6051</u> With a focus on effective pedagogy, curriculum and assessment, this module provides student teachers with an opportunity to understand how to plan, resource, deliver, assess and evaluate effective learning experiences. Primary students are introduced to all six AoLEs, Foundation Learning and approaches to assessments before placement. Following PTE1 they have an opportunity to explore the context of a new phase, as well as developing and refining their ideas around curriculum and assessment. Secondary students work within subject groups to apply ideas to their specific contexts, and across AoLEs to explore similarities and	<i>Student-teachers will receive a detailed STEER document to construct an action plan on how to implement adaptive teaching strategies in a planned series of their own lessons.</i> <u>Aiming for excellence 28.05.27</u> A celebration of inspirational speakers, strong partnerships, and innovative student-teachers, covering topics from Foundation Learning to Key Stage 4, and from educational policy to classroom pedagogy <u>QTS Review Window: 14.06.27 - 25.06.27</u> <u>Researching the learning ECAD7006</u> assignment submission 11.05.27 <u>Welsh in Professional Practice ECAD6052</u> assignment submission 18.05.27	
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differences in approach. Ahead of PTE2 they have an opportunity to deepen their understanding of their subject specific pedagogy, including in relation to exam specifications. Some student teachers will identify a second subject area they would like to explore as part of PTE2. <u>PhaseSwap</u> 03.02.27 – 04.02.27 Primary and secondary student-teachers experience the other phase, focusing on pupil transition. <u>Electives</u> 08 – 10.03.27 Links theory to practice in <i>Researching the Learning</i> through a small-scale case study on a professional interest. <u>Alternatives</u> WB 15.02.27 An opportunity for student-teachers to explore education in non-traditional settings, broadening their perspectives and deepening their understanding of diverse learning environments <u>Where am I teaching? – ECAD7005</u> Examines how cultural, linguistic, and socio-economic factors influence learning, linking to social justice, Welsh policy, and the School Development Plan process. <u>Researching the learning – ECAD7006</u> Develops action research skills, including ethics, data collection,		
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and analysis to link evidence with practice <u>ALN and Wellbeing Conference</u> <u>05.02.27</u> Expert speakers share insights, research, and strategies to enhance provision and promote positive outcomes. <u>Welsh in Professional Practice</u> <u>ECAD6052:</u> Before PTE1, student-teachers complete five three-hour sessions for language skill development and an introduction to teaching methodologies. Before PTE2, seven additional three-hour sessions cover the national context for Welsh within Curriculum for Wales and the Welsh in Education Act 2025.		
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As part of the graduated approach to learning to teach and a 100% learning timetable, the following outlines what is expected of PGCE student-teachers in their teaching practice. These expectations are designed to guide student-teachers' development and help them build confidence as you progress through the year.

	PTE 2
PGCE Primary	75% teaching load by week 4 (week beginning 26.04.27)
PGCE Secondary	

Supporting PGCE student-teacher reflection on PTE2

Document	Nature of the Document	Timetable/ Monitoring
Learning Journal The student-teacher must have their own journal ready for the start of the PTE	An ongoing daily formative record of professional reflection notes on placement experiences kept by the student-teacher that is shared with the Class/Subject Mentor, Senior Mentor and Network Lead as appropriate. Mentors to offer feedback to student-teachers (in conversation and/or in writing in the journal) on a daily basis. Please see the Learning Journal guidance document for further information Handbooks & Guidance NOTE: The formative Learning Journal must be anonymised and written in a professional manner.	Daily The Learning Journal must be available for the attention of the Class/Subject Mentor daily The use of the Learning Journal will be monitored by the Senior Mentor on a weekly basis
Fortnightly Reflection Meeting	To be completed by the student-teacher with the Class/ Subject Mentor in a collaborative process. This is to be based on a formal timetabled weekly review meeting to discuss progress and agree measurable targets. This is an opportunity to discuss evidence from the learning journal and lesson plans. The student-teacher must complete a Fortnightly Reflection template in the PLP – which will be based on a collaborative shared understanding of progress and agreed targets. Supporting guidance can be found, here: Handbooks & Guidance	Fortnightly WB 12.04.27 WB 26.04.27 WB 10.05.27 WB 24.05.27 WB 14.06.27 WB 29.06.26 – stages 4 and 5 only

Key PGCE PTE2 Dates:

'Early Visit'	All student-teachers and mentors to be visited by either Network Lead or University Tutor. During this visit, expectations regarding PTE will be	05.04.27 – 16.04.27
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	discussed and any appropriate resources (mentoring, well-being etc.) will be shared with student-teachers and mentors.	
Mentoring Quality Assurance	Senior Mentors are expected to observe Class / Subject Mentors conducting a feedback session <u>once</u> per PTE. Please note that Class / Subject mentors will then come together to review the session using the form provided – https://forms.office.com/e/3MrrW1rxTc Additionally, this form captures effective mentoring from the APLP to support purposeful and strategic sharing of practice. https://forms.office.com/e/ZMugGK0CYL	12.04.27 – 23.04.27
Professional Conversation	Professional conversation between the Class/Senior Mentor with input from the student teacher, leading to the mid-placement report.	05.05.27 – 01.05.27
Mid Placement Report	Mid-placement report will be completed by Class Mentor or Senior Mentor and include relevant targets. They should be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound – see guidance) and linked to the next step in the student-teacher’s development. It should draw on evidence from the learning journal and fortnightly reflection.	Report due 19.05.27
Joint Review Visits / External Examiner visits	The Joint Review Visit involving the class / subject mentor and either the Senior Mentor, Network Lead or University tutor. The schedule should include: • observation of a lesson and feedback session between class / subject mentor and student-teacher; • meeting with the student-teacher to discuss PTE including their engagement with reflective resources - Learning Journal, PETS and Fortnightly Reflection. • discussion with mentor (checking-in, not ‘on’); ensuring that they are aware of mentoring resources and how to access support should it be necessary; • completion of paperwork: observation form to be completed by the class / subject mentor and confirmation of visit recorded on SharePoint by the secondary observer. NOTE – Where a student-teacher is selected to be visited by an External Examiner, this will replace the JRV and will not be in addition.	30.04.27 – 14.05.27 *External Examiner visits – 13/05/27 – 14/05/27

Summative Report Due	Unlike in previous years, all mentors will be asked to submit summative judgements against each standard to confirm that student-teachers meet the required threshold. Timely submission of these judgements is essential for student-teachers to progress to the exam board. The full written report, including narrative, will be completed on 26.06.26.	Report due – 16.06.27
End of Placement Report	End of Placement report completed by the Class Mentor / Senior Mentor by the deadline specified. Please note this must be written in the past tense with an accurate record of days attended.	Report Due – 30.06.27 Placement ends – 06.07.27
Additional PTE days (optional)	Please note that there is an opportunity for student-teachers to make up any missed PTE days at this point. This will apply to student-teachers who have not completed 120 days of school-based experience. Please note that student-teachers with a significant number of days still to complete towards the required 120 may not be able to graduate in the summer term of 2026. Any dates which are made up at this point should be recorded on the attendance section of the PLP.	08.07.27 – 20.07.27

It is **compulsory** that student-teachers complete 120 days of school-related activity. This includes:

- Professional Teaching Experience (PTE);
- Bridging;
- Electives;
- Phase Swap;

If a student-teacher does not complete 120 days of school-related activity, additional time must be made-up at the earliest opportunity. This needs to be agreed with your Class/Subject Mentor, Senior Mentor, Network Lead. Please note that days away from school for job interviews do not count as absence, although any additional time spent travelling are.

Daily Attendance Record

Student-teachers are responsible for maintaining accurate attendance records on the Professional Learning Portfolio under the 'attendance'. Please note that the Senior Mentor is to ensure the record is accurate at each reporting point.

The procedure in the case of an absence

Should student-teachers be unable to attend school whilst on PTE, the process below should be followed:

For unexpected absences:

1. Follow school absence reporting procedures and ensure that your Class/Subject Mentor,

Senior Mentor and Network Lead are aware of your absence.

2. Ensure that your Attendance Record shows the days that you were absent.

Leave of absence requests

For planned leave of absence, please follow the processes shown below:

1. Email your Senior Mentor informing them of the dates that you will be away and request leave of absence from the school. If this is rejected, attendance at PTE school on requested 'leave of absence' days.
2. If this is approved, please forward the email chain to the relevant Programme Manager for University approval. If this is rejected, attendance is required at PTE school on requested 'leave of absence' days.
3. If this is approved by the Programme Manager, please ensure that your Network Lead and Personal and are aware.

Pedagogy (Refining Teaching):

P1	Pedagogy	Managing the learning environment	The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.
P2	Pedagogy	Differentiation	The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.
P3	Pedagogy	Assessment	The range of purposes and practices for assessment is understood and articulated.

Pedagogy (Advancing Learning):

P6	Pedagogy	Four purposes for learners	The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.
P8	Pedagogy	Exploiting subject disciplines in areas of learning	The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.

Collaboration:

C2	Collaboration	Seeking advice and support	The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.
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Professional Learning:

PL 1	Professional learning	Wider reading and research findings	The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.
PL 4	Professional Learning	Welsh language skills	There is a commitment to incremental development of personal skills in the use of the Welsh language.

Leadership:

L1	Leadership	Taking responsibility for self	The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.
L2	Leadership	Exercising corporate responsibility	Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.

Expected progress against the QTS Standards for the BA programme

P T E T i m e l i n e		Expected Attainment On track / Exceeding Expectations	Reasons to initiate the Contingency process (Personal circumstances of each student-teacher needs to be considered)
	End of BA1 placement	Half 5 / 10 of the Central Strands to be at least “on track”	Half (5/10) of Central Strands “not yet on track” or “cause for concern.”
		*Other standards and strands could also be at least “on track”. Students should not only gain experience from the Central Strands	Other standards are assessed as “cause for concern.”
	Middle of PTE2	10 Central Strands at least “on track”	Where this is not the case, the student-teacher must be placed on Stage 1 of Intervention Process and appropriate targets identified.
	End of BA2 placement	10 Central Strands at least “on track”	Where this is not the case, the student-teacher may be placed on Stage 1 of Intervention Process and appropriate targets are identified for PTE3.
		The majority (2/3) of Pedagogy Standards at least “on track”	
		All collaboration stands at least “on track”	The Intervention Process is to be considered in the third placement school during the preparation days in PTE3. Senior mentors from PTE2 and PTE3 to meet to discuss student-teacher support.
	Middle of BA3 placement	All Pedagogy, Collaboration and Professional Learning standards to be at least “on track”	Where this is not the case, the student-teacher must be placed on Stage 1 of Intervention Process and appropriate targets identified.
	End of BA3 placement	All QTS standards and elements must be at least “QTS standard demonstrated”.	Depending on the student-teacher’s profile, the following steps are to be taken:
			Where one standard is not ‘QTS standard demonstrated’ the student teacher will complete an additional three weeks in school during the summer term. Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Personal Tutor, and Class Mentor where targets are identified for the remainder of the placement (Intervention Process 1 support plan). These will be reviewed weekly throughout the additional three-week period. Should this result in a positive outcome, a ‘Pass’ grade will be submitted to the August Exam board in order to allow the student teacher to be qualified for the following September. Importantly, this may result in the student-teacher not graduating with their peers during the summer term and they will instead be invited to the graduation ceremony the following academic year. Where two or more standards are not ‘QTS standard demonstrated’, the student-teacher will be asked to resist the full PTE placement in the following academic year. A ‘Fail’ grade for PTE will be submitted to the Exam Board during the summer term.

			Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Personal Tutor and Class Mentor to identify targets for the placement period. Usual PTE expectations will be followed.
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Expected progress against the QTS Standards for the PGCE programme

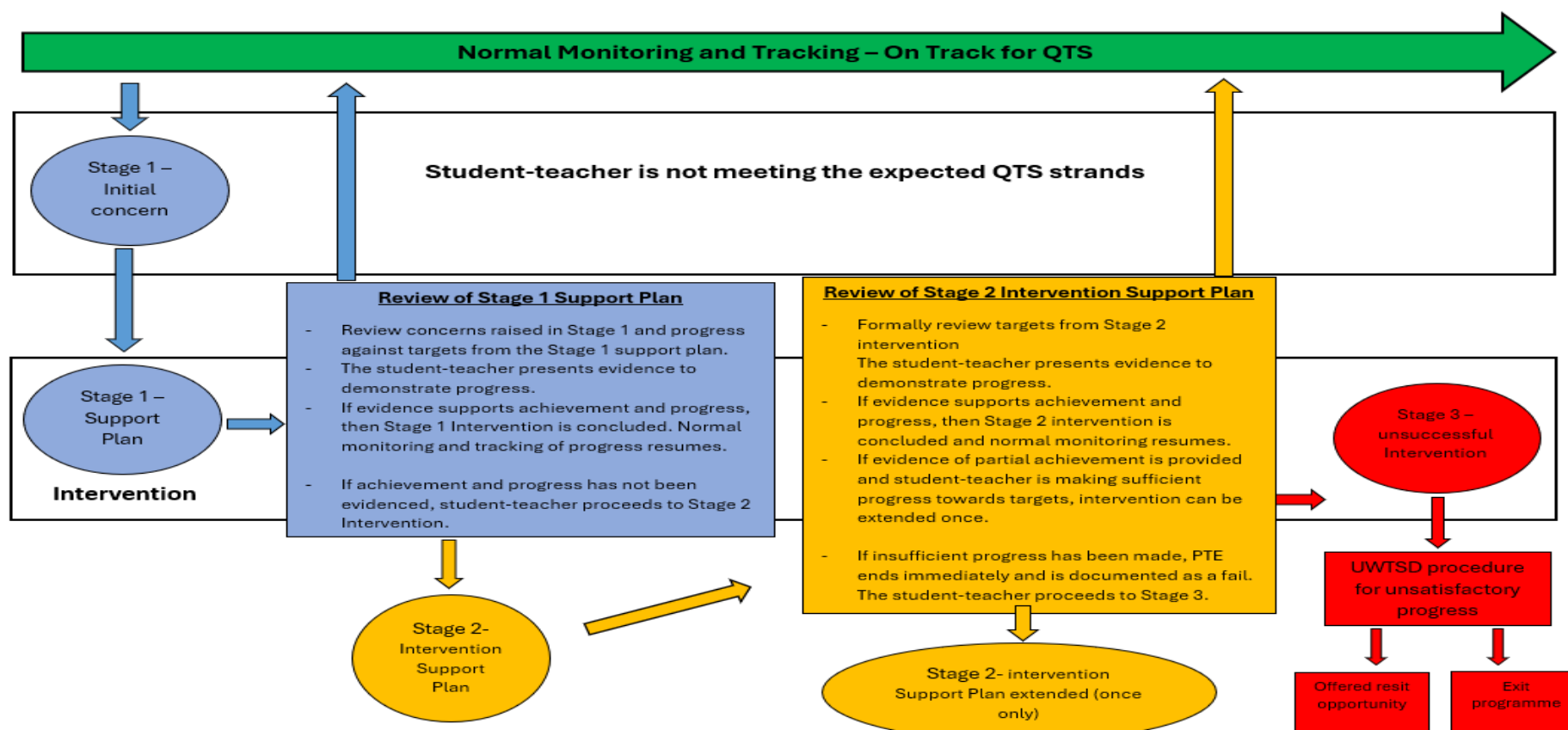
		Expected Attainment On track / Exceeding Expectations	Reasons to initiate the Contingency process (Personal circumstances of each student-teacher needs to be considered)
P T E T i m e l i n e	Middle of PTE 1	The majority 6 / 10 of the Central Strands to be at least “on track”	Where this is not the case, the class/ subject mentor is expected to work closely with the student-teacher to make progress for the remainder of the PTE against any of the Central Strands which are ‘Not yet on Track.’
		*Other standards and strands could also be at least “on track”. Students should not only gain experience from the Central Strands	Other standards are assessed as “cause for concern.”
	End of PTE1	10 Central Strands at least “on track”	Where this is not the case, the student-teacher may be placed on Stage 1 of Intervention Process and appropriate targets are identified for PTE2.
		The majority (2/3) of Pedagogy standards at least “on track”	The Intervention Process is to be considered in the second placement school during the preparation days in PTE2. Senior mentors from PTE1 and PTE2 meet to discuss support for the student-teacher prior to PTE2.
		All collaboration strands at least “on track”	
	Middle of PTE2	All Pedagogy, Collaboration and Professional Learning standards to be at least “on track”	Where this is not the case, the student-teacher must be placed on Stage 1 of Intervention Process and appropriate targets identified.
	End of PTE2	All QTS standards and elements must be at least ‘QTS standard demonstrated’	Depending on the student-teacher’s profile, the following steps are to be taken: - Where one standard is not ‘QTS standard demonstrated’ the student-teacher will complete an additional three weeks in school.
			Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Personal Tutor, and Class/Subject Mentor where targets are identified for the remainder of the placement (Intervention Process 1 support plan). These will be reviewed weekly throughout the additional three-week period. Should this result in a positive outcome, a ‘Pass’ grade will be submitted to the August Exam board in order to allow the student teacher to be qualified for the following September. Importantly, this may result in the student-teacher not graduating with their peers during the summer term and they will instead be invited to the graduation ceremony the following academic year. Where two or more standards are not ‘QTS standard demonstrated’, the student teacher will be asked to resist the full PTE placement in the following academic year. A ‘Fail’ grade for PTE will be submitted to the Exam Board during the summer term. Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Personal Tutor, and Class/Subject

			Mentor to identify targets for the placement period. Usual PTE expectations will be followed.
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Intervention Process and Procedures

Occasionally, a student-teacher identifies themselves - or is identified by one or more of the 'team around the student-teacher' - as needing additional, structured, and more intensive support. At this point, the APLP will implement support plans and activate an Intervention Process. There are many reasons why student-teachers might reach a point of needing support plans to be implemented. Activating the Intervention Process allows support to be put in place at the earliest stage and ensures that the student-teacher is given the best opportunity to succeed.

An overview of this process has been included below, but please refer to the full documentation on APLP SharePoint or www.athrofa.cymru/mentors



The team around the student-teacher and supporting wellbeing

We recognise that at the same time as being a hugely rewarding profession, teaching is also extremely demanding, and that initial teacher education can be especially demanding. To support our student-teachers, the APLP operates a 'team around the student-teacher', which incorporates support for professional and academic progress as well as pastoral wellbeing.

This team has a flexible role in supporting different sets of competencies, e.g. being successful in the classroom, collating evidence for QTS, or developing research skills whilst offering pastoral support during more challenging times.

The 'team around the student-teacher' includes:



In order to develop confidence and self-reliance, student-teachers are expected to be pro-active in using the team around the student-teacher to solve problems and sustain their own wellbeing. However, we recognise that studying to be a teacher is challenging and that different levels of support are needed for individuals in different aspects of the programme. We understand that one-size-does-not-fit-all and our 'team around

the student-teacher' has been designed with this in mind.

Who's who?

Due to the complex nature of partnership working, university and school-based teacher educators work together in a variety of roles to support student-teachers throughout their programmes. An overview of the roles and responsibilities has been provided below, with additional details available from page 41

School-based teacher educators

Network Lead:

A senior member of staff within the lead school with designated time for the development of the APLP. The Network Lead co-ordinates ITE activity, maintains good communication and feeds into quality assurance processes across the network.

Senior Mentor:

A senior member of the teaching staff who is responsible for co-ordinating Professional Teaching Experience (PTE) for a number of student-teachers in a partner school (within a network) and supports specific aspects of PTE, e.g. joint lesson observation, contingency process. The Senior Mentor is responsible for the QA of the provision within the partner school.

Class / Subject Mentor:

The first port of call during PTE who supports the student-teacher in collating evidence for QTS and becoming an independent teacher.

The Class/Subject Mentor supports the student teacher's subject knowledge and pedagogical knowledge development.

Welsh Language Mentor:

A named person who can support the development of Welsh language skills within the school setting,

and ensure that student-teachers are able to have the necessary experiences to collect evidence required for the Welsh Language Framework.

University-based teacher educators

Subject / Phase specialists with a teaching and research role in the university including supporting subject/AoLE expertise, the development of research skills and contributing to published work.

Within this broad heading, some colleagues will have specific roles, outlined below:

Link Tutor

A university-based teacher educator linked to a specific network to co-plan and co-deliver Bridging sessions at the Lead Network School. and supports aspects of network working including quality assurance, assessment, placements and mentoring.

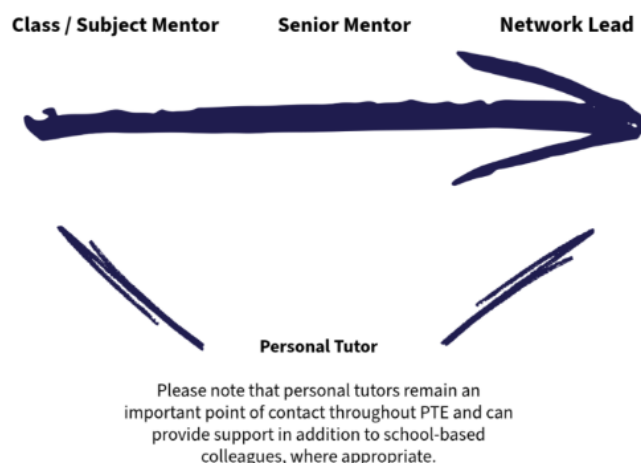
Personal Tutor

Each student teacher is allocated a personal tutor who will provide pastoral support throughout the programme. This will include weekly 'check-in' emails while on placement, and undertaking school visits and QTS reviews.

Programme Manager

Programme Managers oversee a specific cohort of students to ensure their academic and professional success. They oversee attendance and work with student reps to ensure that the programmes run coherently. Contact details can be found on page 48

The arrow below shows the line of communication to be used by student-teachers whilst on PTE. We expect this to be followed at all times:



Please note that Personal Tutors will contact student teachers on a weekly basis for a well-being check and will remain available to support while on placement. If you are unsure who to contact whilst on PTE, please liaise with your University Tutor who will be able to signpost the appropriate individual.

We encourage student-teachers to take a proactive approach to supporting their own wellbeing. This is not only an important aspect of successful completion of any ITE programme, but of career sustainability in the longer term.

To support this, the university team support the '25SS' approach to email communication – we ask for up to two working days to deal with emails (although we aim to reply as quickly as we can), no emails are sent after 5pm, and no emails are sent on a Saturday and Sunday.

In addition, student-teachers receive a range of tools and support to manage their own wellbeing, including advice on time-management and access to a range of university tools and services outlined below. We make use of the analogy of the 'stress bucket' to help students think about their own levels of stress and wellbeing, and provide a vocabulary to help them discuss it. You can find more details about this approach here.

We encourage student-teachers on placement to continue this proactive approach to managing their resilience and wellbeing, and we encourage mentors to discuss this with them as part of their regular meetings. In addition, personal tutors will send a weekly 'check-in' email to student-teachers while on placement. This helps to provide a continuity of support across the programme.

If you have concerns about the well-being of a student teacher on placement, please act sooner rather than later. Examples of issues with wellbeing might be shown by:

- Low mood or persistent sadness;
- Loss of interest or appetite;
- Fatigue or low energy;
- Poor concentration;
- Low self-confidence or self-deprecating comments;
- Agitation or slowing of movements.

This is not a definitive list and any change in behaviour which gives cause for concern should be acted upon.

Please note that once you have notified us, you may be asked to refer the student-teacher to UWTSD Student Services team if there are concerns about a student's behaviour, safety, or overall situation, using the 'cause for concern' form. This is submitted to the Student Services team who will triage accordingly. Wherever possible, partners are encouraged to fill out this form together with the student and share their concerns with them at the earliest opportunity.

<https://live.uniticms.com/uwtسد/register/?form=welfare>

Student-teachers have access to a wide range of additional support services via the UWTSD Student Services team. These include:



All UWTSD students are introduced to 'Togetherall', a **24/7 access online mental health support resource** used across the higher education (HE) sector. The service ensures all students can get support as they need it and empowers them to improve their wellbeing by taking an active approach to improving mental health.

Togetherall offers:

- 24/7 online support, meaning support is not dependant on campus access;
- Structured self-administered courses that promote mental wellness;
- Peer support and networks monitored by mental health professionals.

How to refer students:

- Students can sign up using their UWTSD email address;
- They just need to visit www.togetherall.com and register;
- Once registered they create an anonymous username and can make use of the resources.

More about the service is available online via the organisation's website.



Myf.cymru is a mental health and wellbeing website resource which has been developed in response to the shortage of resources in the medium of Welsh.



All students have access to use the 'Sorted: mental health' for FREE. Student-teachers can download on your phone and unlock all of the content by using our university specific codes.

<https://www.feelinggood.app/onboarding/uwtسد-en/>