



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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Yr Athrofa: Professional Learning Partnership (APLP)

Contingency Process and Procedures

February 28, 2019

Yr Athrofa: Professional Learning Partnership (APLP) Contingency Plans (Cause for Concern and Failing Students)

Introduction

There are many reasons why student-teachers might reach a point of becoming a cause for concern and require support/action which is beyond the normal systems of the Athrofa: Professional Learning Partnership (APLP). Fortunately, these occurrences are rare and often through working in partnership the situation can be retrieved and changed to one of success.

The reason for activating the cause for concern process is so that interventions may be put in place at the earliest stage and the student-teacher is given the best opportunity to succeed through timely action planning and specific target setting. It should not be viewed as an identification of failure.

Team around the student-teacher

The APLP has a model of support known as the 'team around the student-teacher' (Figure 1), and any one of these people (including the student-teacher) may raise a cause for concern:

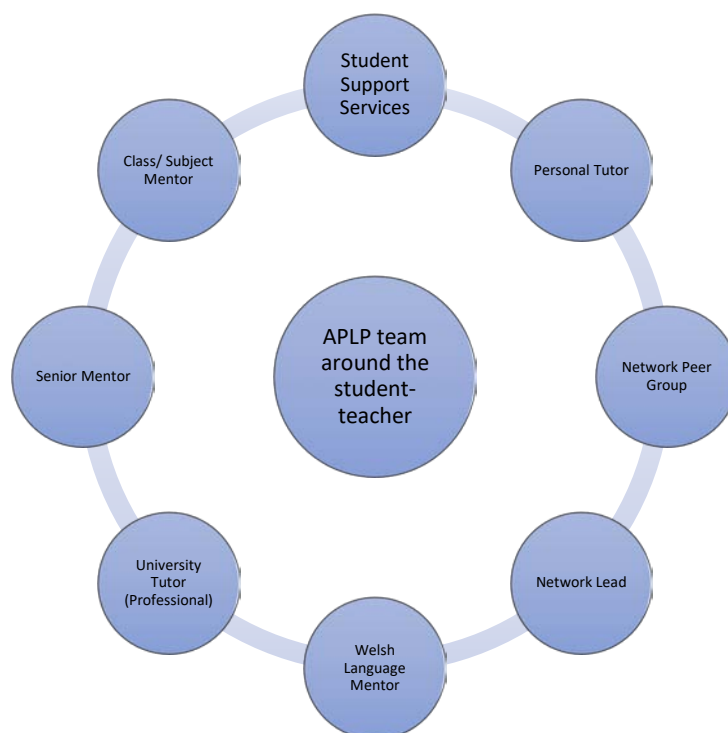


Figure 1: Team around the student-teacher

The roles of key members relevant to this document are as follows:

Class/Subject Mentor	• Works with student-teachers on a daily basis; • Responsible for ensuring high-quality mentoring; • Supports the student-teacher in evidencing standards for Qualified Teacher Status (QTS); • Giving opportunities for coaching, co-teaching, intentional modelling and giving informal and formal feedback; • Developing subject and/or phase expertise.
Senior Mentor	• An experienced mentor with designated time for supporting student-teachers; • Responsible for ensuring high-quality mentoring and consistency of assessment for QTS across the school; • Works closely with the Network Lead and Senior Mentors in quality assurance processes; • Undertakes moderation processes in cause for concern cases.
Network Lead	• Senior member of staff within the Lead Partner School ensuring high-quality provision for the development of student-teachers in the network; • Works closely with the University Tutor (Professional) and Senior Mentors; • Ensures quality assurance across the network; • Undertakes moderation processes in cause for concern cases.
Personal Tutor	• University-named personal tutor for student-teacher; • First port of call for pastoral concerns; • Meets regularly with student-teachers in personal tutor group; • Attends 'Concerns Meeting' for lack of academic progress; • Monitors cause for concern process.
University Tutor (Professional)	• Named tutor associated with a network and acts as a bridge between the university/school and vice-versa; • Responsible for supporting student-teachers in bridging activities, collaborative reflection, conducting seminars and supporting lesson study and learning walks; • Works with the Senior Mentors and Network Leads in quality assurance activities; • Participates in the cause for concern process.
Partnership Support	• Administrative team supporting APLP (and first port of call for questions); • 01267 676914 • partnership@uwtsd.ac.uk
Student Services Support	• University-based team offering comprehensive support for student-teachers: • 01267 676 767 • studentservices@uwtsd.ac.uk

If concerns are raised about safeguarding and child protection the APLP reserve the right to over-ride all processes of intervention and support and to follow the procedures outlined in the UWTSD Safeguarding Policy.

Student-teacher wellbeing

If concerns are noted about student-teacher wellbeing, the university must be informed immediately by telephone or e-mail to the Partnership Office (01267 676914) and ask for the Personal Tutor to be contacted. Examples of issues with wellbeing might be shown by:

- Low mood or persistent sadness;
- Loss of interest;
- Fatigue or low energy;
- Poor concentration;
- Low self-confidence;
- 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.

If the concerns are more significant, then please also contact **Student Services Support** where immediate advice can be obtained. The contact details are as follows:

- 01267 676 767
- studentservices@uwtsd.ac.uk

Also, all UWTSD students are introduced to the **Big White Wall, a 24/7 access online mental health support resource**. This digital supplier of mental health and wellbeing is used across the 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.

The Big White Wall 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.bigwhitewall.com and register;
- Once registered they create an anonymous username and can make use of the resources.

More about the service is available [here](#).

Raising a Cause for Concern

A cause for concern may be raised by any of the people from the team around the student-teacher, including the student-teacher him/herself.

The student-teacher

If student-teachers recognise that they have concerns about their own progress either regarding academic standards or in meeting the Professional Teaching Standards, then they may instigate the cause for concern process as a means of identifying additional support.

For academic standards, this would usually be done through a discussion with the Personal Tutor, and it is the Personal Tutor's responsibility to monitor the situation and inform the appropriate staff.

For Professional Teaching Standards, this would usually be done through a discussion with the University Tutor (Professional), and it is his/her responsibility to monitor the situation and inform appropriate staff.

The Personal Tutor (University Tutor Curriculum)

A cause for concern is usually raised due to one of these reasons:

- The student-teacher is consistently failing academic assignments;
- Lack of attendance/punctuality;
- A lack of professional conduct with staff and/or fellow students.

In the first instance, the issue should be discussed informally with the student-teacher, the module lead and Personal Tutor. Actions may include a referral to student services.

If the problems continue, a formal **Concerns Meeting** should be arranged with:

- The student-teacher and advocate if desired;
- The Personal Tutor;
- The Year Lead or Assistant Director ITE (Operations or Partnership).

This meeting should be documented and agreed actions and timelines noted. Support and intervention may include a referral to Student Services and support to continue, transfer to a different programme or withdraw from study within the university. The best interest of the student should be the focus of this meeting whilst recognising the need to make satisfactory progress on a programme of study.

Any ongoing actions should be monitored and documented by the Personal Tutor.

The University Tutor (Professional) and/or the Senior Mentor or Class/Subject Mentor

A cause for concern is usually due to reasons where, through normal monitoring processes, the student-teacher is recognised to be at risk of not meeting the Professional Teaching Standards (not on-track).

Again, in the first instance and depending on the issues, the University Tutor (Professional) and/or the Senior Mentor and the Class/Subject Mentor should meet with the student-teacher to discuss the issues and seek a resolution. This may include a referral to Student Services.

Following this meeting the University Tutor (Professional) and the Network Lead should be informed of actions and agreed timelines. An e-mail should also be sent to the Personal Tutor via the Partnership Office.

If the issues continue beyond the agreed timeline, the cause for concern process should be instigated at the appropriate stage.

Likely areas to trigger the cause for concern process

- A student-teacher does not make the expected progress towards the Professional Teaching Standards despite mentoring support over time (known as 'not on-track');
- A student-teacher cannot evidence meeting the Professional Teaching Standards through failing to act on advice;
- A student-teacher fails to demonstrate a high level of personal and professional conduct in school and/or the university.

If a student-teacher ends a Professional Teaching Experience by not attending (walking out), having not followed the expected lines of communication and the cause for concern process detailed in this policy, then the Professional Teaching Experience will usually be deemed as a fail. There is no automatic right to a resit.

The stages of the cause for concern process

The stages of the cause for concern process should always begin with Stage 1 and always be documented throughout. Also, professional judgement should be made regarding the actions and timelines based on the principle of giving the student-teacher the best opportunity to succeed.

Stage of process	Actions of process for APLP staff
Stage 1: Initial Concern Raised	<i>Supportive Professional Dialogue:</i> At the earliest opportunity, meet with the student-teacher to discuss and document concerns. Agree strategies, targets and timelines which will retrieve the situation and ensure progress. Strategies may include co-teaching, coaching and support with planning and pedagogical choices. Record the concerns, actions and targets on the Stage 1 Action Plan. For university based concerns, inform the Personal Tutor via direct e-mail or through the Partnership Office. For school-based concerns, inform (by e-mail or in person) the University Tutor (Professional), Senior Mentor, and Network Lead.
Stage 2: Review of Stage 1	<i>Supportive Professional Dialogue:</i> Meet with the student-teacher and relevant staff to review concerns raised at Stage 1. The student- teacher presents evidence showing that the targets and actions have been met.

	If the evidence supports achievement and progress, then the Stage 1 cause for concern can be concluded. Normal monitoring and tracking of progress resumes. If achievement and progress has not been evidenced, the cause for concern process proceeds to Stage 3. The University Tutor (Professional), Senior Mentor, Network Lead and Personal Tutor are informed of the Stage 1 outcome.
Stage 3: Cause for concern Action Plan	<i>Supportive Professional Dialogue:</i> The University Tutor (Professional) or the Senior Mentor and Class/Subject Mentor meet the student-teacher to set revised targets – these should be explicit with clearly identified actions to support achievement. (see Appendix 1) Cause for concern documentation is completed and e-mailed to the University Tutor (Professional), Senior Mentor, Network Lead and Partnership Office for the attention of the Personal Tutor. An agreed period of time is set for the student-teacher to focus on achieving the cause for concern targets. All subsequent review meetings and observations should only focus on the cause for concern targets and judgements should be noted on the cause for concern action plan.
Stage 4: Review of cause for concern Action Plan	<i>Formal Review:</i> Following the agreed period of time, the student-teacher, University Tutor (Professional) or Senior Mentor and Class/Subject Mentor formally review the cause for concern targets using the full range of evidence. At this stage, the Network Lead can be called on for moderation purposes or may review the evidence as part of the quality assurance processes. From this discussion, a decision is reached according to these possible outcomes: • <i>Cause for concern process ends and normal monitoring resumes</i> – evidenced by sufficient progress being made and the cause for concern targets achieved; • <i>Cause for concern process is extended</i> – evidenced by partial achievement of the cause for concern targets but sufficient evidence of progression. The extension period is agreed and a further review point is arranged. Unless there are exceptional circumstances, the cause for concern process can only be extended once;

	• <i>Cause for concern failure</i> – if insufficient progress has been made, then the Professional Teaching Experience ends immediately and is documented as a fail. The student-teacher proceeds to Stage 5. Outcomes of the review are e-mailed by the University Tutor (Professional) to the Partnership Office for the attention of the Personal Tutor.
Stage 5. Unsuccessful cause for concern	<i>Notification of outcome:</i> The University Tutor (Professional) informs the student-teacher in writing of a failed Professional Teaching Experience together with the reason and documented process. A copy of this correspondence is sent to the Partnership Office for the attention of the Personal Tutor and the Assistant Director ITE (Partnership). At this point, the cause for concern process dovetails into the UWTSD procedure for 'Unsatisfactory Progress on a Programme of Study' and/or 'Fitness to Practice' (Academic Quality Handbook). This includes the next steps and the capacity of the Examination Board to offer a resit if judged to be in the student-teacher's best interest. The University Tutor (Professional) communicates the key points of the outcomes of the exam board to the Network Lead, Senior Mentor and Class/Subject Mentor.

Going forward – next Professional Teaching Experience

In order to be supportive, if the cause for concern process has been successfully resolved, the student-teacher should begin the next Professional Teaching Experience with a fresh start.

Professional Teaching Experience Breakdown

On rare occasions, there may be other reasons why a student-teacher may not be able to continue in a Professional Teaching Experience placement. These may be:

- The teaching and learning opportunities are limited due to the absence of the Class/Subject Mentor;
- As a result of an Estyn Inspection, the school is placed in special measures and is no longer a suitable training environment;
- For one reason or another, professional working relationships have deteriorated to a level that a change of placement is the preferred option;
- The student-teacher encounters health, social, economic or family circumstances which mean that interrupting studies is the preferred option.

In all cases detailed above a **Concerns Meeting** should be conveyed involving the student-teacher, Senior Mentor, Network Lead and University Tutor (Professional).

In the case of bullet points 1, 2 and 3, the student-teacher should be ideally placed in another school within the network.

If this is not possible, a school within a nearby network should be located always focused on giving the student-teacher the best opportunity to succeed.

Appendix

Cause for concern target setting, flow chart and documentation

Cause for concern target setting

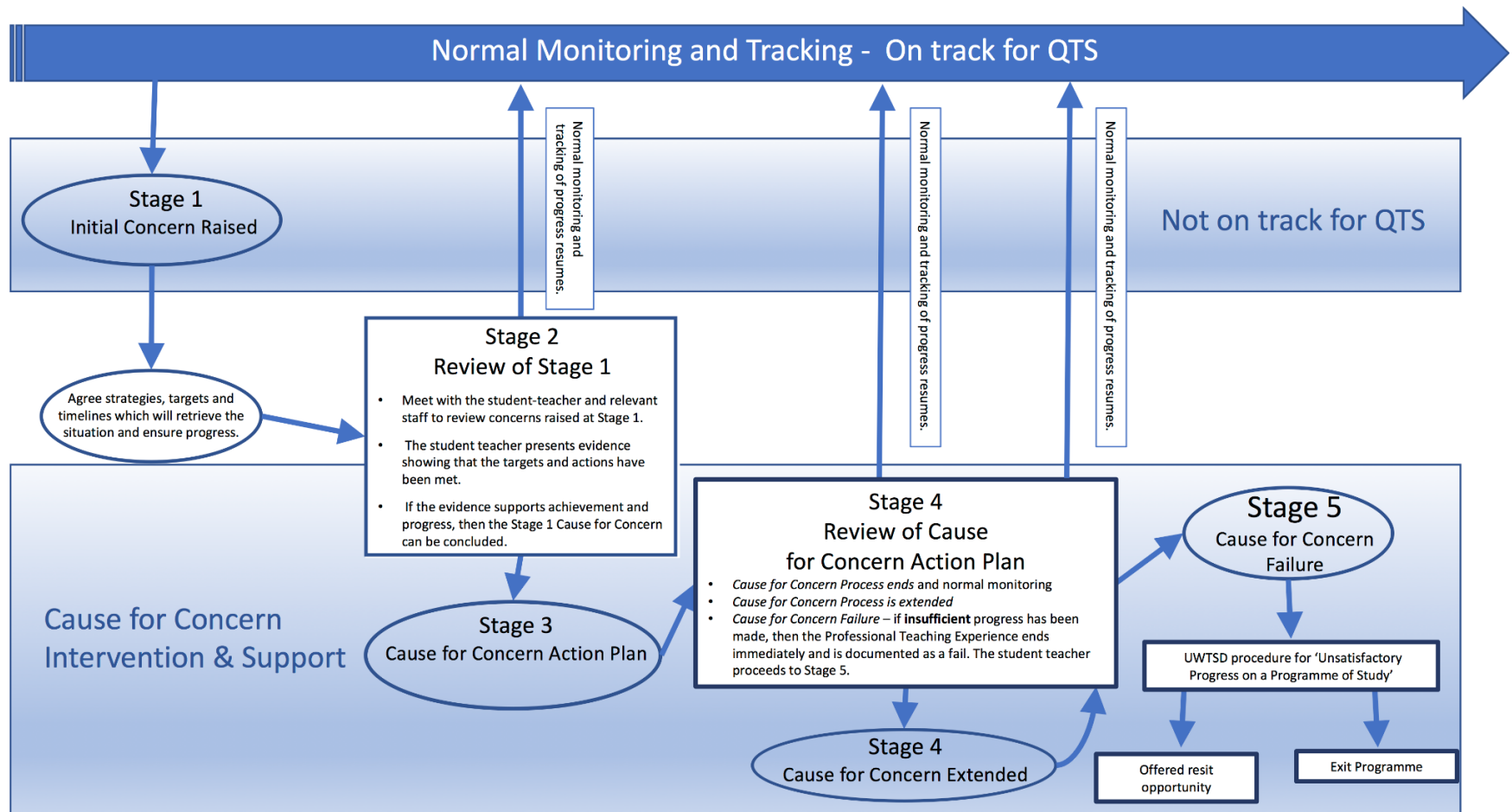
Target setting for student-teachers involved in the cause for concern process needs to include these points:

- Targets must be explicitly linked to the areas of concern which are preventing pupils from making progress;
- Targets must be fully referenced to the Professional Teaching Standards;
- Clear action steps need to be identified so that the student-teacher can visualise the way forward and develop confidence;
- A review of targets must include the full range of evidence and not be solely based on high status lesson observation;
- The number of targets must be limited so that the student-teacher is not overwhelmed and is in the best position to succeed.

A suggested model for setting targets is adapted from Fletcher-Wood (2016):

- ✓ **Praise** – *what has the student-teacher done particularly well?*
- ✓ **Probe** – *on which aspect of teaching and learning do I want to focus? What did the student-teacher notice about that aspect?*
- ✓ **Explicit Target** – *what do I want the student-teacher to change about his/her teaching?*
- ✓ **Practice/Reinforcement/Plan** – *how can we turn this idea of change into reality?*

Flow chart showing cause for concern process



Stage 1: Initial concern raised

Name of student-teacher:

Placement School:

Class/Subject Mentor:

Senior Mentor:

University Tutor

(Professional):

The following areas have been identified as needing specific support and intervention regarding your professional progress:

Priority	Area of concern	Evidence
1		
2		
3		
4		
5		

Your current progress towards the Professional Teaching Standards is assessed as being:

Professional standard	On-track	Not on-track
Pedagogy		
Leadership		
Professional learning		
Innovation		
Collaboration		

The accompanying action plan indicates the progress needed to retrieve those standards which are currently not on-track. At the Stage 1 Review, you should provide evidence to demonstrate that sufficient progress has been achieved.

Stage 1 checklist: Class/Subject Mentor

Have you:

Completed the Stage 1 cause for concern form, clearly showing areas needing specific support and intervention, and providing evidence for the concerns?		
Worked with the student-teacher to prepare an action plan setting out clearly the actions needed to retrieve standards currently not on-track (including supportive interventions like joint planning and co-teaching)?		
Discussed with the student-teacher the types of evidence needed to demonstrate sufficient progress?		
Set a date for the Stage 1 Review?		
Ensured that all parties present in the meeting signed the document?		
Sent copies of documentation to these individuals?	Personal Tutor (partnership@uwtsd.ac.uk)	
	Senior Mentor	
	Network Lead	
	University Tutor (Professional)	

Stage 1 initial concerns raised: Action Plan

Date:

Targets – what am I aiming for?	Actions – what do I need to do to ensure progress?	Timeline – by when?	Evidence needed to demonstrate progress

Stage 2: Review of Stage 1 Action Plan

Name of Student-teacher:

Placement School:

Class/Subject Mentor:

Senior Mentor:

University Tutor

(Professional):

Date of review:

Outcome of review:

In light of the evidence provided, progress has been assessed to be (please tick):

Sufficient (on-track)		Insufficient (not on-track)	
Cause for concern Stage 1 can be concluded, and normal monitoring and tracking of progress resumed.		Proceed to Cause for concern Stage 3	

Signature of Student-teacher:

Signature of Class/Subject Mentor:

Stage 2 checklist: Class/Subject Mentor

Have you:

Engaged in a professional dialogue with the student-teacher and reviewed all of the evidence presented?		
Worked with the student-teacher in identifying whether sufficient (on-track) or insufficient (not on-track) progress has been made?		
Arranged a date for the Cause for Concern Stage 3 Action Plan to be written?		
Ensured that all parties present in the meeting signed the document?		
Sent copies of documentation to these individuals?	Personal Tutor (partnership@uwtsd.ac.uk)	
	Senior Mentor	
	Network Lead	
	University Tutor (professional)	

Stage 2: Review of Stage 1 Action Plan

Target	Evidence provided to demonstrate sufficient progress	Yes	No

Stage 3: Completion of Stage 3 cause for concern Action Plan

Name of Student-teacher:

Placement School:

Class/Subject Mentor:

Senior Mentor:

University Tutor

(Professional):

Supportive Professional Dialogue: The University Tutor (Professional) or the Senior Mentor and Class/Subject Mentor meet with the student-teacher to set revised targets – these should be explicit with clearly identified actions to support achievement. (See Appendix)

All subsequent review meetings and observations should focus only on the cause for concern targets and judgements should be noted on the cause for concern action plan.

Attendance Record for Stage 3 Meeting

Date:

	Printed Name	Signature
Student-teacher		
Class/Subject Mentor		
University Tutor (Professional)		
Senior Mentor		

Stage 3 Checklist: University Tutor (Professional) or Senior Mentor

Have you:

Engaged in a professional dialogue with the student-teacher, Class/Subject Mentor and/or Senior Mentor/University Tutor (Professional)?		
Worked with the student-teacher in revising targets, actions and evidence needed to make sufficient progress to retrieve the 'not on-track' position?		
Agreed review dates for action plan targets?		
Ensured that all parties present in the meeting signed the document?		
Sent copies of documentation to these individuals?	Personal Tutor (partnership@uwtsd.ac.uk)	
	Senior Mentor	
	Network Lead	
	University Tutor (Professional)	

Stage 3: Cause for concern Action Plan

Revised targets – what am I aiming for?	Actions – what do I need to do to ensure progress?	Timeline – review points	Evidence needed to demonstrate progress

Stage 4: Formal review of Stage 3 cause for concern Action Plan

Name of Student-teacher:

Placement School:

Class/Subject Mentor:

Senior Mentor:

University Tutor

(Professional):

Formal Review: Following the agreed period of time, the student-teacher, University Tutor (professional) or Senior Mentor, and class/subject mentor formally review the cause for concern targets using the full range of evidence.

Outcome of Review:

In light of the evidence provided, progress has been assessed to be (please tick an outcome option):

Outcome Options	Tick
Sufficient progress has been made and targets achieved. Cause for Concern process is concluded. Normal monitoring and tracking of progress resumes (on-track).	
Sufficient progress has been made evidenced by partial achievement of the targets. An extension period is considered to be appropriate and is agreed.	
Insufficient progress has been made and the student-teacher is not on-track to meet the Professional Teaching Standards for QTS. Cause for Concern needs to proceed to Stage 5.	
A decision cannot be agreed and a moderation review is needed by the Network Lead.	

Attendance Record for Stage 4 Review Meeting

Date:

	Printed Name	Signature
Student-teacher		
Class/Subject Mentor		
University Tutor (Professional)		
Senior Mentor		

Stage 4 Checklist: University Tutor (professional) or Senior Mentor

Have you:

Engaged in a professional dialogue with the student-teacher and reviewed all of the evidence presented?		
Worked with the student-teacher in identifying whether sufficient (on-track) or insufficient (not on-track) progress has been made?		
Agreed an outcome with appropriate actions e.g. conclude the Cause for Concern Process, agree a time extension and subsequent review date, or proceed to Stage 5?		
Ensured that all parties present in the meeting signed the document?		
Sent copies of documentation to these individuals?	Personal Tutor (partnership@uwtsd.ac.uk)	
	Senior Mentor	
	Network Lead	
	University Tutor (professional)	

Stage 4: Review of Stage 3 Action Plan

Target	Evidence provided to demonstrate sufficient progress	Yes	No

Stage 5: Unsuccessful cause for concern – notification of outcome

Notification of outcome: Using the agreed APLP template, the University Tutor (Professional) informs the student-teacher in writing of a failed Professional Teaching Experience together with the reason and documented process. The student-teacher is withdrawn from the Professional Teaching Experience, and assessed to be 'not on-track' (failed experience).

A copy of this correspondence is sent to the Partnership Office for the attention of the Personal Tutor and the Assistant Director ITE (Partnership).

The University Tutor (Professional) meets with the Assistant Director ITE (Partnership) and Personal Tutor for a briefing meeting and to review due process.

At this point, the Cause for Concern process dovetails into the UWTSD procedure for:

- Unsatisfactory Progress on a Programme of Study;
- and/or Fitness to Practice Policy.

This includes the next steps and the capacity of the Examination Board to offer a resit if judged to be in the student-teacher's best interest.

At an appropriate point, the University Tutor (Professional) communicates the key points of the outcomes of the exam board to the Network Lead, Senior Mentor and Class/Subject Mentor.

Quality Assurance

Case Review: Stage 5 Unsuccessful cause for concern process should be reviewed within and across networks at an appropriate Network Leads meeting.

All other queries concerning this process should be directed to Catharine Bleasdale at c.bleasdale@uwtsd.ac.uk

Document Version Control
March 2019

Review
June 2020