



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

Yr Athrofa
Centre *for* Education

Addysg i Gymru | Education for Wales



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

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Yr Athrofa: Professional Learning Partnership (APLP)

Contingency Process and Procedures

Updated September 15th 2023 (V8)

Yr Athrofa: Professional Learning Partnership (APLP) Contingency Process and Procedures

Introduction

There are a number of support systems in place within the Athrofa: Professional Learning Partnership (APLP) and the 'team around the student-teacher' is outlined below in Figure 1. Support offered is both informal, for example, a chat, following a lesson, with a class teacher/subject mentor, and formal, for example, a professional development session on the placement school's behaviour policy, delivered by the Senior Mentor.

Occasionally, a student-teacher identifies him/herself/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 the support plans and activate the contingency process. There are many reasons why student-teachers might reach a point of needing support plans to be implemented and it is important to note that **this is not viewed as an identification of failure**. Activating the contingency process allows interventions to be put in place at the earliest stage and ensures that the student-teacher is given the best opportunity to succeed, through timely action planning and specific target setting. Consequently, through working in partnership, the situation often can be retrieved and changed to one of success.

Team around the student-teacher

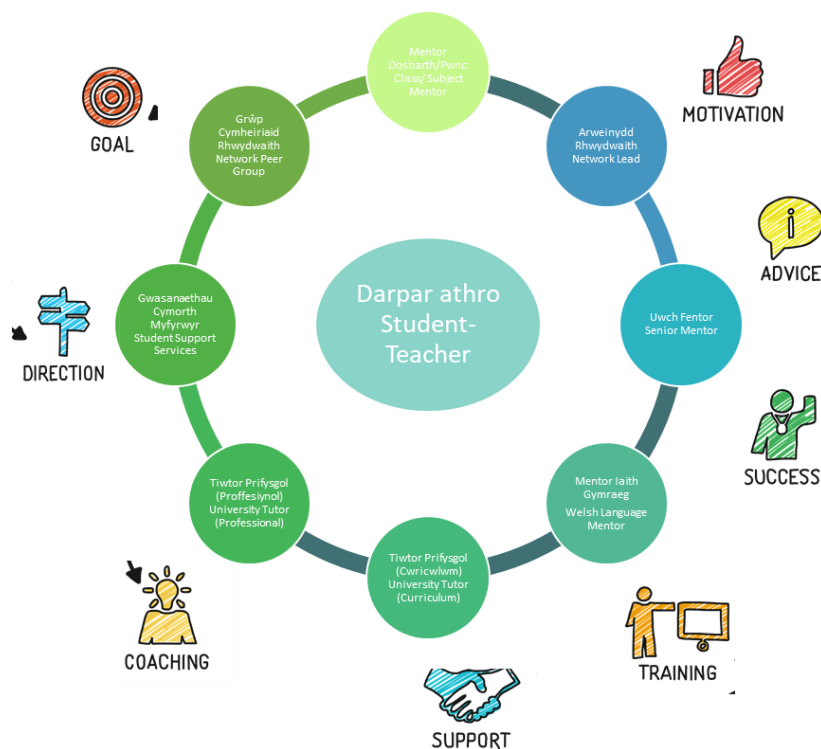


Figure 1: Team around the student-teacher

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); • provides opportunities for coaching, co-teaching, intentional modelling and gives informal and formal feedback; • develops 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 University Tutors in quality assurance processes; • undertakes moderation processes in contingency 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 contingency 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 contingency 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 PTE activities; • works with the Senior Mentors and Network Leads in quality assurance activities; • participates in and maintains an overview of the contingency process.
Partnership Support	• administrative team supporting APLP • 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. The contact details are as follows:

Telephone: 01267 676914

Email: partnership@uwtsd.ac.uk

The person making the referral should 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 raises a 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:

Telephone: 01267 676 767

Email: studentservices@uwtsd.ac.uk

Additionally, all UWTSD students are introduced to **Togetherall, a 24/7 access online mental health support resource**.

The service ensures all students can get support as and when they need it and empowers them to improve their wellbeing by taking an active approach to improving mental health.

Togetherall offers

- practical skills to help students feel better and tackle a variety of issues.
- Use peer networks to discuss issues with people experiencing similar problems
- Use self-assessment tools to monitor progress
- Join group courses and discussion on common issues like negative thinking and stress

How to refer student-teachers:

1. Visit [Togetherall.com](https://togetherall.com)
2. Click on Join us, and under Organisation select Universities and Colleges from the drop down menu
3. Sign up with your UWTSD email address
4. Choose an anonymous username

Instigating the contingency process.

The contingency process may be instigated by any of the people from the team around the student-teacher, including the student-teacher him/herself/themselves.

The Student-Teacher

If a student-teacher recognises that he/she/they has concerns about his/her/their own progress, either regarding academic standards or in meeting the Professional Teaching Standards, then he/she/they may instigate the contingency 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 Professional Tutor, and it is his/her/their responsibility to monitor the situation and inform appropriate staff.

The Personal Tutor (University Tutor Curriculum)

A need for intervention and support is usually raised due to one of these reasons:

- the student-teacher is consistently failing academic assignments;
- a lack of attendance/punctuality;
- a lack of professional conduct with staff and/or fellow student-teachers.

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

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

- the student-teacher and advocate if desired;
- the Personal Tutor;
- Strategic Lead APLP Partnership, Collaboration and Professional (QTS) Standards

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-teacher 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 Network Lead/Senior Mentor/Class/Subject Mentor

A need to instigate the contingency procedure 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. For example:

- a student-teacher does not make the expected progress towards the Professional Teaching Standards, despite mentoring support over time;
- 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.

Again, in the first instance and depending on the issues, the University Tutor (Professional) and/or the Network Lead/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 contingency process should be instigated at the appropriate stage.

The stages of the contingency process

The stages of the contingency 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	Who to inform	What to do	Action points
Stage 1 : Initial Concern Raised Supportive Professional Dialogue Meet with the student-teacher to discuss and document concerns.	For university-based concerns, inform the Personal Tutor via direct email 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.	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 Support Plan.
Review of Stage 1 – Support plan	The University Tutor (Professional), Senior Mentor, Network Lead and Personal Tutor are informed of the Stage 1 outcome.	Meet with the student-teacher and relevant staff to review the Stage 1 Support Plan. 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 contingency can be concluded. Normal monitoring and tracking of progress resumes. If achievement and progress has not been

			evidenced , the student-teacher proceeds to Stage 2
Stage 2. Contingency Support Plan	Contingency 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.	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) An agreed period of time is set for the student-teacher to focus on achieving the contingency targets.	An agreed period of time is set for the student-teacher to focus on achieving the contingency targets. All subsequent review meetings and observations should only focus on the contingency targets and judgements should be noted on the contingency support plan.
Review of Stage 2 Contingency Support Plan	Following the agreed period of time , the student-teacher, University Tutor (Professional) or Senior Mentor and Class/Subject Mentor formally review the contingency 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: 1. Contingency process ends and normal monitoring resumes – evidenced by sufficient progress being made and the contingency targets achieved; 2. Contingency process is extended – evidenced by partial achievement of the contingency targets but sufficient evidence of progression. The extension period is agreed, and a further review point is arranged. Unless there are exceptional circumstances, the contingency process can only be extended once;	Outcomes of the review are e-mailed by the University Tutor (Professional) to the Partnership Office for the attention of the Personal Tutor.

		3. Contingency failure – 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 3.	
Stage 3. Unsuccessful Contingency Notification of outcome:	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 Strategic Lead APLP Partnership, Collaboration and Professional (QTS) Standards .	At this point, the contingency 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 contingency process has been successfully resolved, i.e., sufficient progress has been made and all targets relating to the process have been met, the student- teacher should begin the next Professional Teaching Experience with a fresh start. If the contingency process hasn't been successfully resolved, then this will continue into the next Professional Teaching Experience with a 'handover/transition' meeting taking place between the student-teacher, Professional Tutor, Network Lead, current senior mentor, and new senior mentor so that targets and actions are clear to all parties. The Network Lead will facilitate this meeting.

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 **Meeting** should be convened 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

Contingency target setting, flow chart, suggested timeline, documentation, Central Strands and expected progress.

Contingency target setting

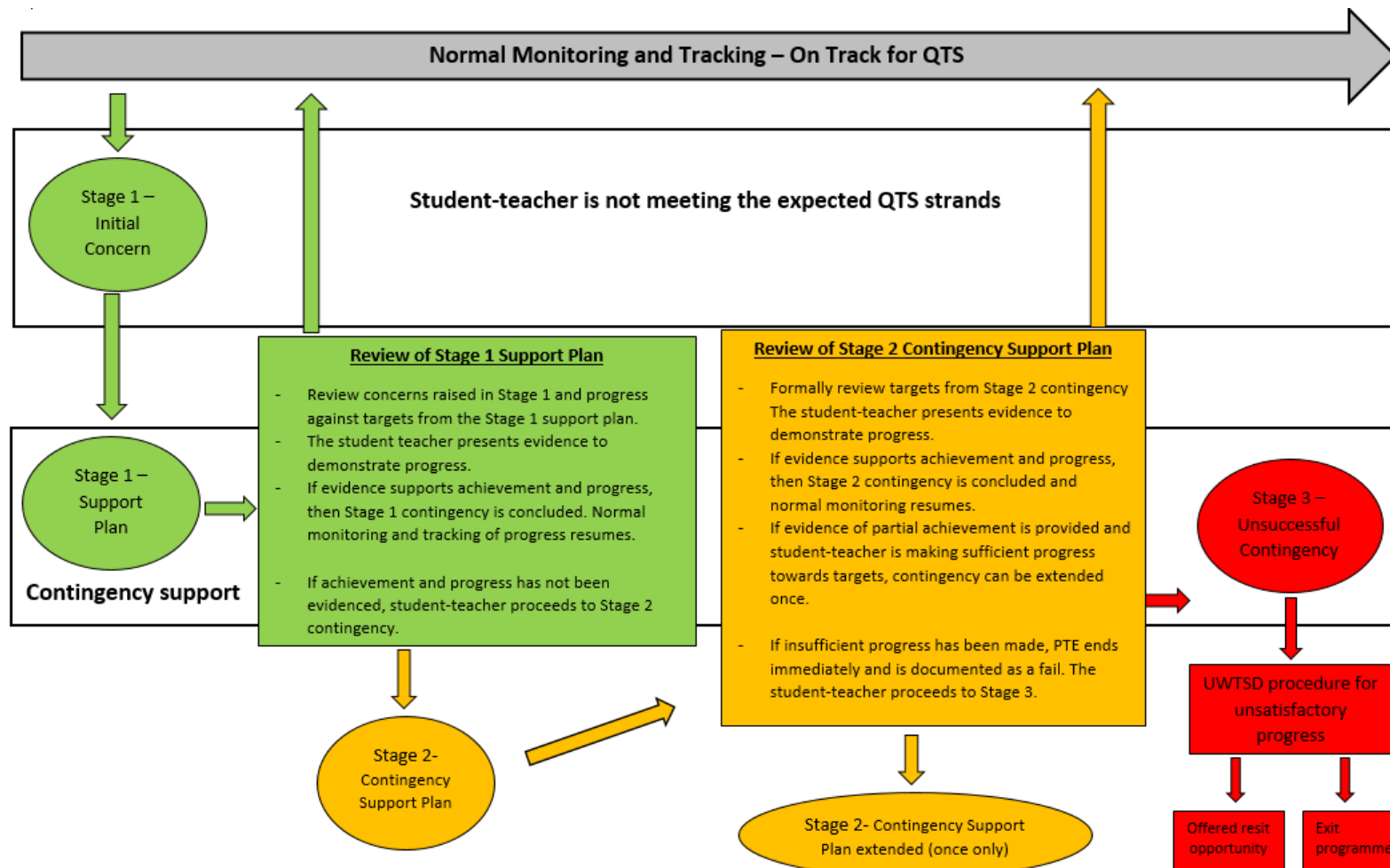
Target setting for student-teachers involved in the contingency process needs to include these points:

- 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 single lesson observations;
- 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 Contingency Process



Suggested Timeline for the Meeting of Targets

As part of the Contingency Process, it is important that the student-teacher and his/her mentor agree a clear timeline for the meeting of set targets. Professional judgement, taking into consideration the individual student-teacher and his/her circumstances, should be used. However, it should be noted that more time may be needed to meet a target/targets associated with certain Professional Standards than with others, for example, targets associated with teaching and learning are likely to take more time to meet than those associated with attendance/punctuality. The following timeline can be used as a guide:

Professional Standard	Suggested Timeline for the Meeting of Set Targets
Pedagogy	Two full rotations of the student-teacher's timetable. In a primary school, this may be two weeks; however, as many secondary schools operate a two-week timetable, it may be four weeks in a secondary school.
Leadership	One week, or by the next calendared event if, for example, the target is related to corporate responsibility and attendance at staff meetings/parents' evenings/etc.
Professional Learning	One week, although two to three weeks may be needed if the target is associated with the development and use of Welsh language skills.
Innovation	One full rotation of the student-teacher's timetable; however, if the target is linked to evaluating the impact of change in practice, three to four weeks may be necessary so that appropriate evidence can be gathered.
Collaboration	One full rotation of the student-teacher's timetable; however, if the target is linked to enabling improvement, three to four weeks may be necessary so that appropriate evidence can be gathered.

The above is only a **suggested** timeline and does not need to be rigidly adhered to – professional judgement should always take precedence. It is also important to remember that informal conversations about progress towards targets can take place in advance of the formal reviews. Therefore, if the formal review is scheduled to take place four weeks after Stage 1 or Stage 2 because, for example, the target(s) is/are associated with teaching and learning, progress towards targets can still be discussed as part of mentor meetings, etc. during the weeks preceding the formal review. The contingency process is designed to support the student-teacher and ensure that he/she is given the best opportunity to succeed, and this principle should be at the forefront of all discussions.

Stage 1: Initial Concern(s) Raised

Student-teacher:

Placement School:

Class/Subject Mentor:

Senior Mentor:

Network Lead

University Tutor
(Professional):

The following area(s) has/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	Exceeding expectations	On-track	Not yet on-track	Cause for Concern
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 contingency 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, for example, joint planning, co-teaching, etc.?		
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 Concern(s) Raised - Support Plan

Date:

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

Signature of Student-teacher:

Signature of Class/Subject Mentor:

Review of Stage 1 Support Plan

Student-teacher:

Class/Subject Mentor:

Network Lead

Placement School:

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 evidence		Insufficient evidence	
Contingency Stage 1 can be concluded, and normal monitoring and tracking of progress resumed.		Proceed to Contingency Stage 2	

Signature of Student-teacher:

Signature of Class/Subject Mentor:

Review 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 or insufficient progress has been made?		
Arranged a date for the Contingency Stage 2 Support Plan to be written (if necessary)?		
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)	

Review of Stage 1 Support Plan

Target	Evidence provided to demonstrate sufficient progress	Yes	No

Stage 2: Completion of Contingency Support Plan

Student-teacher:

Placement School:

Class/Subject Mentor:

Senior Mentor:

Network Lead

University Tutor
(Professional):

Supportive Professional Dialogue: The University Tutor (Professional) or the Network Lead/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 contingency targets** and judgements should be noted on the contingency support plan.

Attendance Record for Stage 2 Meeting

Date:

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

Stage 2 Checklist: University Tutor (Professional) or Network Lead/Senior Mentor

Have you:

Engaged in a professional dialogue with the student-teacher, Class/Subject Mentor and/or Network Lead/Senior Mentor/University Tutor (Professional)?		
Worked with the student-teacher in revising targets, actions and evidence needed to make sufficient progress to retrieve the position?		
Agreed review dates for support 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 2: Contingency Support Plan

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

Signature of Student-teacher:

Signature of Network Lead:

Signature of Class/Subject Mentor:

Signature of University Tutor (Professional):

Formal Review of Stage 2 Contingency Support Plan

Student-teacher:

Placement School:

Class/Subject Mentor:

Senior Mentor:

Network Lead

University Tutor
(Professional):

Formal Review: Following the agreed period of time, the student-teacher, University Tutor (Professional) or Network Lead/Senior Mentor, and Class/Subject Mentor formally review the contingency 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. Contingency process is concluded. Normal monitoring and tracking of progress resumes.	
Sufficient progress has been made, evidenced by partial achievement of the targets. An extension period to Stage 2 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. Contingency needs to proceed to Stage 3.	
A decision cannot be agreed and a moderation review is needed by the Network Lead or University Tutor (Professional).	

Attendance Record for Review Meeting

Date:

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

Stage 2 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 or insufficient progress has been made?	
Agreed an outcome with appropriate actions e.g. conclude the Contingency Process, agree a time extension and subsequent review date, or proceed to Stage 3?	
Ensured that all parties present in the meeting signed the document?	

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Sent copies of documentation to these individuals?	Personal Tutor (partnership@uwtsd.ac.uk)	
	Senior Mentor	
	Network Lead	
	University Tutor (professional)	

Review of Stage 2 Support Plan

Target	Evidence provided to demonstrate sufficient progress	Yes	No

Stage 3: Unsuccessful Contingency process – 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 a Failed experience.

A copy of this correspondence is sent to the Partnership Office for the attention of the Personal Tutor and the Strategic Lead APLP Partnership, Collaboration and Professional (QTS) Standards

The University Tutor (Professional) meets with the Strategic Lead APLP Partnership, Collaboration and Professional (QTS) Standards and Personal Tutor for a briefing meeting and to review due process.

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

- Unsatisfactory Progress on a Programme of Study;
- and/or Fitness to Practise 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 Examination Board to the Network Lead, Senior Mentor and Class/Subject Mentor.

Quality Assurance

Case Review: Stage 3 Unsuccessful Contingency Process should be reviewed within and across networks at an appropriate Network Leads meeting.

All other queries concerning this process should be directed to Laurence Thomas at laurence.thomas@uwtsd.ac.uk

Notification of outcome: Failed Professional Teaching Experience

Student-teacher:

Placement School:

Class/Subject Mentor:

Senior Mentor:

Network Lead

University Tutor

(Professional):

The purpose of this form is to give notification that insufficient progress has been made and the student-teacher has proceeded to Stage 3 which means the professional teaching experience has been failed.

Reason(s) for the unsuccessful contingency process:

-
-
-

This is reflected in the documented process (Stage 1 & Stage 2) that has previously been shared with the student-teacher, Class/Subject Mentor, Network Lead, Senior Mentor and University Tutor (Professional).

Next steps:

Action	Person responsible	Complete (Tick)
Send a copy of this correspondence to the Partnership Office (partnership@uwtsd.ac.uk) for the attention of the Personal Tutor and the Strategic Lead APLP Partnership, Collaboration and Professional (QTS) Standards	Network Lead	
University Tutor (Professional) to arrange a meeting with the Strategic Lead APLP Partnership, Collaboration and Professional (QTS) Standards and Personal Tutor for a briefing meeting and to review due process.	University Tutor (Professional)	
Student-teacher to be informed of the recommendation to be given at the next Examination Board (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).	Strategic Lead APLP Partnership, Collaboration and Professional (QTS) Standards	
University Tutor (Professional) to communicate the key points of the outcomes of the Examination Board to the Network Lead, Senior Mentor and Class/Subject Mentor.	University Tutor (Professional)	

Central Strands**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:

PL1	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.
PL4	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."
	End of BA2 placement	10 Central Strands at least "on track"	Where this is not the case, the student-teacher is to be placed on Stage 1 of Contingency process and appropriate targets are identified for PTE3. The contingency 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.
		The majority (2/3) of Pedagogy Standards at least "on track"	
		All collaboration stands at least "on track"	
	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 Contingency process and appropriate targets identified.
	End of BA3 placement	All QTS standards must be at least "on track". (Best fit)	Depending on the student-teacher's profile, the following steps are to be taken: Where one standard is not 'On Track' 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, Professional Tutor, and Class Mentor where targets are identified for the remainder of the placement (Contingency Stage 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 'On Track', 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, Professional Tutor and Class Mentor to identify targets for the placement period. Usual PTE expectations will be followed.

Expected progress against the QTS Standards for the PGCE 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)
	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 is to be placed on Stage 1 of Contingency process and appropriate targets are identified for PTE2.
		The majority (2/3) of Pedagogy standards at least "on track"	The contingency 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 Contingency process and appropriate targets identified.
	End of PTE2	All QTS standards must be at least "on track". (Best fit)	Depending on the student-teacher's profile, the following steps are to be taken: - Where one standard is not 'On Track' 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, Professional Tutor, and Class/Subject Mentor where targets are identified for the remainder of the placement (Contingency Stage 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 'On Track', 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, Professional Tutor, and Class/Subject Mentor to identify targets for the placement period. Usual PTE expectations will be followed.

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