

# Welcome to the Edge Hill University Department of Children, Education and Communities (DCEC)

Mentoring training; this module comprises five units

- Unit 1 **Being a Mentor**
- Unit 2 **Making a Grading Judgement**
- Unit 3 **Providing Focused Feedback**
- Unit 4 **The Essential Paperwork**
- Unit 5 **Supporting a Struggling Trainee 'At Risk'**

# Welcome to the Edge Hill University Department of Children, Education and Communities (DCEC)

Core Training Package

Supporting a Struggling Trainee 'At Risk':

Unit 5

# Trainee 'At Risk'

Trainees can face difficulties and challenges within a Professional Practice for many reasons. If you are aware that a trainee is facing particular challenges or difficulties please discuss these with your Visiting Tutor (VT) so that appropriate support can be put in place.

A trainee is deemed "at risk" if they are not achieving the minimum standard required for the Professional Practice.

**Phase 1a:** (Year 1 Undergraduates only): requires a 'Pass' to progress onto Phase 1b. This means the trainee is Meeting Expectation (Grade 3) or better.

**Phase 1b:** (Year 2\* Undergraduates/PGCE phase 1)- the trainee must achieve a Meeting Expectation (Grade 3) or better to progress onto Phase 2.

**Phase 2:** (Year 3\* Undergraduates/PGCE phase 2)- the trainee will usually achieve a 'Good' or better to complete the Professional Practice. All trainees graded Meeting Expectation must have a period of 'at risk' Intervention.

If during a Professional Practice a trainee is deemed to be 'at risk' of not meeting the minimum requirements the relevant Professional Practice and Programme Leader should be informed and will make a decision about the most appropriate strategies to implement.

\*Please note:

For Part Time undergraduates, the Professional Practice requirements are the same but occur at different times within the programme, over the four year route.

Year 1 level 4-5 (P1P) Phase 1a

Year 2 level 5 no Professional Practice

Year 3 level 5-6 (P3P) Phase 1b

Year 4 level 6 (P4P) Phase 2

# Trainee 'At Risk'

## Examples of 'at risk' interventions:

- Monitoring the situation and the progress of the trainee.
- Arranging a meeting or phone tutorial with the trainee.
- Gaining further information from the school, previous Visiting Tutor, Personal Tutor etc.
- Arranging for additional visits from the Visiting Tutor.
- Arranging for additional input from a Placement Support Tutor.
- Arranging for a reduction in teaching timetable.
- Extend the Professional Practice beyond the scheduled end date (organised through discussion and agreement with the school).
- Implementing specific strategies according to the nature of the issues for example extra support sessions back on campus.

Please refer to your Professional Practice handbook for more detail regarding 'at risk' trainees.

## Trainee 'At Risk' explained

As soon as any intervention is put into place an 'at risk' form will be completed and signed to inform the trainee that they are at risk of failing the Professional Practice and that additional support has been put in place.

Throughout the process time limited targets will be set to support the trainee in making progress. These will be reviewed regularly. If, at any point in the Professional Practice the Mentor and or Visiting Tutor consider the trainee is still not making sufficient progress towards the targets that have been set or that it is not likely the trainee will achieve the minimum requirement for the Professional Practice the trainee will be informed the Professional Practice has been unsuccessful and the practice will be terminated.

All trainees are then invited to attend a compulsory APRM (Academic and Professional Review Meeting) to meet with the Professional Practice/Year Leader and the DCEC ITT Partnership Lead to discuss the next steps.

If a trainee considers their ability to complete the Professional Practice successfully has been impacted by Exceptional Mitigating Circumstances then they should consider submitting an EMC application. The Professional Practice/Year Leader can advise if such a case arises.

# Trainee 'At Risk' form (Record of Additional Support)

This form should be completed for any trainee identified as being 'at risk'

The minimum recommended time for the 'at risk' procedure is two week; however we understand that schools may not be able to accommodate this due to the impact upon pupil progress.

Department of Children, Education and Communities  
Record of Additional Support Meeting 'at risk'



Edge Hill University

Department of Children, Education and Communities  
Record of Additional Support Meeting 'at risk'

*Please note: You have been identified as requiring additional support within this Professional Practice as you may be 'at risk' of failing. Please engage with the targets set for you below.*

Trainee Name	Programme	Phase
Setting/School	Year Group/Ages Taught	
Mentor	Visiting Tutor	Personal Tutor

Summary of Meeting:

Location: EHU / School      Learning Evaluation: Yes / No

Targets Set:

Agreed date for review of targets:

*\*I understand that the support I have received today is intended to help me make progress on this Professional Practice.*

*\*I understand that failure to meet the above targets may result in failure of this Professional Practice.*

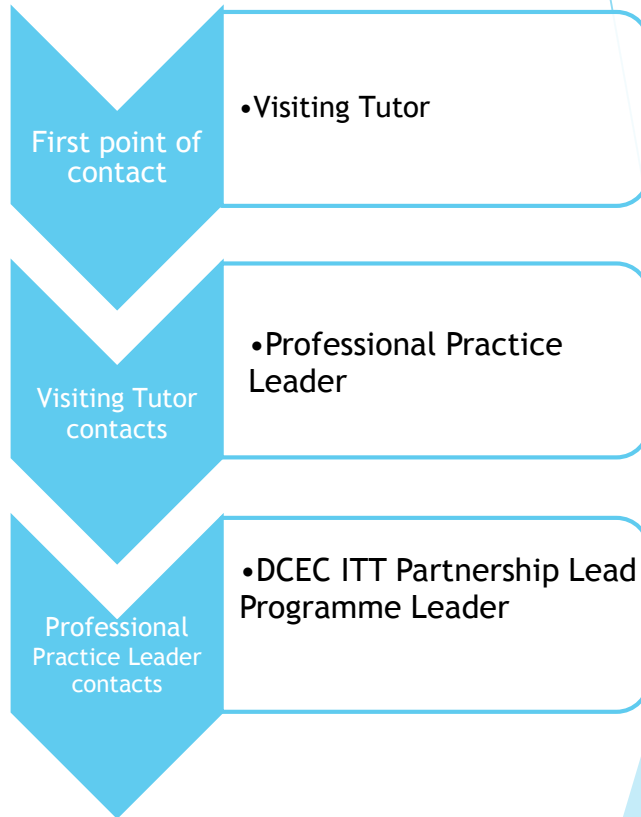
Tutor Signature	Date:
Mentor Signature	Date:
Trainee Signature	Date:

Copy To: Trainee / School-Mentor / Visiting Tutor / Professional Practice Leader

Review:		
Tutor Signature		Date:
Mentor Signature		Date:
Trainee Signature		Date:

# 'At Risk' contact

Full time BA (Hons) Primary education with QTS			
Year Leader/Professional Practice Leader Year 1	Elizabeth Dunn	<a href="mailto:Dunne@edgehill.ac.uk">Dunne@edgehill.ac.uk</a>	01695 584420
Year Leader/Professional Practice Leader Year 2	Sue Harrop	<a href="mailto:harrops@edgehill.ac.uk">harrops@edgehill.ac.uk</a>	01695 584283
Year Leader/Professional Practice Leader Year 3	Sue Taylor	<a href="mailto:taylorSu@edgehill.ac.uk">taylorSu@edgehill.ac.uk</a>	01695 584201
Full time BA (Hons) Primary Education with QTS Programme Leader	Sian Onions	<a href="mailto:onionss@edgehill.ac.uk">onionss@edgehill.ac.uk</a>	01695 587828
Part time BA (Hons) Primary education with QTS			
Professional Practice Lead (Part Time Programme)	Louise Hawxwell	<a href="mailto:hawxwell@edgehill.ac.uk">hawxwell@edgehill.ac.uk</a>	01695 584715
Part Time BA (Hons) Primary Education with QTS Programme Leader	Polly Thorpe	<a href="mailto:thorpep@edgehill.ac.uk">thorpep@edgehill.ac.uk</a>	01695 650823
Full time Primary PGCE programme.			
Programme Leader and Phase 1 Professional Practice Leader	Susan Shaw	<a href="mailto:shaws@edgehill.ac.uk">shaws@edgehill.ac.uk</a>	01695 650821
PGCE Year Leader/Phase 2 Professional Practice Leader	Wendy Dixon	<a href="mailto:dixonw@edgehill.ac.uk">dixonw@edgehill.ac.uk</a>	01695 584460
School Direct: please refer to School Direct handbooks for more details.			
School Direct Programme Leader	Susan Shaw	<a href="mailto:shaws@edgehill.ac.uk">shaws@edgehill.ac.uk</a>	01695 650821
Department of Children Education and Communities: Management team (Linked to Professional Practice)			
Assistant Head of Department and Full time BA (Hons) Primary Education with QTS Programme Leader	Sian Onions	<a href="mailto:onionss@edgehill.ac.uk">onionss@edgehill.ac.uk</a>	01695 587828
Programme Leader and Phase 1 Professional Practice Leader	Susan Shaw	<a href="mailto:shaws@edgehill.ac.uk">shaws@edgehill.ac.uk</a>	01695 650821
ITT Partnership Lead: Department of Children, Education and Communities	Eleanor Davidson	<a href="mailto:davidsoe@edgehill.ac.uk">davidsoe@edgehill.ac.uk</a>	01695 584434



Department of Children, Education and Communities: Mentor Training.

## **Congratulations!**

You have now successfully completed **Unit Five: Supporting a Struggling Trainee 'At Risk'**. To be able to fully ensure that you are able to train, support and develop an Edge Hill University trainee throughout their training in your school if you have not already done so please now complete **Unit 4: Essential Paperwork**. You may wish to engage with the other units within the package depending on your previous mentoring experience.

To further consolidate your training, you will undertake a joint Learning Evaluation with the EHU Visiting Tutor to moderate the assessment and grading of your trainee.

We look forward to working with you in the future and helping you develop your role as a mentor and trainer.



Eleanor Davidson

DCEC ITT Partnership Lead

You may wish to print this screen for your records