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**The University of Manchester**

**Manchester Institute of Education**

**Secondary PGCE**

**Partnership Agreement**

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| **PARTNERSHIP AGREEMENT SCHEDULE ONE** |

I would like to extend a very warm welcome to you as a partner of The University of Manchester. The purpose of this partnership agreement is to set out the roles, responsibilities, expectations and leadership and management structures in relation to the Initial Teaching Training (ITT) Partnership between the University of Manchester and its school partners. This agreement should be read alongside the Trainee and School Risk Protocol Handbook, QA Handbook and Safeguarding Handbook.

The requirements for the provision of initial teacher training specify what providers of ITT must do (see link below). They underline the essential contribution that schools and other settings make to ITT. They have legal standing and are signed by the Secretary of State. The partnership collaborates, writes and develops the PGCE programme to ensure that all requirements are met.

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/434608/ITT_criteria.pdf>

The University of Manchester Secondary PGCE Partnership is recognized by trainees, mentors and the headteachers who employ our trainees to provide a high quality programme of initial teacher education in a range of subjects in which it is often difficult to recruit. We consistently aim for each cohort of trainees to be the best teachers possible, with the provision of a training programme that responds to the needs of a continually evolving education system. Our partnership incorporates and utlilises the extensive diversity of more than 200 schools across Greater Manchester and beyond. We consistently achieve high quality trainee outcomes which are further validated by high local employment rates: 70% of trainees are employed within 20 miles of the university, with many of our training partners becoming employers. We believe that effective partnerships are rooted in a shared vision and genuine collaboration for the benefit of both the trainee and the many pupils whose lives they will influence during their career. Our vision for our PGCE course and partnership is:

“***Empowering future generations*”**

We are delighted that you wish to be part of this exciting and innovative partnership, and look forward to working with you to train future generations of teachers.

*Dr Andrew Howes, Head of ITE, University of Manchester*

**What do key stakeholders say about the University of Manchester Secondary PGCE?**

*“I am delighted that Sale Grammar School works in partnership with the University of Manchester in developing new teachers for the future. Initial teacher training is a fundamental element of professional development at Sale Grammar School and I am thrilled the passion that we have is supported and enhanced through our work with the University of Manchester. Support and guidance from both the School Liaison Team and the Institute of Education is outstanding, and communication at all levels is exceptional. Crucially, the partnership provides an abundance of opportunities for colleagues at Sale Grammar School to engage in a plethora of opportunities to develop and share best practice, enhance research projects and forge developmental links with colleagues in other schools” (T. Brittain, Professional Mentor).*

*‘The best organized of all the universities we deal with; student teachers have a professional attitude, behave as teachers not students!’ (Stuart Rodgers, Holy Cross College, Bury)*

*“The PGCE programme continues to provide a very effective professional and academic post graduate training for students. The course is highly respected by both students and partnership schools who value the provision on the course and the very effective input from tutors” (PGCE External Examiner).*

*‘I think the amount of paperwork expected is the right balance in comparison to other PGCE courses. The PGCE partnership committee meetings have made me feel more involved in the programme as a whole and I appreciate that our views are taken into account’ (Richard Bottrill, Wilmslow High School).*

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| **THE AIMS OF THE PARTNERSHIP** |

The PGCE Secondary Programme at the University of Manchester attracts a large number of very able trainees. Its prime purpose is to guide and nurture these individuals in developing into excellent, reflective secondary teachers and provide for them the range of experiences necessary to support them in achieving this ambition.

The Secondary PGCE considers all stakeholders as fundamental contributors to the successful outcomes of our trainees. The university tutors are all highly experienced secondary practitioners and provide excellent support for academic work and trainee personal development. School mentors provide advice and guidance, alongside tutor support, whilst trainees are on placement. The development of an ethos of team working and best practice sharing amongst the trainees themselves also provides a further support network for trainees throughout the course.

The aims of the programme are to:

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| 1. Develop competent and confident professionals who learn from research, direct experience, their peers and other sources of knowledge |
| 1. Develop epistemic agents, who act as independent thinkers, able to learn to search for theories and research that can underpin, challenge or illuminate their practice. |
| 1. Develop students who learn to analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in the course of their practice. |
| 1. Develop responsible professionals who embody high standards of professional ethics, and act with integrity, recognising the social responsibilities of education and working towards a socially just and sustainable world. |
| 1. Develop students’ critical understanding of planning design and theories of teaching, learning and assessment and how they can be applied in the students’ subject/phase |
| 1. Develop participants’ subject-specific and/or phase knowledge, skills and understanding |
| 1. Develop students’ skills in conducting an ethical, small-scale practitioner enquiry and to share the approaches and outcomes. |
| 1. Enable students to critically reflect on contemporary issues in education |
| 1. Develop students’ knowledge of inclusive practice |
| 1. Develop students’ critical awareness of potential barriers to learning and how to overcome them through inclusive practice |
| 1. Develop students’ subject-specific and/or phase knowledge, skills and understanding |
| 1. To provide opportunities for students to achieve all of the standards for the award of QTS. |

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| **SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE** |

The Secondary PGCE teams consider the issue of ‘Safeguarding’ to be a fundamental component of the Programme. The University of Manchester is responsible for ensuring that safeguarding processes are in place prior to the trainee beginning the programme. All our current practices are compliant with the DfE and all other applicable regulations for entry into initial teacher training, and all of our trainees have been rigorously assessed and are, as far as can be determined, suitable to start their placement (*Refer to the UoM Safeguarding Handbook for more details and to section 4 of this document for our equality statements*).

We take our role in the safeguarding of our trainees, including the young people they teach in our partnership schools, very seriously. Upon successful interview and having been made an offer to start the course, trainees receive detailed information about next steps and associated conditions. Trainees are required to complete checks and submit a number of documents to register for the programme and to allow them to commence school placements. As non-salaried students, under the safeguarding processes of the university, trainees are not required to undergo any further DBS checks by partner schools or provide their DBS number to schools in which they are placed.

We expect trainees to have met all the conditions of their offer within 40 working days of confirmation of the offer, or by the end of August, whichever is earlier. However, if offer holders do not meet this deadline it can result in delayed starts; delays in receiving bursaries or in some cases withdrawal from the programme. Any trainee with any outstanding conditions will be subject to a safeguarding panel who will decide and share with the trainee the required actions and, if necessary, inform any school that is/was due to host that particular trainee. The following shows an overview of the checks completed prior to full registration on the PGCE course following acceptance of the offer and outlined terms and conditions.

**Safeguarding young people**

The issue of safeguarding children is considered from the following perspectives:

* Ensuring children are protected
* Ensuring children are empowered to protect themselves

The University of Manchester is committed to safeguarding and promoting the welfare and safety of children by:

* Adhering to University procedures to recruit staff and select students
* Carrying out appropriate DBS checks as necessary
* Ensuring that staff and students are aware of The University of Manchester Child Protection Policy and related procedures, and that appropriate staff and students are provided with Child Protection Policy and Guidance training on a regular basis
* Providing information to all interested parties regarding The University of Manchester child protection policy and procedures for working with children
* Providing information to teachers, group leaders, service providers and any other interested parties on The University of Manchester’s expectations regarding child protection responsibilities when visiting the University and when our staff and students are involved in activities on premises external to the University
* Working closely with other organisations to safeguard children
* Providing policies and procedures for dealing with allegations of abuse

**DBS**

It is the responsibility of the university (as the ITT provider) and not the responsibility of individual partnership schools to ensure that all vetting and suitability checks are carried out on trainees (with the exception of School Direct Salaried trainees).

Our recruitment processes adhere rigorously to the latest regulations and guidance including the DfE guidance ‘Safeguarding Children and Safer Recruitment in Education’ (2012 revised version) ‘Keeping children safe in Education’ (2021) the Childcare (Disqualification) regulations (2009) and the DfE’s more specific Suitability Requirements for all ITT providers (ITT Criteria Supporting Advice). In accordance with all requirements, including those from OfSTED, schools should not request access to DBS Certificates. However, when placing a trainee, the university will confirm with the school that all relevant checks, including a DBS Enhanced Disclosure and a check of the children’s barred list, have been cleared. In the case of Salaried Trainees, the DBS Enhanced Disclosure must be undertaken by the employing school and confirmation shared with the university. Additional checks are carried out on trainees from overseas to ensure they are not prohibited from teaching in another country of the European Economic Area

**DBS Disclosures**

The University of Manchester is responsible for checking DBS disclosure before trainees start on the PGCE programme. From time to time a criminal activity is reported as part of the DBS check. The PGCE administrator will inform the Programme Director and applicant that a procedure is being followed. This procedure involves the convening of the Suitability Committee. The task of the committee is to decide whether the detail forwarded by the applicant meets the suitability to teach requirements and whether the committee members would consider the applicant employable in their school. The suitability committee members are senior university staff and representative head teachers from the partnership.

The University takes into account current legislation procedures and guidelines in the operation of the committee.

During their training, trainees must declare anything that might deem them unsuitable to teach, including any conviction or Disqualification by Association.

<http://www.staffnet.manchester.ac.uk/compliance-and-risk/safeguarding/>

**Medical Fitness**

The University recognises its responsibility to programmes which lead to professional qualifications that all applicants are fit to practice and hence an offer of acceptance on to a teacher training programme is conditional upon the applicant being deemed fit to practice. Trainees are screened and cleared as ‘fit to train’ by the university’s Occupational Health Service on entry to the programme. The process also identifies support measures which are needed for trainees to train effectively and safely. If trainees have not been cleared, they cannot start their placement (unless this has been agreed by the university and the placement school). Trainees are asked to inform the university immediately if their health deteriorates during training. If any concerns arise during training over a trainee’s fitness to practice, the university is required to investigate and address the issue.

**Trainees with Individual Needs and Disabilities**

The University is sensitive to its responsibility in providing training that meets the individual needs of its trainees. Some trainees may declare their individual needs at the start of the course and others are identified during training. Following meetings with the Disability Advice and Support Service (DASS), trainees are provided with an individual support plan. The plan identifies who the trainee has consented to share the information with.

The Partnership is committed to ensuring that individual needs are met during the teaching placement experience as part of the equal opportunities policy. Trainees are encouraged to make their individual needs known to the placement staff so that support can be facilitated. Where appropriate, the DASS office will inform the school of any specific adjustments needed on the teaching placement for trainees with disabilities. If particular needs or disabilities come to light within a partner school or college, partners are asked to seek permission from the trainee to communicate this to the subject tutor concerned, who will then liaise appropriately within the university system.

<http://www.dso.manchester.ac.uk/>

**The Prevent Duty**

From 1 July 2015 all schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawing into terrorism”. Partnership Schools must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent duty guidance”).

**GDPR Compliance Statement**

The General Data Protection Regulations were introduced in May 2018 to ensure fundamental rights are respected with regard to privacy and the use of *personal data*. Personal data is defined as “any information relating to an identified or identifiable natural person” and includes text, photos, voice recordings, emails, mark books and videos. Particular care is needed with *sensitive personal data* related to an individual’s race, ethnic origin, politics, religion, trade union membership, genetics, biometrics, health, sex life or sexual orientation.

GDPR applies to both the pupils and learners our trainees work with, as well as the trainees themselves. To support individual training needs, key information about trainees is shared across the Partnership (e.g. trainee names, training route, individual training needs and professional targets). Such information is shared with partners on a need to know basis. Information regarding a trainee’s disability, medical conditions or specific learning need is shared with relevant partnership staff based on the recommendations of Disability Advice and Support Service (DASS),

To support trainees to follow the terms of GDPR, Schools/settings are asked to share GDPR policies and practices with trainees as part of their induction and identify a member of staff to respond to trainees’ questions and concerns. Trainees should take the time to familiarise themselves with their school/setting’s GDPR policies and practices. They should raise questions and concerns around the use of data and information to their mentors and named contacts immediately.

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| **PROMOTION OF EQUALITY OF OPPORTUNITY** |

**Race Equality Policy Statement**

The University of Manchester is committed to eliminate unlawful racial discrimination, promote race equality and promote good relations between people of different racial groups. This is of particular importance given the highly diverse mix of students and staff at the University, and that of the local community. It is recognised that such a commitment will support the mission of The University of Manchester, *‘the pursuit of excellence through the advancement of research, scholarship, teaching and learning’*, through the development of a culture which genuinely values diversity and actively promotes transparency in all its functions, with the long term aim of building race equality considerations into all our activities, creating an environment which:

* Supports all students and staff in their work and study, where race, ethnicity, religion or nationality, pose no additional barriers;
* Supports the freedom of religious faith, practice and belief, whilst expecting people of all faiths to respect others;
* Continues to engage with, and develop and maintain strong links with the local community, making full use of the skills and different perspectives.

**Equality and Diversity Policy**

The University of Manchester aims to create a culture of diversity within its community providing a dynamic working and learning environment, where all members are valued for their contribution. The policy can be accessed via the following link: <http://documents.manchester.ac.uk/display.aspx?DocID=8361>.

The University’s aim is to promote equality of opportunity for all through the following objectives:

* Mainstreaming equality into the University’s strategic and planning agenda
* Complying with its legal obligations
* Having an effective data monitoring and analysis process that supports this policy;
* Systematically assessing the impact on equality of our policies, procedures and practices at the University
* Involving staff, students and other stakeholders in the development and delivery of our equality objectives
* Ensuring that managers and staff undergo appropriate equality training and development for this role
* Promoting equality and diversity through internal and external communications
* Ensuring that both existing staff and students, as well as those who seek to apply to work or study with us, are treated fairly and that individuals are judged solely on merit and by reference to their skills, abilities, qualifications, aptitude and potential
* Ensuring that staff, students and their unions’ representatives are provided with appropriate forums e.g. the University Equality and Diversity Forum and staff network groups, to discuss equality and diversity issues and raise any concerns
* Ensuring that all contractors and service providers operating on behalf of the University are aware of this policy and expected to adhere to it.

**Dignity at work and study**

The University of Manchester is committed to creating a learning environment free of harassment, discrimination, victimisation and bullying, where everyone is treated with dignity and respect. The School of Environment, Education and Development will not tolerate bullying, harassment, discrimination or victimisation of any kind, either towards students and staff, or between them. Allegations of bullying, discrimination and harassment will be investigated and, if appropriate, disciplinary action will be taken.

More information can be found at:

<http://www.staffnet.manchester.ac.uk/equality-and-diversity/policies-and-guidance/dignity-at-work-and-study/>.

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| **CONTENT AND DELIVERY OF THE ITT PROGRAMME** |

The Secondary PGCE course is split into two key components that comprise the University Partnership ITT Curriculum: the taught course and school placements, and ensures that trainees have the minimum entitlement of the Core Content Framework (CCF, DfE, 2019). The taught course offers comprehensive training in subjects as well as a broad spectrum of ‘Educational and Professional Studies’ topics relating to the wider roles and responsibilities of teachers. Innovative teaching approaches are utilised to deliver our taught course including lessons for pupils within the university, as well as a wide range of school-based learning experiences, such as school centred training days. All subjects make tailored use of subject experts, current practitioners and expertise from within the partnership, which is a strength of the programme.

In order to be recommended for the award of QTS, the trainees are expected to spend a minimum of 120 days in school as well as engaging in a taught course that encompasses the key principles of the DfE framework of core content for initial teacher training (ITT) (2016). There are three assessed teaching placements of roughly equal length: Placement 1, Placement 2 and Placement 3, with the normal pattern being that trainees return to their Placement 1 setting for Placement 3. Placement 2 is a contrasting placement, so that all trainees experience teaching in different contexts (age, demographics of pupils, attainment levels in the school, school context all being key differences). Additionally, all trainees undertake a primary school experience so that issues of transition and understanding of progression are carefully considered.

The Secondary PGCE has worked with partnership schools and colleges for many years with overwhelmingly positive feedback from our longstanding partnership schools. Quality is assured by a team of School Liaison Officers who make systematic and personal connections with the Professional Mentor in our partnership schools and colleges, ensuring that colleagues in placement and in the university are well-informed and contributing to effective training processes for all trainees. Both trainees and partners recognise the positive impact that this approach has on securing trainees’ progress through an understanding of their individual needs and professional learning journey.

For each trainee, a named university tutor in their subject is the main point of contact for the Subject Mentor in school or college, and for any other staff requiring assistance or raising concerns. Each university tutor will have responsibility for 20 trainees throughout the course and maintains an overview of their individual progress. The tutor supports the placing and training of the group across all school based work required as well as assisting with any other enhancements to enhance trainee experience and training. The tutor oversees the organisation of each trainee’s experience to ensure all trainees are compliant and are provided with a broad range of school experiences.

Each placement school arranges Educational and Professional Studies sessions within the school or college for all the trainees – usually this is the responsibility of the Professional Mentor.

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| **TRAINEE LEARNING RESOURCES** |

The Programme is led and staffed by University of Manchester Staff and school-based colleagues. The university PGCE team is a well-established, innovative team with substantial expertise and is comprised of both full and part-time staff. They have extensive experience of developing postgraduate Secondary provision as well as current and previous experience of holding roles in schools and colleges, as well as working within Local Authorities at strategic levels and with GCSE and A level exam boards. Many university colleagues are active in research and scholarship in education, and much of this is done in collaboration with colleagues in partnership schools and colleges.

The Programme is continually engaging with key external partners and stakeholders at a regional and national level and continues to develop its strong tradition of working with partners and stakeholders to develop academic and professional programmes to meet need and demand.

**Information Resources**

Trainees are provided with subject specific handbooks and have access to subject specific areas on BlackBoard.

Each subject (including educational professional studies) has a subject leader who is responsible with other colleagues for ensuring that the university programme develops the pedagogical and subject knowledge of trainees through:

* provision of a cogent course outline articulated through a subject handbook
* devising a subject specific course, including independent learning materials
* monitoring and tracking trainee Subject Knowledge
* provision of online learning materials
* evaluating and quality assuring their subject, leading to subject development plans which feed into the programme development plan
* keeping abreast of current initiatives leading to research informed practice
* co-ordination of staff contributing to the subject, including staff from partnership schools and alumni
* providing research and practice informed CPD for partnership colleagues, ECTs and accredited tutors

Extensive information resources exist in the library including print and electronic materials. A range of relevant journals is also available. Digitisation of relevant texts also takes place to increase availability.

Trainees have access, as part of their programme, to wider university resources and are actively encouraged to participate in wider university life by, for example, working alongside tutors and the widening participation team to engage undergraduate trainees in working with children and young people.

Trainees are encouraged to make use of university facilities when on campus and also when in schools, and draw on facilities such as museums, galleries and the broader range of cultural assets of the region, to enhance opportunities for teaching children and young people during professional placements and in subsequent employment.

Learning support is a key area Programme provision. All trainees are entitled to access generic trainee support services at the University of Manchester, such as the University Libraries, and specific details of their entitlements are made clear to trainees at the start of their Programme in Programme Handbooks, via personal tutors and on BlackBoard.

A collection of information resources exists in the areas covered by the Programme within the library and on the BlackBoard area. This includes books and a large range of relevant journals in print and electronic formats. There is the provision for the digitisation of relevant texts.

All trainees have access to the University of Manchester ‘My Manchester’ facility and access to both Programme areas on Blackboard and Unit areas on BlackBoard. Trainees are provided with an introduction to the library and its facilities during week one of the Programme.

**Academic Literacies and Skills Resources**

Study skills support sessions are available to support individuals via the library and include online resources to support trainees with, for example, academic writing skills, skills in writing critically and their understanding of referencing using the Harvard Referencing System.

**ICT**

Trainees have access to the University of Manchester network and intranet and to the Internet via computers situated in IT clusters in B Block of Ellen Wilkinson building and around the wider university campus. Trainees have access to relevant areas of BlackBoard to support teaching and learning activity.

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| **ROLES AND RESPONSIBILITIES: SCHOOL PARTNER COMMITMENT** |

**School roles and responsibilities**

In order to ensure our trainees receive a high quality experience and are well prepared for the demands of the profession, we have clear expectations of our partners in terms of the school generally, school mentors working with individual trainees and ITT coordinators who may be supporting them.

**Who does what?**

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| Who? | Key roles |
| Headteacher | * Provide overall commitment and structure to facilitate effective ITE in school or college |
| Professional Mentor \* | * Ensure the key aspects of the partnership agreement are adhered to * Oversee trainee placements and work with the university to resolve any issues should they emerge * Select mentors who are experienced and able to give the trainee support and mentoring * Ensure Subject Mentors attend mentor training * Offer moderation observations, support and guidance where needed to both Subject Mentors and trainees |
| Subject Mentor \* | * Attend mentor training in order to be prepared for and complete the expectations and requirement of the placement * Offer time and support to the trainee to assist them in making progress across the placement including modelling good practice, agreeing clear targets and checking planning, with a strong subject specific element * Model good practice and work collaboratively with the trainee to mentor and coach their development |
| Other school staff | * Be willing to be approached by the trainee if they have a subject or specific leadership role that may support the trainee’s progress or subject knowledge * Model good practice and encourage the trainee to learn from their experience and/or expertise |

**The role of the partner school**

Each school signing the partnership agreement agrees to:

* Ensure all trainees are placed in appropriate classes throughout their PGCE year
* Support the assigned group of trainees, receive relevant updates and liaise with university subject tutors and School Liaison Officers
* Prioritise the offer of training places as part of being in partnership
* If hosting a trainee for one of the major teaching placements, release class teachers to attend mentor training, so they are adequately prepared to support, mentor and assess the trainee in line with the University Partnership ITT Curriculum
* Provide a positive and supportive environment where trainees are welcomed
* Commit to the safeguarding of the trainee by providing clear guidance and access to relevant school policies and procedures and alert the Subject Tutor if there are concerns about a trainee’s mental health or well-being
* Allocate each trainee to an appropriately experienced Subject Mentor
* Provide trainees with opportunities to observe good practice in the classroom and across the age range and to learn from, experienced teachers & co-ordinators
* Provide trainees with opportunities to teach individuals, groups and whole classes in the subject concerned
* Ensure that all necessary observations are completed and each trainee receives regular oral and written feedback linked to the University Partnership ITT Curriculum
* Support trainees to meet realistic targets in order to make good progress in their development
* Provide support and opportunities for trainees experiencing difficulty to address barriers and their emerging needs successfully
* Provide trainees with opportunities to complete school-based professional tasks
* Provide access to policies and resources as appropriate to the pupils and subjects being taught
* Give trainees the opportunity to participate fully in the life of the school including attendance at appropriate staff meetings, INSET, parents evenings and other activities
* Ensure completion of summative reports and attendance records for all trainees
* Participate in the university QA processes
* Support and facilitate school-based professional studies where relevant
* Appoint a Professional Mentor within the school with responsibility for trainees
* Inform the university promptly of any significant changes of circumstances which would impact on their ability to provide training.

**Expectations of partner schools hosting a trainee (all placements)**

We expect partner schools to provide the following to a trainee on the **first day** of any placement:

* The name of the designated safeguarding officer and an overview of their role
* An outline of procedures that the trainee should follow if a safeguarding issue arose.
* An outline of procedures for fire/evacuation procedures
* Copies of or access to relevant school policies e.g. safeguarding policy, staff code of conduct, behaviour policy
* An outline of key procedures that the trainee should know e.g break times, security door access, pupil entrance/exit points

**Wider partnership involvement with the programme**

This partnership includes an expectation that representatives from school partners will also try to:

* Release experienced staff to assist with interviewing applicants for the PGCE Secondary programme as valuable contributors to our recruitment and selection process
* Release staff to contribute to the university-based taught programme in order to share their expertise and experience with trainees in lectures and workshops
* Engage with and attend a termly PGCE Secondary Partnership Meeting or other course consultative groups as a valid contributor to course development
* Contribute to programme planning and development through joining course review working groups as well as completing course evaluation documentation
* Offer the school/college as a training venue for particular aspects of the programme for eg. subject school based training opportunities (these could be in SEN/D, EAL, disadvantage and Pupil Premium, among others)
* Become a panel member for the university safeguarding and compliance board.

**The role of the mentor**

The mentor is the trainee’s main link with a school or college placement. They will be trained by the University of Manchester.

The mentor will be expected to:

* Attend mentor training
* Be familiar with the University Partnership ITT Curriculum and National Standards for school-based initial teacher training (ITT) mentors (<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf>)
* Monitor the trainee’s attendance and advise the relevant university Subject Tutor of any matters of concern including matters associated with a trainee’s mental health or well-being
* Ensure the trainee is familiar with, and adheres to, relevant school policies, including professionalism, safeguarding and assessment
* Work collaboratively with the trainee to coach and mentor their professional development during the placement
* Support and guide the trainee’s planning and, in the early stages of the placement, check ALL planning
* Regularly monitor trainee files (RoAD and School File) and ensure that the trainee is on track to meet the expectations of the placement
* Ensure that the trainee has access to relevant resources for teaching all subjects and knows their purpose
* Engage in a regular professional dialogue with the trainee about strengths and emerging target areas across the placement and, if needed, create a support plan to help address any barriers to progress
* Observe the trainee teaching each week and provide oral and written feedback and targets
* Meet with the trainee each week to discuss progress since the last meeting, review previous targets and agree realistic targets for the next week
* Support the trainee to plan and assess the different needs and groups of learners appropriately and with a clear understanding of the lesson focus
* Check that the trainee monitors and marks work and gives appropriate feedback
* Check that the trainee makes use of assessment in a formative manner, is reflecting and can explain how this has influenced/changed their teaching
* Provide opportunities to observe and work with both the mentor and other school colleagues as a professional development opportunity
* Complete a grading matrix in the RoAD, and the formal summative report that is given to the trainee at the end of the professional placement
* Provide feedback to the university about the placement experience as an evaluative tool to inform improvements and changes to the course and future placements.

**The role of the Professional Mentor**

Each school will assign a Professional Mentor with school-wide responsibility for co-ordinating professional placements and overseeing the trainee’s experience. The coordinator will have a vital role in the partnership in terms of liaison, organisation and facilitation.

The Professional Mentor will be expected to:

* Liaise with the University PGCE office and School Liaison Officers (SLOs) regarding the availability and allocation of placements in different subjects
* Liaise with the University PGCE office, SLO and with university subject tutor regarding the specific placements of trainees for the next placement
* Welcome trainees into the school and ensure they are familiar with the school’s policies and procedures
* Organise opportunities for trainees to complete school wide tasks and to gain the additional experiences they need in order to meet the placement expectations
* Support the mentor and trainee by being available for discussions, meetings and/or guidance where needed during the placement
* Liaise with the SLO team, subject tutors and, if necessary, the Programme Director regarding any concerns
* Monitor the work of mentors and ensure that they understand their role and the demands of the University Partnership ITT Curriculum
* Attend Professional Mentor training and development, and where possible Partnership Showcase meetings, reviewing expectations for school experience
* Contribute to the monitoring of the partnership in conjunction with their mentors, through feedback to the university
* Undertake one observation of each trainee during each placement for the purposes of moderation
* Seek feedback from colleagues about the experience of being a mentor and about the preparedness of the trainee for the placement.

**Finances and division of resources for partners**

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| Role | Funding |
| Attending mentor training  *(NB: attendance is expected of all mentors hosting a trainee on GPP or FPP)* | £35 (twilight)  £75 for half day training in June |
| Hosting a trainee for a placement (P1/P2/P3) | £50 per full week of the placement |
| Participating in our assessment centres - interviewing for the new cohort | £75 (half day)  £150 (full day) |

**Claiming finances:**

Any school hosting a trainee teacher for a placement will receive a purchase order (PO) via email. Upon completion of the practice, the school business manager can raise an invoice against the purchase order to claim the appropriate funds. Claims should be arranged by contacting [teachereducation@manchester.ac.uk](mailto:teachereducation@manchester.ac.uk).

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| **ROLES AND RESPONSIBILITIES: UNIVERSITY COMMITMENT** |

We are committed to a reciprocal and collaborative partnership with schools and this is built upon clear systems and communication. This is essential in ensuring our trainees receive the best support, training and outcomes as they enter the profession. The course directors and partnership lead will maintain a broad overview of trainee progress and the course impact as a whole.

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| Who? | Key roles |
| Programme Director | * Oversee the trainee cohort and ensure that all course compliance aspects are adhered to in order for trainees to be complete the course and be recommended for QTS * Meet with trainees who are experiencing significant difficulties or are at risk of not completing the course or school placement, using the warning system where necessary * Meet with trainees where concerns have been raised regarding health and well-being and signpost trainee to relevant resources/university support and/or follow the Professional Suitability Procedure * Liaise with SLOs, Professional Mentors and others around any issues emerging from specific trainees, schools or mentors |
| School Liaison Officer (Team) | * Oversee the partnership as a whole and support the current cohort of trainees to meet the University Partnership ITT Curriculum requirements * Monitor and QA the partnership, report back to Programme Director, advisory boards and, where necessary, specific school partners * Contribute to Partnership Committee in order to share appropriate updates and developments with partner schools in order to maintain the collaborative partnership * Support schools, professional tutors, mentors and trainees to resolve any issues that may be a barrier to a trainee making successful progress |
| Subject tutor | * To be the main point of contact for their trainees and their placement schools, and be involved with the placing of trainees to ensure they meet the placement requirements * Support schools, mentor and trainees during school placements including regular visits, moderation observations, file checks and meetings with mentors/trainees * Support trainees and/or mentors experiencing difficulty or barriers to progress in order to resolve issues and improve trainee outcomes, through setting up and agreeing action plans * Meet with trainees where concerns have been raised regarding health and well-being and signpost trainee to relevant resources/university support and/or follow the Professional Suitability Procedure * Oversee the assessment of trainees in line with University Partnership ITT Currriculum |
| Trainee \* | * Meet the expectations outlined in the Secondary handbook and subject handbook, in terms of professionalism, teaching and record keeping * To be responsive to feedback and open to being mentored in order to improve their professional skills * Represent the university and the expectations of the course to a high standard. |

* *More detail about the specific roles and responsibilities is outlined in the subsequent sections*

**The role of the university** (*in relation to supporting partner schools*):

The University will be expected to:

* Allocate a university tutor, (known as subject tutors), with relevant experience to each trainee to supervise trainees and work in partnership with mentors
* Invite schools to offer places for trainees in good time to allow for their planned allocation to appropriate departments. *(In the event of unforeseen difficulties established partner schools may be asked to host trainees at short notice but this will always be by request and negotiation)*
* Provide a Professional Mentor handbook, and Subject Mentor handbooks outlining the requirements the support for the role of the Professional Mentor and Subject Mentor.
* Provide mentor training to the school mentor and, where appropriate, Professional Mentor, to support them in their roles and responsibilities within each placement
* Ensure university staff are available for consultation, further training and advice throughout each professional placement
* Ensure that trainees are appropriately prepared for the placement
* Ensure that trainees have enhanced disclosure from DBS and are compliant with safeguarding procedures (see safeguarding section for more information)
* Respond quickly and provide support and guidance for trainees and mentors if problems arise
* Provide support & guidance, including at least one joint observation with the mentor, for the assessment of trainees and for observation, target setting and mentoring
* Give agreed financial support to schools for training and designate sufficient funds to support teacher education development (see funding section)
* Seek the school’s evaluation of the placement, the preparedness of the trainee and the support provided by the university, as a valued contribution to course development
* Provide ITT and partnership updates through regular newsletters and email correspondence, and through the Secondary Partnership Blog
* Involve and consult partners in the design, updates and changes to the PGCE programme through invites to all partners to the regular Partnership Committee meetings
* Provide a programme of continued professional development (CPD) for staff within our partner schools to access and attend
* To provide partner school ECTs and RQTs the opportunity to attend the annual inclusion and inspiration conference each year
* Provide opportunities for partners to engage in small scale research projects and utilise university staff expertise through programme themes and subject specific areas
* Invite mentors and Professional Mentors to interview PGCE candidates for future PGCE cohorts alongside university staff
* Invite schools and colleges to become training venues for groups of trainees in particular subjects
* Invite the school to nominate staff to contribute to lectures and workshops at the university, contribute to planning for the programme and / or become involved in working parties within course development and review.

**The role of the university subject tutor**

A university subject tutor is allocated to each trainee. For continuity for both for the trainee and school partners, the trainee stays with the same tutor throughout the PGCE year, unless unforeseeable events prevent this. Our university tutors are committed to supporting both the trainees and the mentors during placements and are experienced Secondary practitioners.

##### The university tutor will be expected to:

* Provide university updates, guidance and support to mentors as appropriate
* Provide access to Subject Mentor handbooks produced by the subject leader
* Support a group of trainees across the year
* Work collaboratively with partner schools across the year and be a consistent point of contact as needed
* Give prior notice of visits to school and visit trainees an agreed number of times during each placement to observe lessons and check general progress (associate tutors may substitute in certain circumstances)
* Support the training and understanding of the role of the mentor for school partners through regular discussions during the placement visits
* Support the trainee in managing workload demands and provide appropriate support/report to the Programme Director when concerns are raised regarding a trainee’ mental health and well-being
* On each visit, conduct a joint observation with the mentor. Where possible the de-brief discussion will be a three‑way ‘triangular’ discussion with the trainee
* Act as a validator and quality assurance role within the training process going on in school and ensure that the trainee is informed about their targets and progress
* After each school visit, provide the trainee with a copy of a written report following an observation of the trainee’s lesson and resulting discussions with the mentor and trainee
* Inform the trainee of any serious issues or concerns that might threaten the trainee’s successful completion of the school experience
* Discuss with the mentor and the trainee the content of the summative report which will reflect the trainee’s overall performance on the professional placement
* Seek the school’s evaluation of the preparedness of the trainee for the placement and the quality of support provided by the university

**The role of the trainee**

We have high expectations of our capable trainees and work with them to ensure they understand the privileged and highly influential role that they have with the young people in their class and the responsibilities associated with working within a department team. They are briefed before placements and receive regular training and updates regarding safeguarding.

##### Trainees will be expected to:

* Be punctual
* Set a good example to the pupils through their personal presentation and professional conduct and through the standard of their spoken and written English
* Carry out, in a professional manner, tasks required by the headteacher, co-ordinator, mentor and the university
* Maintain confidentiality exercising tact at all times and respecting the confidentiality of both children and teachers
* Establish professional and effective relationships with staff, parents, carers and pupils and other agencies responsible for the education and welfare of pupils
* Plan and prepare lessons and resources in advance, to a good standard and in close liaison with the mentor
* Mark work promptly in accordance with school policy
* Understand their pastoral responsibilities including the health and safety of pupils and dealing with bullying, safeguarding or equal opportunities issues as they arise
* Become involved in the general and corporate life of the school attending staff meetings and school events by invitation, including parents’ evenings
* Maintain the RoAD in an up to date fashion, and establish and maintain a school file. Have both available in school at all times
* Listen to constructive advice and act upon it to the best of their ability
* Be proactive in seeking support should mental health or well-being issue become a cause for concern
* Take responsibility for their own professional development
* Seek to further their experiences, respond to professional targets and evaluate their own performance honestly
* Demonstrate, and collect evidence of, meetimg the demands of the University Partnership ITT Curriculum by completing relevant sections of the RoAD
* Return any resources or materials belonging to the school at the end of the professional placement
* Be aware of the wider context of education and that learning takes place both in and out of school.

This handbook is designed to be read alongside the University of Manchester Student, Recruitment and Admissions Policy and the PGCE Safeguarding Pack. The University is committed to the provision of accurate and appropriate pre-entry information and support to prospective students in order to ensure that they are enabled to make an informed decision about whether to apply for a course.

We are committed to transparent admissions procedures. We publish selection criteria and processes in relevant recruitment literature (UCAS entry profiles, PGCE flyers, centrally-published University course listings) and on our website at <http://www.manchester.ac.uk/study/masters/courses/list/02846/pgce-secondary/>

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| **SELECTION AND INTERVIEWING OF APPLICANTS** |

The selection of trainees is by interview at Assessment Centres conducted by University tutors and representative mentors from partner schools and colleges, at the University of Manchester. The interviews are conducted in accordance with procedures laid down by the Partnership to meet requirements of the Secretary of State for entry to Initial Teacher Training programmes adhere also to University policy which relates to recruitment and selection.

Interview Panel members are required to attend a university briefing prior to the interview sessions, outlining the process and University Code of Practice on equal opportunities in student admission.

Each applicant has a teaching task, a written task and an oral interview which lasts approximately 20-30 minutes and is comprised of a standard set of questions and activities. The set questions for the individual interviews are decided upon by the partnership and are reviewed annually. Interviewers are briefed on the questions and the anticipated responses as part of the pre-interview briefing. Interviewers record, in detail, the responses of applicants.

***Colleagues from partnership schools are asked to:***

* Be members of the Assessment Centre interview panels
* Make notes on candidates’ responses to the questions/tasks set
* Assist in the decision making process of interviews using the interview criteria.

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| **QUALITY ASSURANCE** |

It is intended to ensure that the high quality of teacher education and training provided by the University of Manchester and its partner schools is maintained and continually improved as a result of feedback from all the parties involved in the process. We ensure that school-based education and training is co-ordinated with the university elements of the course and that quality is as consistent as possible given the valued diversity of the contributors. Hence, there are a range of quality assurance procedures, which are constantly under review and development reflecting the nature of continual monitoring, evaluation and improvement systems. Below is an outline of the different roles and responsibilities associated with our quality assurance systems

**External Examiners**

All the university's programmes are subject to scrutiny by External Examiners who report on areas such as:

* + - The general standard of the work assessed, assessment against OfSTED’s Criteria and comparability with similar levels of work nationally
    - The overall performance of trainees in relation to the University Partnership ITT Curriculum, and their peers in other institutions and the Teachers’ Standards (2012)
    - The overall strengths and areas for development of trainees
    - The overall quality of knowledge and skills (both general and subject-specific) demonstrated by trainees
    - The structure, organisation, design and marking of all assessments
    - The quality of the training programme as indicated by trainee teacher performance.

**Responsibilities**

During their period of tenure, External Examiners will:

* + - Evaluate a sample of trainees’ written work and assessments
    - Review trainee documentation, observe trainees teach in school and discuss the lesson with the trainee and their mentor
    - Submit an annual report to the Programme Directors identifying key strengths and areas for development of the programme.

**Internal quality assurance**

The Secondary PGCE uses its own internal QA systems as a method of informing course development, checking compliance and training staff. The following elements are used to monitor consistency and equity of experience:

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| QA experience | Purpose | Frequency |
| University Tutor Visits | * To moderate assessments being made by school mentors * To provide complementary feedback to trainees from a university perspective * To ensure that trainees have equity of experience in their professional journey | One visit per placement (minimum)  Trainee feedback form completed and shared from each visit |
| SLO quality assurance visits during placements | * To ensure that placement expectations are being met by trainees, mentors, Professional Mentors and university tutors overall * To inform course development * To review and gain feedback from stakeholders on new aspects of the programme | Each school/college will have one QA visit across the academic year  Findings reported back to Secondary staff and partnership |
| University tutor moderation visits | * To moderate university tutor assessments of trainee in relation the University Partnership ITT Curriculum * To share and develop staff expertise | One moderation visit per tutor per year |
| Trainee evaluations | * To receive feedback on the quality and usefulness of the taught course and support from mentors/tutors during placements | End of placements and end of programme |
| Mentor evaluations | * To receive feedback on the preparedness and quality of experience with trainees during placements * To inform course adaptations and improvements | End of placements |
| School evaluations | * To receive general feedback on the quality and provision of the university partnership and support * To inform course and partnership adaptations and improvements | End of placements |

The University leads an annual process of self-evaluation of the ITT Partnership that informs its improvement planning process and Self-Evaluation Document (SED). The outcomes of the evaluation process are also reviewed with the Partnership Committee meetings and shared with partner schools.

A variety of data is used to inform self-evaluation including trainee outcomes and employment rates and annual partnership surveys completed by trainees and partnership schools.

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| **ORGANISATION AND MANAGEMENT OF THE PARTNERSHIP** |

All personnel involved in the ITT partnership have a shared responsibility to ensure that they are appropriately prepared for their role and able to support a high quality training experience for trainees.

This responsibility requires that all involved in ITT:

* Know and understand the Secretary of State’s Requirements for Initial Teacher Training Core Content (2019) and the Teachers’ Standards (2012)(DfE)
* Observe the requirements expressed in the ITT for the inspection of initial teacher education (OfSTED, 2020)
* Are committed to and aware of the expectations in relation to safeguarding
* Promote equality of opportunity and avoid discrimination in their teaching and work with other colleagues
* Act as appropriate and professional role models for colleagues, trainees, learners, parents and carers
* Know and understand the expectations and requirements of University of Manchester Training model, as set out in the Mentor Resource Site <http://www.mie-teacher-education.uk>, Username: PGCE, Password: SECONDARY
* Engage with training and professional development activities, briefings and meetings which are provided.

**Committee Structure**

To support the points above, thepartnership is overseen and managed through a collaborative committee structure which operates at leadership and programme levels. Such committees provide collaborative forums for the consideration of the performance of ITT programmes and inform decision making relating to improvement and response to policy directives. The committees below are directly relevant to school partners. These management processes ensure that all involved in the programme are represented fully and able to contribute to programme planning and development. Each committee steers and/or contributes directly to the shaping of ITT provision.

Secondary Partnership Committee

The Partnership Committee meets at least twice each academic year to discuss Secondary partnership matters with representation from the university tutor team and senior school leaders. Consultation around government, faculty or course changes are shared and discussed as well as collaborative sessions around the profession generally. This is a key governance element in the design of our PGCE course and school partner views and contributions are vital within any decision making or change processes.

Student Committee

The Student Committee meets termly to support the programme review and evaluation. It includes trainee representation from each subject and allows feedback from placement and school experience alongside course feedback to be shared in a professional manner.

Secondary University tutor team

The Secondary staff regularly throughout the year and enable dissemination of information and discussion amongst University-based staff. Relevant outcomes, subject specific feedback and key messages will be shared through Partnership board with school partners, and through Partnership newsletters

Other committees within the university include:

Safeguarding Board

Suitability Committee

School Direct Board

ITET Programme Committee

MIE Teaching and Learning Committee

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| **CRITERIA AND PROCEDURES FOR THE SELECTION OF PARTNERSHIP SCHOOLS** |

The university’s PGCE Programmes have a **Quality Assurance Framework** that includes criteria for the selection and, in rare cases, the de-selection of partnership schools. In this agreement, the criteria for the selection and de-selection and the procedures for monitoring school-based training are printed. A copy of the full Quality Assurance Framework is available on the Mentor Resource Site <http://www.mie-teacher-education.uk>, Username: PGCE, Password: SECONDARY)

**Partner School Selection**

The following criteria will be used:

* The school provides a positive and appropriately supportive teaching and learning environment based on equality of opportunity for pupils, staff and trainee teachers. Trainees are able to experience a suitable range of subject based and school-wide experiences to further their professional training.
* The school is willing to appoint a Professional Mentor (a member from the senior leadership team) for trainees who will manage the deployment of trainees within the school and will provide support for the range of experiences they need and the tasks that they must complete during the school placement.
* The appointed Professional Mentor is willing to attend training to become familiar with the standards required for the programe and will undertake to ensure that staff in the school are appropriately informed and trained for their roles.
* The appointed Professional Mentor and Subject Mentors, after appropriate training, is willing to observe trainees teaching and, when necessary, act as a consultant and moderator for mentors and support them in the completion of assessment reports.
* The school provide trainees with a handbook/ welcome pack giving essential information about the school and its policies.
* Subject Mentors are willing to attend the training provided by the university and are prepared to observe jointly with university tutors in order to become successful mentors.
* Subject Mentor have appropriate teaching experience and expertise and are able to offer models of good Secondary teaching practice to trainees.
* The school shows commitment to ITT in its willingness to involve all staff in providing appropriate support for trainees in school. In liaison with university tutors, the school is willing to ensure all teachers are made aware of the requirements of the programme which must be met by all trainees.
* The school supports, and promotes in its own ITT policy, the university’s quality assurance processes and its commitment to evaluating key aspects of school-based training, which it sees as vital to the process of continual improvement and successful training outcomes.
* The school and / or department has been identified as successful through processes of external review and inspection.

Procedures for the selection of a particular school as part of the ITT partnership may vary in the order that they occur but the usual pattern of events, in most instances, will be as follows:

1. The school is invited or requests to join the ITT partnership by a subject tutor or other member of the University Secondary staff
2. Initial printed information about the programme and the partnership is sent to the school;
3. The Partnership manager or a university tutor will arrange to visit the school and meet with the Professional Mentor;
4. On acceptance of partnership by both the school and the university, the University and school party sign the Secondary Partnership Agreement which sets out roles & responsibilities of all participants and the deployment of monies for supply cover to schools.

**A rigorous quality assurance process is undertaken to determine whether an Initial Teacher Training Partner identified as an OFSTED Grade 4 can undertake training.**

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| **CRITERIA AND PROCEDURES FOR THE REVIEW OF PARTNERSHIP SCHOOLS** |

Monitoring procedures may, on rare occasions, give rise to concerns that a partnership school is not fulfilling some of the agreed criteria or requirements. Any contributor to the monitoring and evaluation process, including the trainee teacher, the link tutor, the mentor or external examiners, may raise such concerns.

Evidence may also arise from observation and assessment reports on trainee teachers, school concerns, external examiners’ reports and / or Ofsted reports.

Any concerns should, in the first instance, be brought to the attention of the Partnership Manager and/or the Programme Director.

**The following procedures, which may ultimately lead to de-selection will then be applied:**

1. The Programme Director will make the concerns known to the university tutor for the school.
2. The university tutor will discuss the matters of concern with the Professional Mentor.
3. The university tutor and / or other University staff will offer additional advice, support and /or training to try to resolve the issues of difficulty.
4. The university tutor will keep all parties informed of progress.
5. If the above measures fail to resolve the problem there will be a formal review meeting between the Programme Director and the Professional Mentor to draw up an agreed action plan, with dates & personnel specified, to deal with the issues of concern.
6. If, in the unlikely event that the agreed action plan is not implemented, or does not lead to the desired improvements, the Programme Director will recommend de-selection of the partner school through the PGCE Secondary partnership committee.

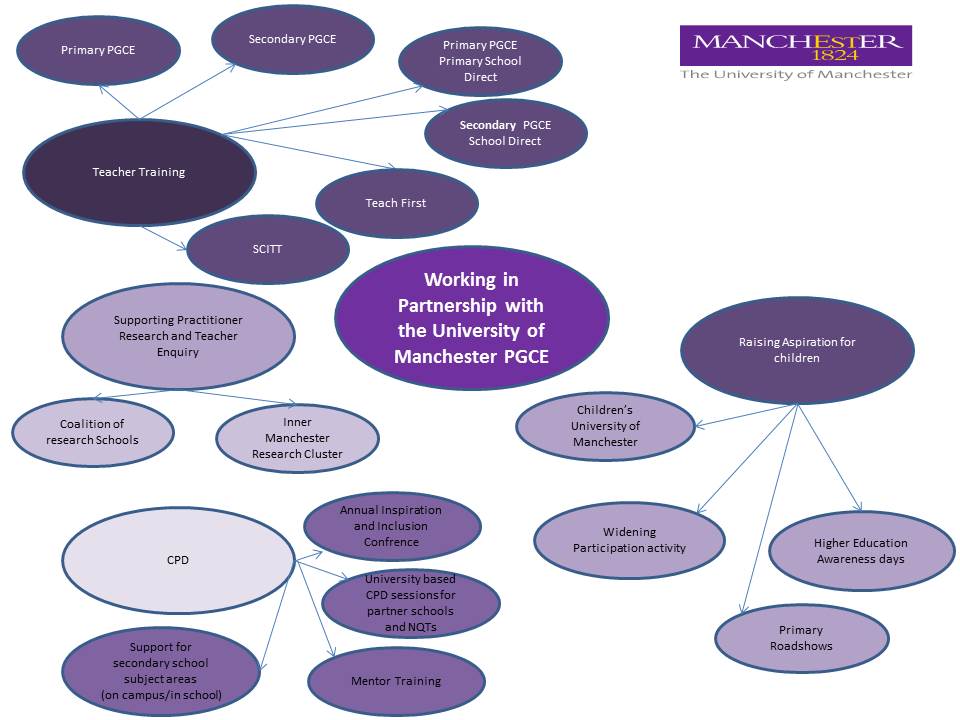
Similarly, schools may feel that the university is not fulfilling its agreed role and may then wish to approach the university tutor and / or the Programme Director to make their concerns known and outline requirements for improvement if partnership is to continue.

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| **UNIVERSITY PROCEDURES TO SUPPORT AND MODERATE ASSESSMENT JUDGEMENTS OF TRAINEES AGAINST THE UNIVERSITY PARTNERSHIP ITT CURRICULUM** |

* Application of the criteria and procedures for selection and review of partnership schools
* Provision of Professional Mentor and Subject Handbook to mentors giving information about the partnership, agreed roles and responsibilities and the partnership agreement.
* Regular communication with schools, in writing, about the dates of placements and the expectations of all parties. In addition, communication with and feedback to schools via the partnership’s website.
* The provision of training, observations and feedback, both in the university and in schools by university tutors as required by schools.
* University and school-based meetings between tutors and school based Partnership Committee members.
* The completion of joint observations by the university tutor and mentor to enhance training in schools.
* Application of the monitoring and quality assurance procedures as detailed in this framework.
* Rapid response to difficulties experienced by trainees in school, and/or by their mentors, through maintenance of the personal tutor system
* The provision of feedback to schools of relevant information received through evaluation of school experience by trainees and by the monitoring of feedback reports.

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| **PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR COLLEAGUES WITHIN THE PARTNERSHIP** |

The University of Manchester and the Primary and Secondary PGCE Teams are firmly committed to supporting partnership schools and, in particular, alumni of the University of Manchester with their professional development, and our work with our partners schools is extensive.



As part of our PGCE programmes, each year we offer a broad range of CPD activity, based on the needs of our trainees, ECTS and requests from school partners. Sessions are typically free of cost to partner schools and each year a CPD handbook is devised and disseminated to all Partnership schools and colleges.

**Inclusion and Inspiration Conference**

In addition to CPD sessions, we host an annual Inclusion and Inspiration conference open to all trainees, ECTs and partner schools. Inspirational guest speakers from across the University and PGCE partnership share their expertise and experience and give delegates an opportunity to discuss, debate and reflect upon the need for social justice in our education system. Participation enables delegates to:

* Hear about the latest research on inclusive practice
* Examine different approaches to inclusion in their specific context
* Participate in practical, thought-provoking sessions which will enhance their classroom practice
* Network with colleagues in university and schools.

**In addition to CPD activity offered by the PGCE teams, access to wider university events, research and initiatives is also available.**

**In addition, partners receive regular updates and information throughout the year about access to additional university events and research opportunities.**

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| **PARTNERSHIP AGREEMENT SCHEDULE TWO** |

**THIS AGREEMENT** dated **BETWEEN**:

**THE UNIVERSITY OF MANCHESTER** (a Royal Charter corporation registered under number RC 000797, an exempt charity) of Oxford Road, Manchester M13 9PL, United Kingdom ("the University"); and

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ whose [registered office] [principal place of business] is at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ("the School Partner"); and

Each also a Party or together Parties.

WHEREAS:

A The Partners and the University agree to work in partnership to provide a range of education, training and practical teaching experiences to support graduate trainees in achieving the award of Qualified Teacher Status and becoming effective and committed members of the teaching profession.

B The aim of the partnership is to develop teachers of the highest calibre, by supporting them through guided professional experience, informed by reflective practice and recent and relevant research. It seeks to foster an attitude towards learning that promotes high expectations and values diversity and respect for all social and cultural backgrounds.

C The University acting through The Head of ITT the Manchester Institute of Education has the expertise to conduct the academic teaching and assessment of the trainees.

D The Partners have the expertise to conduct the on-site training and assessment of the trainees at their own premises.

E The Partners and the University wish to define the basis on which they conduct the training.

**1 Definitions**

In these Conditions (unless the context otherwise requires):

“Background Intellectual Property” means any Intellectual Property made available by any Party for use in the Project or necessary to exploit the Foreground Intellectual Property, but not arising from and developed in the course of the Project and belonging to such Party or to which such Party has rights which permits its use in the Project and to exploit the Foreground Intellectual Property.

"Conditions" means the terms and conditions contained herein;

“Confidential Information” means all secret or not generally known information or information which is not easily accessible to others or of a commercially sensitive nature disclosed or made available in any way by one Party (“Discloser”) to the other (“Recipient”) for use in connection with the Project (including the Background Intellectual Property and Foreground Intellectual Property of the Discloser) and marked or labelled by the Discloser as "Proprietary", "Confidential" or "Sensitive" at the time of disclosure.

"Contract" means the contract between the University and the Partner for the sale and purchase of the Services as described in Schedule 1;

“Foreground Intellectual Property” means any Intellectual Property arising from and developed in the course of the Project.

“Intellectual Property” means all intellectual and industrial property rights including without limitation patents, know-how, trade-marks, registered designs, applications for and rights to apply for any of the foregoing, unregistered design rights, unregistered trade-marks and copyright (including, without limitation, copyright in drawings, plans, specifications, designs and computer software), database rights, topography rights, any rights in any invention, discovery or process, in each case in the United Kingdom and all other countries in the world.

“Normal Business Hours” means the hours between 9am and 5pm, Monday to Friday excluding public holidays;

“Services” means the services (or any instalment of part thereof) described in Schedule 1 to be undertaken by any Party;

“VAT” means Value Added Tax. Where Value Added Tax is applicable, all payments under this Agreement shall be accompanied by Value Added Tax at the rate for the time being in force.

1.2 Headings in these Conditions shall not affect their interpretation.

1.3 A person includes a natural person, corporate or unincorporated body (whether or not having separate legal personality).

1.4 A reference to a statute or statutory provision is a reference to it as it is in force for the time being, taking account of any amendment, extension, or re-enactment and includes any subordinate legislation for the time being in force made under it.

1.5 A reference to writing or written includes faxes and e-mail.

1.6 Any obligation in this Agreement on a person not to do something includes, without limitation, an obligation not to agree, allow, permit or acquiesce in that thing being done.

**2 Fees and Payment**

2.1 The University will pay to the Partner the fees as set out in Schedule 1.

2.2 VAT, where applicable, must be shown separately on all invoices.

2.3 Fees may be varied from year to year, and the Parties will discuss and agree such fees annually in advance.

**3 Quality**

3.1 The Parties will use reasonable endeavours to provide adequate facilities; to obtain any requisite materials, equipment and personnel; and to carry out the Services diligently in each case. The Services will be carried out by the Parties to the highest standards in the field.

3.2 The Partners will ensure that the Services are carried out in compliance with the University’s standards as notified in advance and that Partners reach and maintain the required standard of accreditation. Should a Partner fail to reach the required standard at any time, the University will inform the Partner as soon as reasonably possible. The Parties will discuss and agree together whether the Services will be provided by an alternate Partner, or if the Contract should be terminated.

3.3 Should a trainee fail to reach the required standard at any time, the Partner will inform the University as soon as reasonably possible. The Parties will discuss and agree together suitable actions and targets of the trainee, which may lead to the placement being repeated.

3.4 In the event that either Party should be unable to meet the required standards, then the Parties will discuss and agree together measures to rectify the situation.

3.5 The Parties agree to communicate openly and honestly and strive for excellence in the training they provide, discharging the roles and responsibilities described in this document and in the Professional Placements Handbook.

**4 Trainees**

4.1 Trainees will be registered as students with the University and will be subject to the University’s regulations. Should the trainee have a grievance, they will bring it to the attention of the University in the first instance. The University will take such action as prescribed in its policies and procedures.

4.2 While on the premises of the Partner, the trainee will follow all reasonable instructions as regards to behaviour and health and safety as are notified to them.

4.3 Trainees will follow the administrative procedures of the Partner as regards sickness and absence while on placement, and will inform the University of any such absence as soon as possible.

4.4 In the event that a trainee is unable or unwilling to begin or complete a placement the University and Partner will discuss the reasons for the unavailability, and agree a postponement or termination of the placement.

**5 Term and Termination**

5.1 The Contract shall come into force on 1st September 2018, unless otherwise agreed between the Parties. The terms shall be for three years, renewable thereafter in annual periods to a maximum term of five years.

5.2 A Party may terminate this Contract by giving three months’ notice in advance to the other Parties. In the event that the Contract is terminated during the course of a period of placement, then the Parties will work together to ensure that all trainees registered will be able to complete the placements and achieve (subject to reaching the necessary standards) the appropriate award.

5.3 Any Party shall be entitled to terminate the Contract without liability to the other forthwith upon written notice is in material breach of its obligations under the Contract and fails to remedy the breach (when capable of remedy) within 30 days of a notice from the innocent Party specifying the breach.

**6 Intellectual Property**

6.1 Any and all Background Intellectual Property is and shall remain, as between the Parties, the exclusive property of the Party making such Background Intellectual Property available. Each Party hereby grants to the other Party a non-exclusive, royalty-free licence to use its Background Intellectual Property for the purpose of carrying out the Services and for no other purpose whatsoever.

6.2 Foreground Intellectual Property shall be the property of the Party creating it. Each Party grants to the other a royalty-free, non-exclusive license to use such Foreground Intellectual Property for the purpose of carrying out the Services and for no other purpose whatsoever.

**7 Liability**

7.1 Each Party undertakes to indemnify and hold harmless the other and its employees, trainees, agents and appointees from any and all claims arising from allegations made by third parties in connection with the use by the other Party and its employees, trainees, agents and appointees of data and/or materials supplied by the first Party to the other for use on the Services or otherwise.

7.2 Subject to Clause 7.4, no Party shall have liability for any loss of profit (direct or indirect); loss of revenue, loss of production or loss of business (in each case whether direct or indirect); loss of goodwill, loss of reputation or loss of opportunity (in each case whether direct or indirect); loss of anticipated saving or loss of margin (in each case whether direct or indirect); liability to third parties (whether direct or indirect); or indirect, consequential or special loss arising out of or in connection with this Contract, whether in contract, tort, misrepresentation, under statute or otherwise, howsoever caused including negligence and any liability under an indemnity contained in this Contract and/or arising from a breach of, or a failure to perform or defect or delay in performance of, any of Parties obligations under this Contract.

7.3 In any event, the maximum liability of any Party to the other under or otherwise in connection with this Contract or its subject-matter shall, subject to Clause 7.4, not exceed the amount for a single incident specified in the Party’s insurance policy.

7.4 Nothing in this Contract shall restrict the liability of any Party for death or personal injury arising from its negligence or for fraud.

7.5 If any sub-Clause of this Clause 7 is held to be invalid or unenforceable under any applicable statute or rule of law then it shall be deemed to be omitted, and if as a result any Party becomes liable for loss or damage which would otherwise have been excluded then such liability shall be subject to the remaining sub-Clauses of this Clause 7.

**8 Force majeure**

8.1 No Party shall be liable to the others or deemed to be in breach of Contract by reason of any delay in performance or any failure to perform any of its obligations in relation to the provision of the Services, if the delay or failure was beyond its reasonable control including (but not limited to) strikes, lock-outs, accidents, war, fire, reduction in or unavailability of power or breakdown of plant or machinery. If the cause of such suspension shall continue for more than 6 months either Party shall have the right to terminate the Contract upon giving not less than 7 days' prior written notice to the other and the only liability of the University shall be to pay the Partner for the Services performed prior to the date of such suspension.

**9 Publicity**

9.1 Neither the University nor the Partner shall use the name of the other in any press release or product advertising, or for any other commercial purpose, without the prior written consent of the other.

9.2 All marketing materials shall be agreed between the Parties in advance of publication. All proposed marketing materials shall be sent by the publishing Party to the other not less than thirty (30) days in advance of publication or presentation, for approval by the other Party, such approval shall not be unreasonably withheld or delayed. The receiving Party has thirty (30) days to raise any reasonable objections to the marketing material.

9.3 Notification of the requirement for delay in submission for publication or presentation must be received by the publishing Party within thirty (30) days following receipt of the proposed publication or presentation to the other Party failing which the other Party shall be deemed to have approved the proposed marketing material.

**10 Confidentiality**

10.1 Each Party will use reasonable endeavours not to disclose to any third party any Confidential Information and not to make to any third party any disclosure of Confidential Information which would prejudice either the rights of the other Party under or pursuant to this Contract. Any information disclosed orally that is identified as Confidential Information shall be confirmed in writing within 30 days of disclosure and will be treated the same as if it had been reduced to a tangible form at the time of disclosure.

10.2 The Recipient shall be entitled to use the Confidential Information only for the purposes of the Services and to disclose the Confidential Information in confidence to such of its employees that need to know in order to carry out that Party’s obligations under this Contract.

10.3 The Recipient shall incur no obligation under Clause 10.1 with respect to information which:

10.3.1 is known to the Recipient before the commencement date, and not impressed already with any obligation of confidentiality to the Discloser; or

10.3.2 is or becomes publicly known without the fault of the Recipient; or

10.3.3 is obtained by the Recipient from a third party in circumstances where the Recipient has no reason to believe that there has been a breach of an obligation of confidentiality owed to the Discloser; or

10.3.4 is independently developed by the Recipient; or

10.3.5 is approved for release in writing by an authorised representative of the Discloser; or

10.3.6 the Recipient is specifically required to disclose pursuant to an order of any Court of competent jurisdiction in order to fulfil the Court Order but the Recipient is only released from its obligation to the extent of such order.

10.4 Each Party acknowledges that the other is subject to the provisions of the Freedom of Information Act 2000 (as amended from time to time) and that each Party is therefore subject to legal duties which may require the disclosure of information in relation to this contract. If any Party holds information in relation to this Contract on behalf of the other, the other agrees to assist and cooperate with the University to enable it to comply with the Freedom of Information Act 2000.

10.5 The University will ensure that any trainee is made aware of the provisions of Clause 10 and Clause 11, and will arrange the trainee’s signed agreement to abide by the terms of the Contract.

**11 Data Protection**

11.1 Each Party agrees to comply with its obligations as set out in Schedule 3 (Data Protection) of this Contract.

**12 Notices**

12.1 Notices and reports shall until further notice, or unless otherwise instructed, be sent to the signatory to this Contract at the address stated at the head of the document.

12.2 The report or notice will be deemed to have been duly made, delivered or served:

12.2.1 if delivered by hand, at the time of delivery;

12.2.2 if delivered by post, 48 hours after being posted or in the case of Airmail 14  days (excluding Saturdays, Sundays and public holidays) after being posted.

**13 Dispute Resolution**

13.1 The Parties shall attempt in good faith to negotiate a settlement to any dispute arising between them out of or in connection with this Contract within 30 working days of the dispute arising.

13.2 If the dispute cannot be resolved, then the Parties shall attempt to settle it by mediation in accordance with the Centre for Dispute Resolution (“CEDR”) Model Mediation Procedure from time-to-time in force.

13.3 To initiate the mediation a Party to this Contract must give notice in writing (the “ADR Notice”) to the other Party requesting a mediation in accordance with this Clause 13. The mediation is to take place not later than 30 working days after the ADR Notice. If there is any issue regarding the conduct of the mediation upon which the Parties cannot agree within 14 working days of the ADR Notice, then CEDR shall, at the request of either Party, decide the issue for the Parties, having consulted with them. Unless otherwise agreed by the Parties, the place of mediation shall be nominated by the mediator.

13.4 Unless otherwise agreed, all negotiations connected with the dispute and any settlement shall be conducted in confidence and without prejudice to the rights of the Parties in any future proceedings.

13.5 If the Parties reach agreement on the resolution of the dispute, the agreement shall be reduced to writing and shall be binding on the Parties once it is signed by each Party.

13.6 If the Parties fail to reach agreement within 60 working days of the initiation of the mediation, or such longer period as may be agreed by the Parties, then any dispute or difference between them may be referred to the courts.

13.7 The commencement of a mediation shall not prevent the Parties commencing or continuing court proceedings.

**14 Bribery Act**

14.1 Each Party shall, and shall procure that persons associated with it who are working under this Contract, shall:

14.1.1 comply with all applicable laws, statutes, regulations and sanctions relating to anti-bribery and anti-corruption, including but not limited to the Bribery Act 2010 and any guidance provided by the British Council from time to time;

14.1.2 not engage in any activity, practice or conduct which would constitute an offence under sections 1, 2 or 6 of the Bribery Act 2010 if such activity, practice or conduct had been carried out in the United Kingdom;

14.1.3 have in place throughout the Services, its own policies and procedures relating to anti-bribery and anti-corruption, including but not limited to adequate procedures under the Bribery Act 2010 to ensure compliance with the Bribery Act 2010 and will enforce them where appropriate; and

14.1.4 promptly report to the other Party any request or demand for any undue financial or other advantage of any kind received by or on behalf of the Sponsor in connection with the performance of this Contract.

14.2 For the purpose of this Clause 14, the meaning of “adequate procedures” and “foreign public official” and whether a person is associated with another person shall be determined in accordance with section 7(2) of the Bribery Act 2010 (and any guidance issued under section 9 of that Act), sections 6(5) and 6(6) of that Act and section 8 of that Act respectively. For the purposes of this Clause 14, a person associated with either Party includes, but is not limited to, any subcontractor of that Party.

**15 Law and Jurisdiction**

15.1 This Contract shall be construed and governed in accordance with English Law and the Parties agree to submit to the non-exclusive jurisdiction of the English Courts for all contractual and non-contractual disputes.

**16 General**

16.1 These Conditions shall apply to the Contract to the exclusion of any other terms and conditions contained or referred to in any acknowledgment of any purchase order, form of Contract, letter, or other communication sent by the one Party to the other.

16.2 Any concession made or leeway allowed by one Party to any other shall not affect the strict rights of the Parties under the Contract.

16.3 If in any particular case any of the Clauses in this Contract shall be held to be invalid or shall not apply to the Contract the remaining Clauses shall continue in full force and effect.

16.4 No variation to these terms and conditions shall be binding unless expressly agreed in writing by the Parties.

16.5 In the event of any inconsistency between these terms and conditions and any other document or form of communication between the Parties these terms and conditions shall prevail unless expressly varied in writing and signed by the Parties.

16.6 No person who is not a Party to this Contract is entitled to enforce any of its terms, whether under the Contracts (Rights of Third Parties) Act 1999 or otherwise.

16.5 If any Party’s employees engaged in providing the Services attend premises under the control or in the possession of another Party, that Party agrees that they will act at all times in accordance with the rules and regulations of the host Party.

16.6 This agreement may be executed in any number of counterparts, and by the parties on separate counterparts, each of which so executed and delivered shall constitute an original, but all the counterparts together shall constitute one and the same instrument.

**AS WITNESS** the hands of authorised signatories for the Parties on the date first mentioned above.

**SIGNED** on behalf of **THE UNIVERSITY OF MANCHESTER**

Name:

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Position:

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Signature:

----------------------------------------

**SIGNED** on behalf of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (School Partner Partner)

Name:

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Position:

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Signature:

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**SCHEDULE 3**

**DATA PROTECTION**

1. DEFINITIONS

In this Schedule the following definitions shall apply:

|  |  |
| --- | --- |
| **Controller, Processor and Data Subject** | shall have the meaning given to those terms in the applicable Data Protection Laws; |
| **Data Protection Laws** | means any data protection legislation from time to time in force in the UK including the Data Protection Act 2018 (**DPA**) or any successor legislation and (for so long as and to the extent that the law of the European Union has legal effect in the UK) the GDPR and any other directly applicable European Union regulation relating to protection of individuals with regards to the Processing of Personal Data; |
| **Data Processing Particulars** | means, in relation to any Processing under this Agreement:  (a) the subject matter and duration of the Processing;  (b) the nature and purpose of the Processing;  (c) the type of Personal Data being Processed; and  (d) the categories of Data Subjects. |
| **GDPR** | means Regulation (EU) 2016/679 of the European Parliament; |
| **ICO**  **Losses** | means the UK Information Commissioner's Office, or any successor or replacement body from time to time;  means all losses, penalties, liabilities, damages, costs, charges, claims, amounts paid in settlement and expenses (including reasonable legal fees), disbursements, costs of investigation (including forensic investigation), litigation, settlement (including ex gratia payments), judgment, interest and penalties), other reasonable professional charges and expenses, disbursements, cost of breach notification including notifications to the data subject, cost of complaints handling (including providing data subjects with credit reference checks, setting up contact centres (e.g. call centres) and making ex gratia payments), all whether arising in contract, tort (including negligence), breach of statutory duty or otherwise; |
| **Personal Data** | means any personal data (as defined in the Data Protection Laws) Processed by either Institution in connection with this Agreement, and for the purposes of this Agreement includes Special Category Data (as such Personal Data is more particularly described in Appendix 1 (*Data Processing Particulars*)); |
| **Personal Data Breach** | has the meaning set out in the Data Protection Laws and for the avoidance of doubt , includes a breach of Paragraph 2.2.2(c); |
| **Processing** | has the meaning set out in the Data Protection Laws (and **Process** and **Processed** shall be construed accordingly); |
| **Restricted Country**  **Security Requirements** | means a country, territory or jurisdiction outside of the European Economic Area which the EU Commission has not deemed to provide adequate protection in accordance with Article 45(1) of the GDPR;  means the requirements regarding the security of Personal Data, as set out in the Data Protection Laws (including, in particular, the sixth data protection principle of the DPA and/or the measures set out in Article 32(1) of the GDPR (taking due account of the matters described in Article 32(2) of the GDPR)) as applicable; and |
| **Special Category Data** | means Personal Data that reveals special categories of data as are listed in Article 9(1) of the GDPR, namely, race, ethnic origin, politics, religion, trade union membership, genetics, biometrics (where used for identification purposes), health, sex life or sexual orientation. |

2. DATA PROTECTION

2.1 Nature of the Processing

* + 1. 2.1.1 The Parties acknowledge that the factual arrangements between them dictate the role of each Institution in respect of the Data Protection Laws. Notwithstanding the foregoing, each Party agrees that the nature of the Processing under this Agreement will be as follows:

(a) the Parties shall each Process the Personal Data;

(b) each Party shall act as a Controller in respect of the Processing of the Personal Data on its own behalf and in particular each shall be a Controller of the Personal Data acting individually and in common, as follows:

(i) Manchester shall be a Controller where it is Processing Personal Data in relation to the management and administration of the provision of the PGCE at Manchester and

(ii)The Partner shall be a Controller where it is Processing Personal Data in relation to the management and administration of the PGCE at the Partner

2.1.2 Each of the Parties acknowledges and agrees that Appendix 1 (*Data Processing Particulars*) is an accurate description of the Data Processing Particulars.

* 1. **Data Controller Obligations**
     1. Each Party shall in relation to the Processing of the Personal Data comply with its respective obligations under the Data Protection Laws.
     2. Without limiting the generality of the obligation set out in Paragraph 2.2.1, in particular, each Party shall:
        1. ensure that all fair processing notices have been given (and/or, as applicable, consents obtained) and are sufficient in scope to enable each Party to Process the Personal Data as required in order to obtain the benefit of its rights and to fulfil its obligations under this Agreement in accordance with the Data Protection Laws;
        2. ensure that all Personal Data disclosed or transferred to, or accessed by, the other Party is accurate and up-to-date, as well as adequate, relevant and not excessive to enable either Party to Process the Personal Data as envisaged under this Agreement;
        3. ensure that appropriate technical and organisational security measures are in place sufficient to comply with:
           1. at least the obligations imposed on the Controller by the Security Requirements;

and where requested the Partner shall provide to Manchester evidence of its compliance with such requirements;

* + - 1. support the other Party to make any required notifications to the ICO and/or other equivalent relevant regulator and affected Data Subjects;
      2. notify the other Party in writing without undue delay and, in any event, within twenty-four (24) hours of it becoming aware of any actual or suspected Personal Data Breach in relation to the Personal Data received from the other Party and shall, within such timescale to be agreed by the Party (acting reasonably and in good faith):
         1. implement any measures necessary to restore the security of compromised Personal Data; and
         2. support the other Party to make any required notifications to the ICO and/or other equivalent relevant regulator and affected Data Subjects;

(f) take reasonable steps to ensure the reliability of any of its personnel who have access to the Personal Data;

(g) not transfer any Personal Data it is Processing to a Restricted Country; and

(h) hold the information contained in the Personal Data confidentially and under at least the conditions of confidence as such Party holds Personal Data Processed by it other than the Personal Data.

2.3 **Transfer of Special Category Data**

2.3.1 The Parties may Process Special Category Data in relation to the activities carried out under the Agreement (including in the event of an emergency). Where this is the case, the legal basis for such Processing of Special Category Data pursuant to Article 9(2) of the GDPR is performance of the contract/legitimate interests.

**Appendix 1**

1. Data Processing Particulars

|  |  |
| --- | --- |
| **The subject matter and duration of the Processing** | Provision of the PGCE programme as set out in Schedule 1  Duration of the Processing will be in line with Manchester’s records retention policy.  The legal basis for the Processing is performance of the contract/legitimate interest/ |
| **The nature and purpose of the Processing** | Communication between the Parties in relation to the Contracts re the provision of the PGCE Programme **”** |
| **The type of Personal Data being Processed** | Routinely Processed Personal Data:   * Names, * Date of Birth * Sex * Gender * Nationality * Email and postal addresses * Evaluation performance information in the forms included in relevant programme handbooks2 |
| **The categories of Data Subjects** | The Trainees |