**Frequently Asked Questions and their answers for students, Class Mentors and Professional Mentors**

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# **A Personal issues, illness and absence**

## A1. If a student has a **personal problem** that is affecting their placement, whom should they contact or talk to?

*Their Personal Tutor.*

## A2. If the student is unable to complete their placement, what do they need to do?

*Inform their Personal Tutor, their University Visiting Tutor and the Placements Office. If appropriate, submit Exceptional Factors, with supporting evidence and a statement from their Personal Tutor* <http://www.mmu.ac.uk/academic/casqe/regulations/exfacs-students.php>

## A3. If a student has any days of absence during a placement, what do they need to do?

*Keep the school, Programmes Office, University Visiting Tutor and Personal tutor informed of their absence on a regular (daily) basis. The University Visiting Tutor will need to negotiate an extension to the placement to cover the number of days missed. Where this number of days exceeds the time available before University studies recommence, the student will need to complete the balance of the time in the summer term (this guidance does not apply to school direct students).*

## A4. If the student is ill/absent for their Interim Report, what needs to happen?

*The Class Mentor needs to contact the University Visiting Tutor and agree a revised date for the Interim Report. If this is going to be delayed beyond the identified ‘window’ for completion of Interim Reports, then the Placements office will need to be notified of the revised date and any impact that this may have on the timing of the Final Report.*

# **B Visits and Reports**

## B1. When is the Interim Report ‘window’?

## *The week specified on the School Base Training (SBT) planner, in all briefings and SBT handbooks plus the following week. It is not advisable for Interim Reports to be completed BEFORE the identified weeks, as this will seriously disadvantage the student. They will not have had enough time in school in order to demonstrate progress.*

## B2. What will happen with the Final Report, if the student has to make up time and/or if the Interim Report has been delayed?

*The Final Report should be moved back to as close to the end of the new placement schedule as possible, in order to allow the student sufficient time to make/demonstrate progress.*

# **C Students who are RI or ARoF**

## C1. What happens if a student is Requires Improvement (RI) overall at Interim?

*If students are ‘RI on track’, nothing more needs to be done. If students are ‘RI needs support’ then they need to have a clearly constructed action plan, which will support them in knowing what steps they need to take and by when, in order to address their targets. A date should be agreed between the Class Mentor and the University Visiting Tutor as to when communication will take place to discuss if the student has been able to demonstrate progress against the action plan. If at this point the student is demonstrating progress then the placement will continue as normal. However, if the student is NOT demonstrating progress then they will IMMEDIATELY be put At Risk of Failure (ARoF) and the action plan must be updated to reflect when this ARoF decision has been made and on what basis. The University Visiting Tutor will then arrange to make a support visit to the student AND inform both the Placements Office and the SBT Unit Leader that the student is now ARoF. The student will be allocated a Senior Moderation visit. The University Visiting Tutor must make sure that both the Class Mentor and the student are aware that the Senior Moderation visit will take place during either the penultimate week of placement (all cohorts/placements) or the final week of placement (BA1, BA2, PG1 only).*

## C2. What happens if a student is placed At Risk of Failure either at Interim or at any stage between the Interim and Final Report?

*See the answer to question C1 above. A student can only be put At Risk of Failure where there is a clear evidence trail to support the fact that they have been given SMART targets but are unable to meet these. There must also be sufficient time for the student to receive a support visit, to have enough opportunity to demonstrate progress and for a Senior Moderation visit to be carried out. If schools and/or University Visiting Tutors have any doubts about a student’s ability to pass the placement then this needs to be flagged up BEFORE the penultimate week of the placement in order to allow the processes outlined above to be carried out.*

## C3. What happens if a student fails the placement?

*They will have the opportunity to resit the placement in the following academic year, but they will not be able to progress to the next year of their degree programme until this placement has been successfully completed. All students are only allowed one opportunity to resit a placement. The student can continue with their academic studies with a view to completing and passing all of these. If this is the case, then the student will only need to resit the placement in the following academic year. This means that the student will not have to pay the full fees for the resit academic year. However, they will have to pay to resit the placement. This costs approximately £350.*

# **D Paired/Trio placements**

## D1. What happens when two or three students are placed in one class?

*There is specific guidance for Paired and Trio placements available on the Partnership website for each of the placements that this is relevant to.* [*http://www2.mmu.ac.uk/primary/partnerships/resources/*](http://www2.mmu.ac.uk/primary/partnerships/resources/)

# **E School-based training tasks**

## E1. Where will I find the information about the SBT tasks and requirements for the placement?

*All the information on the placement requirements are in the SBT handbook for that placement, which is available on the Partnership website. Information on the specific requirements will also have been included in the SBT briefings. The PowerPoints for these briefings and any separate “task” booklets are also available on the Partnership website.* [*http://www2.mmu.ac.uk/primary/partnerships/resources/*](http://www2.mmu.ac.uk/primary/partnerships/resources/)

*The Maths/Number Professional Development handbook is not available online. Copies can be requested from the Maths teaching team. All students have their own personal copies, which they should have in school with them and be available for University Visiting Tutors to see during their visits.*

## E2. Who should students contact with queries relating to tasks and/or assignments?

*Their tutor for the associated unit of study or the unit leader.*

## E3. What happens if a student is unable to carry out the placement requirement to observe, plan and teach a PE lesson?

*Following their placement, the student will need to identify a school where they can go to carry out the PE requirement. This will need to be done during the current academic year and their placement grades will be subject to them completing this requirement. Once the student has completed the PE requirement, they will need to provide their Personal Tutor with the evidence of the PE lesson observation proforma, their PE lesson plan and evaluation.*

# **F Starting a placement**

## F1. What happens if the student’s start to the placement is delayed?

*The placement dates will need to be adjusted in order to allow the student to have the same timeframe leading up to the Interim and Final Report stages as the rest of the cohort. This will need to be negotiated by the University Visiting Tutor with the individual school, unless this has already been agreed with the school by the SBT unit leader due to the individual circumstances of the delay.*

## F2 Who is responsible for checking that the student has uploaded their SBT action plan and any other required documents related to placement?

*The Personal Tutor.*

## F3. What happens if the school cannot accommodate the requirements of the focus week during the placement?

*The University Visiting Tutor will need to liaise with the school to see if an alternative school/setting can be identified that will enable the student(s) to carry out their focus week there instead. Alternatively, if this cannot be accommodated, then a shorter time to be allocated to the focus/tasks.*

# **G Roles and responsibilities**

## G1: Who should deal with issues that a student is having with their Class Mentor/Professional Mentor?

*The University Visiting Tutor.*