



# Student Support Framework

**PGCE-24I: Postgraduate Certificate in Education**

This document is also available in Welsh. Mae'r ddogfen hon hefyd ar gael yn Gymraeg.

# Student Support Framework

This guide is aimed at any person who is included within the Student Support Framework (SSF) process. This includes:

- Student teachers
- Curriculum Tutors
- Mentors or School Coordinators
- Practice Tutors
- Additional support consultants

The Student Support Framework (SSF) is the mechanism by which a student teacher may receive additional support during the PGCE programme. It is designed to support student teachers:

- Who may benefit from a period of focussed work to remedy one or more areas of their practice with which they are having difficulties.
- Whose well-being or resilience could be supported.
- Who have the potential to exceed current progress levels and need support to do so.

Student teachers themselves, Curriculum Tutors, School Coordinators, Mentors or Practice Tutors may request / recommend support for a student via the SSF. The SSF may also be initiated following student progress review or module result panel outcomes. Recommendations should be made to the Director of the PGCE or their nominee (e.g. Module Chair) for approval and the student teacher, their Mentor, School Coordinator and Practice Tutor will be informed.

The SSF is an informal support framework designed to support the student teacher's progress in relation to Qualified Teacher Status and their PGCE qualification. It does not replace other formal support mechanisms such as the Fitness to Practice or Fitness to Study policy which may apply depending on the situation.

Although the SSF process has clearly defined stages and a formal means of recording outcomes, regular, informal communication between members of the support network around the student during this time will also help to get the student back on track. In this way, the support offered becomes dynamic rather than being fixed to the review meetings alone.

## Review Meeting One

The review initiates a period of focussed work to develop one or more areas of the student's practice with which they are having significant difficulty. This may follow a brief period of informal monitoring and support, though **staff are encouraged to raise concerns at the earliest possible opportunity in order to afford the student the greatest opportunity to develop their practice with support.** In the first instance, the meeting is likely to involve the Student Teacher, their Curriculum Tutor and their Mentor/School Coordinator.

The purpose of this meeting is to:

- Formally acknowledge to the student that they need additional support to enable the student to make the required progress in relation to the *Professional Standards for Teaching and Leadership and/or PGCE qualification.*

- To review the student teacher's progress to date and identify strengths on which progress can be built.
- To identify and agree the key areas of development needed for additional support.
- To set a series of targets within an action plan for improvement.
- To agree on measures of support.
- To agree on a subsequent period of review.

The tone of the meeting should be supportive and encouraging and should not be viewed in a 'stigmatising' way. The meeting should clearly identify well defined areas of improvement and be solutions-focussed in nature. Open and honest communication is important to support all parties to collaborate in deciding on areas for improvement, the required outcomes and the package of support needed to help the student to progress. Additional support measures at this stage may be led by the school and should be decided according to student need. The Curriculum Tutor may also be asked to provide additional curriculum support in the medium of online tutorial support.

Examples may include (but are not limited to):

- Adaptations to timetable
- Opportunities for team teaching
- Introduction of a reflective journal
- Additional mentor meetings
- Co-planning of lessons with mentors
- Opportunity for observation of other teachers

- Further reading on a specific topic
- Additional professional dialogue via video meeting with Practice Tutor

Minutes of the meeting should be kept using the meeting template provided in the appendices. A formal action plan should also be decided (see appendices) and this should be signed by and shared with all parties and copied to the Director and Module Chair. Copies should also be saved in the student teacher's e-portfolio.

## Review Meeting Two

The student teacher, School Coordinator (and Mentor, if deemed appropriate) and Curriculum Tutor should meet at the date set in review meeting one to establish whether the student:

- Has met their targets sufficiently and is no longer a cause for concern.
- Has partially met their targets and would benefit from a further extended period to improve in these areas (no new targets to add).
- Has not met their targets and is now a sustained cause for concern.

If the student is escalated to sustained cause for concern, then a new action plan should be set, along with any new measures of support identified.

Approval should be sought from the Director of the PGCE for additional Practice Tutor support.

As well as those already provided, examples of further additional support may include:

- Reduction of timetable commitments
- School Coordinator review of specific Practice Learning Activities
- Additional one-to-one tutorials with Curriculum Tutor
- Further informal lesson observations by the School Coordinator or Mentor
- Sessions with wider school staff with specific expertise (depending on nature of targets)
- Additional bespoke consultancy support
- OU study skills sessions

During the latter part of the review period, close to the third review meeting, in addition to the support measures, the School Coordinator and Practice Tutor should undertake a joint observation and return feedback to the Curriculum Tutor and the Director of the PGCE (or their nominee). Again, informal communication between Mentor and Curriculum Tutor during this time will help to make all interested parties aware of progress being made.

## **Review Meeting Three**

Student teacher, School Coordinator and Curriculum Tutor meet to consider the practice tutor report following the joint lesson observation and to review progress in relation to action plan. The Director of the PGCE (or their nominee) may also attend this meeting.

The meeting should establish whether the student:

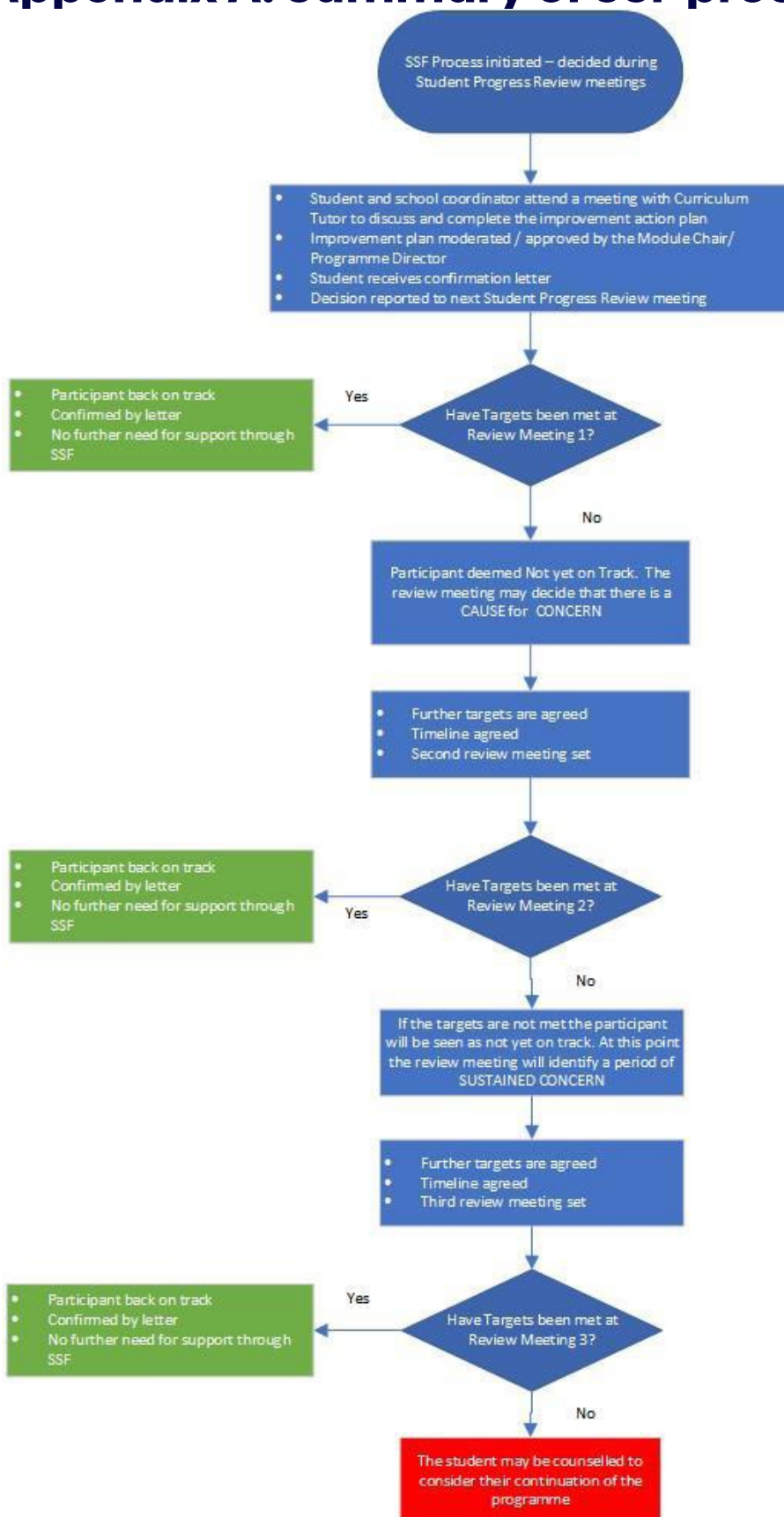
- Has met their targets sufficiently and is now considered 'on track'.
- Has partially met their targets demonstrating a secure trajectory to being 'on track' by the end of module assessment but would benefit from a further extended period to improve in these areas (no new targets to add). It is important to consider whether further support can be reduced at this stage, to ensure student teacher can continue to progress independently of additional support.
- Has not met their targets and is deemed not to be on a trajectory towards 'on track' by the end of module assessment. In this case, the student should now be referred directly to Director of PGCE.

A summary of the SSF process is found in Appendix A.

Templates to support each stage of the process can be found in the Appendices:

- Meeting 1 – Record of Meeting (Appendix B)
- Meeting 2 – Record of Meeting (Appendix C)
- Meeting 3 – Record of Meeting (Appendix D)
- Action Plan – Extra Help Period (Appendix E)
- Example email to student teacher recording outcomes (Appendix F)
- Interim Report to SSF Review Panel prior to Meeting 3 (Appendix G)

# Appendix A: Summary of SSF process





# Appendix B: Meeting 1 Record Template

## Student Support Framework Period of Extra Help Meeting 1

Name of Student:	
Curriculum Tutor:	
Phase/ Subject:	
School:	
Attendees at Meeting:	
Meeting Notes:	
Targets Identified	T1:
	T2:
	T3:

Additional support agreed:	
Date: Signatures:  Student Teacher  Curriculum Tutor School  Coordinator	

## Appendix C: Meeting 2 Record Template

Name of Student:	
Curriculum Tutor:	
Phase/ Subject:	
School:	
Attendees at Meeting:	
Meeting Notes:	
Areas of progress during period of review:	
Agreed Outcome (highlight)	On track – no further support required  Ongoing support needed (complete below)
Targets Identified (if action plan continuing)	T1:
	T2:

	T3:
Additional support agreed:	
Date: Signatures:	
Student Teacher Curriculum	
Tutor	
School Coordinator	

## Appendix D: Final Review Meeting Record

Name of Student:	
Curriculum Tutor:	
Phase/ Subject:	
School:	
Attendees at Meeting:	
Meeting Notes:	
Areas of progress during period of review:	
Agreed Outcome (highlight)	<p>On track – no further support required</p> <p>Ongoing support needed (complete below) but student on trajectory for 'On track' by EMA.</p> <p>Student not on track. Significant Cause for Concern. Refer to Director.</p>
Targets Identified (if action plan continuing)	TI:

	T2:
	T3
Additional support agreed:	
Date: Signatures:  Student Teacher Curriculum  Tutor School Coordinator	

# Appendix E: Action Plan

## Student Support Framework Action Plan

Name:            Phase/ Subject:            School:            Date:

Target	QTS	Actions	<b>Evidence to be Presented at Review Meeting</b>  (Students should aim to provide evidence where possible)

Signed:

Mentor:

School Coordinator:

Curriculum Tutor:

Student Teacher:



## Appendix F: Exemplar Email to Student Teacher (post review meeting)

At each stage of the process, it is important that the student's progress is discussed fairly and transparently. The Curriculum Tutor should facilitate the meetings where relevant and ensure that all parties receive a copy of the meeting record and action plan after each meeting. This can be done by placing documents in a folder entitled 'Student Support Framework' in the student's e-portfolio.

After each meeting, you may choose to send a follow up email, reminding all parties of the agreements made. An exemplar is provided below and may be adapted.

Dear X,

A meeting was held at X on X which you attended, along with [name of attendees]. The purpose of this meeting was to confirm that we would be establishing a period of 'extra help' in accordance with the Student Support Framework (SSF) (see *Programme Guide*).

During this meeting, the following action plan was discussed and agreed by all parties:

Target	QTS	Actions
1.		
2.		
3.		

In order to help support you in meeting the above targets and to make good progress towards fulfilling QTS requirements, the school and University will undertake the following support strategies:

**Overview of support agreed.**

This period of extra help will last **four weeks [adapt as agreed]** commencing at the start of the **spring term**. After such time, a review meeting will be held to determine the level of progress made with teaching and learning and to decide whether the above targets have been met. At this point, a decision will be made about whether the period of extra help will end, be extended or escalated to cause for concern, in accordance with the steps outlined in the SSF.

We would like to emphasise that this is a supportive and encouraging process aimed at helping you to make progress, and we would encourage you to view this as a positive step forward. Please do not hesitate to contact us to discuss this matter further.

Yours Sincerely,

Sarah Stewart Director of PGCE

# Appendix G: Interim Report to SSF Review Panel prior to Meeting 3

## Interim School Coordinator Report (Student Support Framework)

*Please use this document to summarise the outcomes of the student's recent progress in relation to their Student Support Framework Action Plan.*

Date	
<b>Student Name:</b>	
Phase/Subject:	
Mentor name(s):	
Comments based on Lesson Observations (linked to QTS Standards):	
Comments based on progress in relation to targets set:	

Other comments/points	
Key Targets/Action Points for student at this stage	

