

UNIVERSITY OF  
BIRMINGHAM

# Initial Teacher Education (ITE) offer guide 2013 entry



[www.birmingham.ac.uk](http://www.birmingham.ac.uk)

# Welcome to the University of Birmingham

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## Your offer from the University

Congratulations! Following a successful interview, we are delighted to inform you that you have been offered a conditional place to study on one of our ITE programmes at the University of Birmingham.

This guide gives you information about the admissions process and what you must do next in order to accept your offer, as well as important information regarding the conditions of your offer.

If you have any queries please do not hesitate to contact us. You will find the telephone number and email address of your Admissions Officer at the top of your offer letter.

We look forward to meeting you and welcoming you as a student to the University of Birmingham.



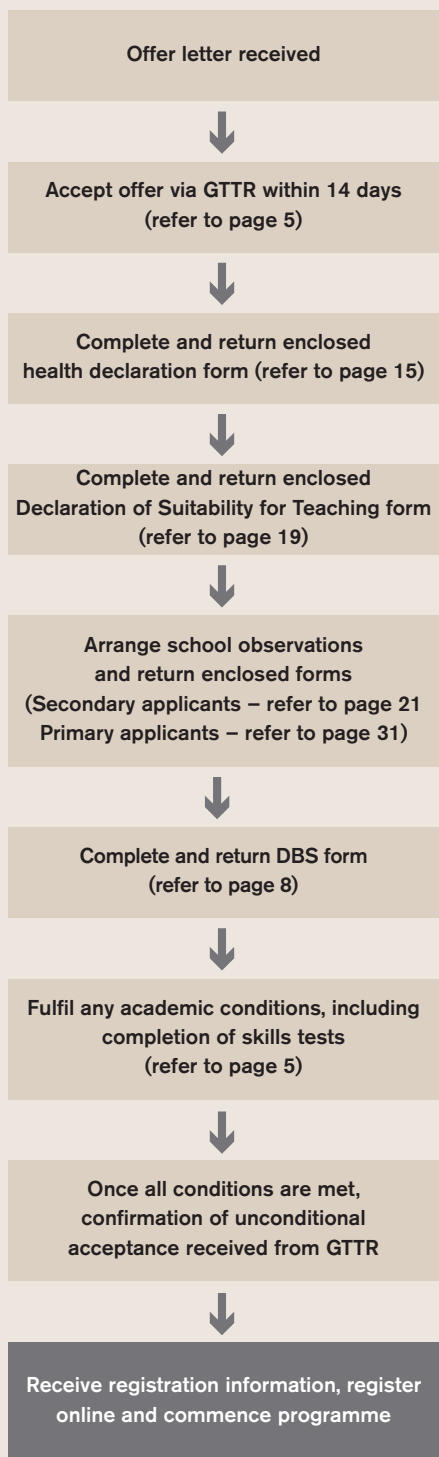
**Roderick Smith**  
Director of Admissions





# What you need to do next

## ITE admissions flow chart



### Accepting your offer

Now that you are in receipt of a conditional offer of a place, you will need to inform the Graduate Teacher Training Registry (GTTR) of your decision. To firmly accept this offer of a place you will need to reply online through the GTTR Track service at [www.gttr.ac.uk](http://www.gttr.ac.uk) within 14 days. If you do not reply within this period, the GTTR will decline your offer by default.

### Understanding and fulfilling the conditions of your offer

#### Health declaration form

All ITE applicants are required to complete a health declaration which is deemed to be satisfactory by the University Medical Officer. Please complete and return the enclosed health declaration form on page 15 in the envelope provided. Please ensure that you read the enclosed guidance notes before completing the declaration.

#### Declaration of Suitability for Teaching

All ITE applicants applying for 2013 entry will need to complete a Suitability Declaration so that their suitability to teach can be assessed by the University.

Please complete and return the enclosed suitability declaration form on page 19 in the envelope provided.

#### Disclosure and Barring Service (DBS) check

All ITE applicants are required to complete an enhanced DBS check which is deemed to be satisfactory by the University. Applicants who firmly accept their offer through the GTTR will be sent a DBS pack. DBS packs will be posted on a regular basis from January 2013 onwards.

Please refer to page 8 for further information about the DBS check process.

#### Academic conditions

If your offer is conditional upon obtaining a degree, the offer letter will state the level required. When your degree results are known please send the original certificate or a transcript to the named contact at the top of your offer letter. If you have already obtained your degree we will also ask for verification.



If your offer is conditional upon providing evidence of GCSE English and/or Science and/or Maths at GCSE grade C, you will be required to submit the original certificate. If you experience difficulties in providing evidence of achievement, please seek advice from the named contact at the top of your offer letter.

#### Professional skills tests

All ITE applicants are required to take the numeracy and literacy skills tests and ensure they have passed them before the start of term. Please refer to [www.education.gov.uk/schools/careers/traininganddevelopment/professional](http://www.education.gov.uk/schools/careers/traininganddevelopment/professional)

#### Primary/middle school observation forms (SECONDARY APPLICANTS ONLY)

The first week of the University of Birmingham ITE course (secondary) is spent undertaking observation in a primary/middle school. This is a course requirement and must be completed by all Secondary ITE students.

It is your responsibility to contact a school of your choice and seek permission to make arrangements to attend the school. Please see pages 28–29 for further information about the primary/middle school observation week.

Once you have made the necessary arrangements with the school of your choice, please complete the enclosed primary/middle school observation form (form A on page 21) and return it to the named contact at the top of your offer letter.

#### Foundation/Key Stage 3 or Key Stage 2 observation forms (PRIMARY APPLICANTS ONLY)

The second week of the University of Birmingham Primary (PGCE Advanced) course is spent undertaking five days, observation in either Foundation/Key Stage 3 for General Primary students or Key Stage 2 for Early Years students.

It is your responsibility to contact a school of your choice and seek permission to make arrangements to attend the school. Please see pages 38–39 for further information about the Foundation/Key Stage 3 or Key Stage 2 school observation week.

Once you have made the necessary arrangements with the school of your choice, please complete the enclosed Foundation/Key Stage 3 or Key Stage 2 school observation form (form A on page 31) and return it to the named contact at the top of your offer letter.

#### Fitness to practise

All ITE programmes are subject to the University's fitness to practise regulations. You will be expected to sign a programme-specific code of conduct when you register upon your course. Please refer to the 'fitness to practise' information on page 9.

#### Deferring your offer

If you are unable to attend the programme for the academic year specified in your offer letter, please contact the Admissions contact named at the top of your offer letter.

Please note, requests to defer will occasionally be considered in special circumstances.

## Start dates

### Primary ITE programmes

Autumn term	2 September 2013–20 December 2013 (Reading week 2–6 September, observation week 9–13 September)
Spring term	6 January 2014–4 April 2014
Summer term	28 April 2014–4 July 2014

### Secondary ITE programmes

Autumn term	9 September 2013–13 December 2013 (Primary observation week, Monday 9 September–Friday 13 September 2013)
Spring term	6 January 2014–11 April 2014
Summer term	28 April 2014–20 June 2014

Holidays may not be taken during the term dates shown. Please note that school half terms are not holiday weeks. It is also not advisable to book holidays very close to the end of the academic year.

### Accommodation

Full-time international and non-UK nationals are guaranteed University postgraduate accommodation if they submit the online accommodation application form by the 31 July 2013. You can apply online at [www.accomodation.bham.ac.uk](http://www.accomodation.bham.ac.uk)

### UK nationals

UK nationals studying on a postgraduate programme are not eligible for University accommodation. There is a limited supply of University-managed accommodation in houses owned by the University or private providers. The Accommodation Services LIVING office is located on the ground floor of University Centre and can assist with any help and advice you may require; along with a contract checking service on renting in the private sector. Accommodation information can be found at: [www.birminghamstudentpad.co.uk](http://www.birminghamstudentpad.co.uk)

For other sources of accommodation see:

[www.studentpad.co.uk/birmingham/accommodation-search.asp](http://www.studentpad.co.uk/birmingham/accommodation-search.asp)

### Accommodation contacts

UK telephone number: 0121 414 8000

Overseas telephone number: +44 121 414 8000

Email: [pgradaccom@bham.ac.uk](mailto:pgradaccom@bham.ac.uk)

### Disabilities

Your disclosure of a disability and associated needs (including mental health, dyslexia/dyspraxia and other health conditions) to the University is a positive step. Should you disclose a disability, we want to ensure that appropriate support can be put in place for

you. This will require us to notify other staff within the University for which you will be required to complete a student's consent to sharing disability information form (see page 11). If you have not yet disclosed that disability, you can disclose at any time during your time at University; however, we would encourage you to do so at the earliest opportunity to assist us in putting in place the appropriate support in good time.

In order to ensure that you are able to make an informed choice of the university that is best for you, we advise you to contact the Disability and Learning Support Service **before** you accept any offer of a place. This will give you an opportunity to discuss with us your support needs and how they can best be met. You will be asked to complete a disability declaration student details form (see page 12) to inform the discussion. You should be aware that if you choose not to disclose your disability, or to limit that disclosure, while we will do our best to help you, you may not be able to access the full range of support available. The Disability and Learning Support Service can be contacted by telephone on 0121 414 5130 or by email at [disability@bham.ac.uk](mailto:disability@bham.ac.uk) The student's consent to sharing disability information form and disability declaration student details form can be found on page 12, and are also available at [www.as.bham.ac.uk/disability](http://www.as.bham.ac.uk/disability)

### How to register for your programme

If you have accepted your offer, met the conditions and received your unconditional acceptance notification from the GTTR you will receive a communication from the University before the start of your programme. Information regarding registration (such as where and how to register) and other important details will be included in this communication.



If you have received your unconditional acceptance communication, are shortly due to be arriving at the University and have not yet received information on how to register, please visit the registration pages on our website at [www.as.bham.ac.uk/registration](http://www.as.bham.ac.uk/registration) Here you will find information on how to obtain your registration username and password, and what to do to register online before arriving at the University.

### ID card

Once you have registered online you are eligible to obtain a University ID card. For more information about ID cards, availability and where to gain access to these at the University, please visit the Enquiry Services section of our website at [www.birmingham.ac.uk](http://www.birmingham.ac.uk)

### Financial information

Details of the statutory support and other funding available to ITE students in 2013–14 are available on our website. Please refer to [www.birmingham.ac.uk/students/fees/ite.aspx](http://www.birmingham.ac.uk/students/fees/ite.aspx)

# Forms and further information

## Forms for all applicants

- Disclosure and Barring Service checks 8
- Code of Professional Conduct and Fitness to Practise (Initial Teacher Education) 9
- Student Details and Consent form 11
- Mental and physical fitness for entry to teacher training 13
- Declaration of health 15
- Declaration of Suitability for Teaching 19

## Primary/middle school observation forms (SECONDARY APPLICANTS ONLY)

- Form A – Primary/middle school observation 21
- Letter for head teacher regarding primary/middle school observation 23
- Form B – Certificate of Attendance 25
- Arrangements for primary/middle school observation 27
- Primary/middle school observation guidelines 28

## Foundation/Key Stage 3 or Key Stage 2 observation forms (PRIMARY APPLICANTS ONLY)

- Form A – Foundation/Key Stage 3 or Key Stage 2 school observation 31
- Letter for head teacher regarding Foundation/Key Stage 3 or Key Stage 2 school observation 33
- Form B – Certificate of Attendance 35
- Arrangements for Foundation/Key Stage 3 or Key Stage 2 school observation 37
- Foundation/Key Stage 3 or Key Stage 2 school observation guidelines 38

# Disclosure and Barring Service (DBS) checks

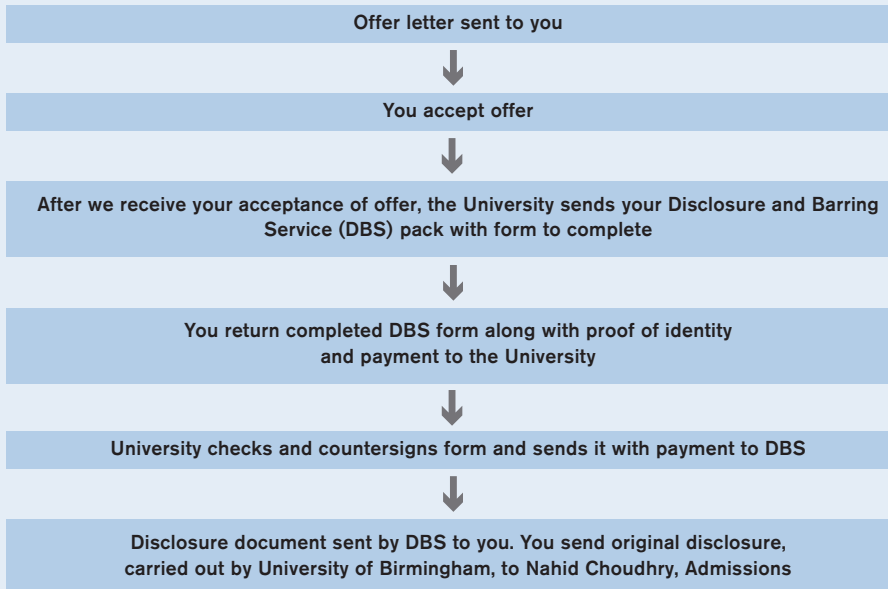
It is a condition of entry for the **following programmes** that you provide information for a satisfactory Disclosure and Barring Service enhanced check:

- All Primary and Secondary ITE programmes

The reason for the condition is that the above programmes include a placement(s) in an area where you may come into contact with children and/or vulnerable adults. The University has a duty to protect vulnerable members of society with whom our students may come into contact during their studies.

**Please note: applicants from countries other than the UK are expected to provide evidence of a satisfactory background police check carried out in their home country in addition to their DBS check.**

At the University of Birmingham the process operates as follows:



You will receive all the information you require from the University at the correct time and at this point **you do not need take any action until we send you the DBS pack**. When you receive the pack, please complete and return the form to us as soon as possible as this process can sometimes take a long time.

We have to ensure that the process is carried out correctly but we will do our best to carry it out as quickly and efficiently as possible and with the minimum of disruption to you.

In the event of a query, please contact Nahid Choudhry on 0121 414 3810;  
email: [n.choudhry@bham.ac.uk](mailto:n.choudhry@bham.ac.uk)



# Code of Professional Conduct and Fitness to Practise (Initial Teacher Education)

For those students undertaking a programme which leads to a professional qualification there is a *Code of Professional Conduct and Fitness to Practise*. For initial teacher education this code is cross-referenced to the Teachers' Standards (DfE, May 2012. Please note, this is the current Code of Conduct and is subject to change on an annual basis).

**Please note that international students attendance will also be subject to University requirements under the points based system, above and beyond the professional requirements in this code.**

## 1. Introduction

- 1.1. I understand that successful completion of the academic qualification I am seeking leads to admission to the teaching profession and that I am required, during my studies, to adhere to the requirements of that professional body and any related statutory body (currently the Department for Education (DfE)) and associated organisations). I recognise that this Code of Professional Conduct and Fitness to Practise identifies the behaviour required of me, and that it is supplemented by the **Teachers' Standards (DfE, May 2012)**.
- 1.2. I understand that breaches of this Code may lead to disciplinary action under University Regulation 8 which might result in my exclusion from the University or the inability of the University to provide me with a supportive professional or character reference. In the event of any breach of this Code, I understand that I may be treated differently to other students of the University of Birmingham who are not subject to this Code.

## 2. Personal behaviour

- 2.1. I will at all times behave in a manner appropriate to my position as a student of the University studying for a qualification, the successful completion of which leads to entry to the teaching profession.
- 2.2. I understand that behaviour including, for example, dishonesty, indecency, harassment, bullying, violence, abuse of drugs or alcohol will lead to disciplinary action under this Code. It may also lead to my exclusion from the programme of study. I recognise that such disciplinary action will include consideration of any criminal convictions, including those for offences that are not connected with my studies and for offences committed prior to my registration as a student of the University. I understand that, where relevant, consideration will also be given to any disciplinary action by a current or previous employer.
- 2.3. I undertake to notify the appropriate person in the College should I be subject to a criminal conviction or caution subsequent to my

application to the University. I understand that a criminal conviction, caution, Fixed Penalty Notice, Community Resolution Order and/or any other penalties or orders imposed by the police, may lead to my suspension from certain aspects of my study until the relevant provider's duty of care can be assured. I understand that this may lead to the need for me to extend my studies where it has not been possible to arrange replacement activities. I understand that the Rehabilitation of Offenders Act (1975) will not apply to the professional body to which I am seeking membership and that should I be subject to a criminal conviction or caution, this will never be considered 'spent'.

2.4. I understand that if there is reasonable suspicion that I may have committed a disciplinary offence or have otherwise behaved in such a way that a placement provider is not willing to continue to provide the placement I may be suspended from attending my placement.

## 3. Behaviour towards others

- 3.1. I will at all times treat my students, colleagues, staff and other members of the University or partner institutions with due respect and conduct myself in a professional, honest, decent and courteous manner. During the course of my studies, I will use language appropriate to the situation and people involved.
- 3.2. I will acquire an understanding of working with diversity, including gender, ethnicity, cultural heritage, sexual orientation, disability and other forms of difference, in order to work appropriately with pupils, staff and peers.

## 4. Appearance

- 4.1. I will ensure that I maintain a standard of appearance that will be perceived as professional by such persons as I may encounter in the pursuit of my studies. In particular I will follow:
- 4.1.1 The College guidelines on standards of dress on placement (**School Placement Handbook**) and;
- 4.1.2 Any guidelines or requirements of any partnership school in which I am to undertake a placement and I will familiarise myself with any such guidelines or requirements before commencing the placement; and

4.1.3 Any College guidelines applicable at other times.

## 5. Learning

- 5.1. The content of my programme of study is designed to meet the requirements of a professional and/or statutory body (currently **Teachers' Standards, DfE May 2012**). I will pursue my studies with reasonable diligence ensuring that I avail myself of the educational opportunities made available and I will seek to acquire the range of skills and knowledge identified in the relevant professional and/or statutory body guidance (**Teachers' Standards, DfE May 2012**).
- 5.2. On each placement, and at intervals throughout the year, judgements will be made about my progress on a report form. This document charts my progress towards achieving the Teachers' Standards.
- 5.3. I understand that I cannot pass the course without achieving all these Standards.
- 5.4. I understand that if there are significant concerns about my progress while on school placement, the school or my tutor(s) may request that I be withdrawn from teaching.
- 5.5. I understand that all professional judgements are made on the basis of tutors' and mentors' experience and that I should listen to and act on advice given throughout my course.
- 5.6. I understand that I must take responsibility for my own learning through attendance at lectures, tutorials, seminars and practicals and through being suitably prepared for them. I will notify the appropriate person or department, in accordance with University and/or College guidelines, if I am to be absent from any part of the course, due to sickness or other reasons, and I will make up the lost learning opportunity, making appropriate use of College support structures (**ITE Examination Regulations**). I understand that if I persistently fail to follow my programme of study with reasonable diligence that I will be subject to disciplinary action under this Code.
- 5.7. I will not disrupt the delivery of teaching or the learning experience of fellow students, and will not jeopardise the health and safety of those involved, during attendance at lectures, tutorials, seminars and practicals.

5.8. I have read, understood and agree to abide by the learning agreement attached as appendix A. I agree that any assignment about which there is concern can be scrutinised through approved plagiarism software and I understand that if plagiarism is suspected I will be subject to investigation in accordance with the University Code of Practice on Plagiarism which may lead to disciplinary action. I understand that if I behave dishonestly during the assessment process (including plagiarism or other forms of cheating) I will be subject to disciplinary action in accordance with University Regulation 8.2.1 j and may be excluded from my programme of study.

5.9. I understand that if I behave dishonestly in relation to my attendance or the attendance of others by falsifying signatures or other means I will be subject to disciplinary action under this Code.

#### 6. Barriers to Learning or Professional Practice including health and physical capacity to teach

6.1. I understand that I must meet the Secretary of State for Education's requirements for physical and mental fitness to teach.

6.2. Health issues developing during the course can be identified via multiple sources, for example teaching staff, tutorial staff, or school partners, and should be brought to the attention of the Personal Tutor and Primary or Secondary Programme Leader.

6.3. In the event of health issues occurring I will follow advice and instructions from my medical advisor regarding my programme of study. I understand that any serious concerns identified would be referred to the University Medical Officer for advice.

6.4. I have reported to the appropriate authority within the College any specific requirements I may have to enable me to follow my programme of study (including any physical, health or learning requirements) and I undertake to work with the College or support services provided to address these requirements.

6.5. I undertake to report to the appropriate authority within the College any pre-existing or new condition, which may affect my ability to follow my programme of study or take up the profession to which the qualification I am seeking leads, as soon as I become aware of it. In the event of any pre-existing or new condition arising I undertake to work with the College or support services provided.

6.6. I understand that failure to report any condition, which may affect my ability to follow my programme of study or take up the profession to which the qualification I am seeking leads, may lead to my exclusion or transfer from my programme of study.

#### 7. Duty of care

7.1. I will at all times act in the best interests of my students and conduct myself in a professional manner in all aspects related to student care.

7.2. I will undertake to familiarise myself with all College (including the **Student Handbook** and **School Placement Handbook**) and partner institution guidelines, including health and safety guidelines or any guidelines or requirements in relation to standards of dress, professional codes of conduct (including **Teachers' Standards, DfE May 2012**) and will apply these guidelines. I understand that breaching these guidelines and codes of practice, may lead to disciplinary action under this Code, which may result in exclusion from my programme of study.

7.3. I understand that dishonesty, involving the falsification of student records will lead to disciplinary action which may lead to exclusion from my programme of study.

7.4. I recognise that in the course of my studies and training I may be placed in a 'position of trust' within the meaning of the Sexual Offences Act 2003 ('the Act'). I further understand that committing an abuse of a position of trust under the Act has serious implications as it will lead to disciplinary action under this Code and may result in my exclusion from the programme of study as well as criminal prosecution.

#### 8. Duty to report

8.1. I undertake to report to the appropriate authority and to the College any action by others which may put students at risk. I understand that failure to do so may lead to disciplinary action being taken against me.

8.2. I acknowledge the duty on me in the course of my placements to report to the relevant authorities (including as appropriate the host school and Social Services) any reasonable suspicion I may have about the possible abuse of a child or children with whom I may come into contact.

#### 9. Confidentiality

9.1. I understand that I may have access to confidential personal information and that I am required to comply with the Data Protection Act. I understand that I may not disclose this information to any third party, other than in accordance with the relevant professional code or in accordance with the law. I understand that failure to comply with this requirement will lead to disciplinary action under this Code.

#### 10. Ethics

10.1 I understand that the University has a code of conduct for research. I have received a copy of the BERA guidelines on educational research and agree to consider ethics within my own research for assignments and within the ITE course as a whole.

#### 11. Information Sharing

11.1 I consent to the College sharing with a partnership school:

11.1.1 information contained in my DBS check prior to and as a pre-condition of undertaking a placement; and

11.1.2 information or documentation in connection with or arising from fitness to practise proceedings taken by the College against me.

11.2 I consent to the College and any relevant partnership School sharing information in relation to any allegation or concern relating to my fitness to practise.

# Student Details and Consent form

## Disability and Learning Support Services and Mental Health Advisory Service

Please use this form to let us know if you have a disability, specific learning difficulty, autism spectrum disorder/Asperger's, health condition or mental health condition.

Date form completed on		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Student personal details</b>									
Forename	<input type="text"/>				Surname	<input type="text"/>			
Preferred Name:	<input type="text"/>								
Student ID	<input type="text"/>				Date of birth	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Fee status	<input type="checkbox"/> Home	<input type="checkbox"/> Overseas	<input type="checkbox"/> EU	Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Other		
Home address	<input type="text"/>								
Home phone	<input type="text"/>				Mobile phone	<input type="text"/>			
Term-time address (if applicable)	<input type="text"/>								
Email	<input type="text"/>				University email	<input type="text"/>			
Preferred contact method	<input type="text"/>								
<b>Student course details</b>									
Course name	<input type="text"/>				Department/School	<input type="text"/>			
Name of personal tutor (if known)	<input type="text"/>								
Year	<input type="checkbox"/> Applicant	<input type="checkbox"/> First	<input type="checkbox"/> Second	<input type="checkbox"/> Third	<input type="checkbox"/> Fourth	<input type="checkbox"/> Fifth	<input type="checkbox"/> Other		
Course	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time	<input type="checkbox"/> Distance	<input type="checkbox"/> Other					
Funding body	<input type="checkbox"/> Student Finance England (SFE)	<input type="checkbox"/> NHS	<input type="checkbox"/> Social Work Bursary	<input type="checkbox"/> Other					
Disabled Students' Allowances (DSA) in place?	<input type="checkbox"/> Yes	<input type="checkbox"/> Pending	<input type="checkbox"/> No	<input type="checkbox"/> Don't know					
Type	<input type="checkbox"/> Undergraduate	<input type="checkbox"/> Masters	<input type="checkbox"/> PhD	<input type="checkbox"/> Other					
Funding body number (eg, Customer Reference Number) where known	<input type="text"/>								
<b>Disability Information</b>									
Disability disclosed (if applicable)	<input type="text"/>								
Reason for contacting us	<input type="text"/>								
Have you seen anyone at 3 Elms Road before? If so, who?	<input type="text"/>								

(IF APPROPRIATE) PLEASE COMPLETE AND RETURN

**Student regular availability for appointment at 3 Elms Road**

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> am	<input type="checkbox"/> am	<input type="checkbox"/> am	<input type="checkbox"/> am	<input type="checkbox"/> am
<input type="checkbox"/> pm	<input type="checkbox"/> pm	<input type="checkbox"/> pm	<input type="checkbox"/> pm	<input type="checkbox"/> pm

 Other (eg, evening availability) 

 Please select **Consent to share** or **Refusal of consent to share** outlined below.

**Consent to share**

 I agree that information concerning my disability/individual support needs can be shared with staff within the University of Birmingham and external agencies on a **'need to know'** basis.

 I understand my information will be kept confidentially in paper and electronic records in accordance with the Data Protection Act. The University of Birmingham's Data Protection Policy can be found at [www.legalservices.bham.ac.uk/dppolicy](http://www.legalservices.bham.ac.uk/dppolicy)
 By ticking this box I **consent** to information sharing.

Or

**Refusal of consent to share**

I understand that if I refuse consent, a record of my disability will be kept on record by the Student Services but will not be shared with staff within the University of Birmingham or external agencies.

I accept this may mean it is not possible to fully meet my individual needs.

 By ticking this box I **do not consent** to information sharing.

 Student's signature 

 Date        

 Forename 

 Surname 

 Student ID Number        
**Email information lists subscription**

By registering with Student Services I understand that I am subscribed to the Student Services email mailing lists.

If I wish to be removed from these lists I can do so at any time. However if I do so, I understand that I will not be sent any information about my exam arrangements and job opportunities.

 I am ticking this box to **remove** myself from these mailing lists.

 Your information will be kept confidentially in paper and electronic records in accordance with the Data Protection Act. The University of Birmingham's Data Protection Policy can be found at [www.legalservices.bham.ac.uk/dppolicy](http://www.legalservices.bham.ac.uk/dppolicy)

 Please contact DLSS on 0121 414 5130 or [disability@bham.ac.uk](mailto:disability@bham.ac.uk) if you have any queries.



## Notes of guidance

# Mental and physical fitness for entry to teacher training

### *Fitness to Teach Guidance 2007.*

- 1** These notes have been prepared using guidance from the Department for Education (DfE), and are in line with *Fitness to Teach Guidance 2007*.
- 2** The University is required to assess the physical and mental fitness to teach of intending teachers and of other staff whose work falls within the scope of the Education (Teachers) Regulation 2003. We would be grateful if you would complete the attached questionnaire, which is intended to remove the need for a medical examination for candidates of initial teacher training (ITT), except in a minority of cases. You should only complete this questionnaire if you have been offered a firm or conditional place on a course of initial teacher training.
- 3** Institutions are required to ensure that the procedure is the responsibility of a suitably qualified doctor, who will determine whether medical examinations or specialist advice are necessary and for classifying candidates A, B or C. In our case this is the University Medical Officer, supported by the Occupational Health Service.
- 4** It is the responsibility of the University to ensure that all candidates are treated equally by the institution and their medical adviser. Please note the following:
 

Teaching is a demanding career undertaken in close contact with children and young people at vulnerable stages in their physical and emotional development. It is necessary therefore that candidates to teacher training should be physically and mentally fit to enter the teaching profession. It is recognised that people with disabilities or chronic illnesses may make a very valuable contribution to the teaching of children and young people at all stages in their education. The purpose of the enclosed questionnaire is to give medical advisers to teacher training institutions information about candidates' health status to help them decide if they are fit for a career in teaching, or if they are likely to have the need for special provision to assist in their training and/or subsequent employment. As the form indicates, it may be necessary in exceptional cases to ask candidates to undergo a medical examination. Medical advisers should, in these cases, give the candidate and the institution advice about the implications of any health problems for a teaching career.
- 5** Please complete sections 1–11 inclusive, in full. Sections 1–3 ask for general information about candidates and courses for which they are applying. Sections 4–11 relate to specific health matters. The first column in sections 4–8 must be completed in all cases with 'yes' or 'no'. The second and third columns are to be filled in only if there is a problem or medical advice has been sought or treatment has been offered.
- 6** Please complete the declaration accurately and ensure that you sign it. Your application may be delayed if you do not.
- 7** If a full medical examination or specialist consultation and report is required you will be responsible for meeting any costs incurred.
- 8** We are instructed by the DfE that institutions should not refuse a candidate because a full examination is needed.
- 9** If you require a copy of the DfE requirements for entry to ITT, please contact the Admissions Office.



## Applicants for courses of initial teacher training

## Declaration of health

MEDICAL – IN CONFIDENCE

Please read the *notes of guidance* carefully

1	Mr, Mrs, Ms or title:	University ID number:
	Surname or last name:	Age:
	Other names (in full):	Date of birth:
	Private address:	
	Postcode:	Email:
	Telephone numbers:	
<b>Home</b>	<b>Work</b>	

2	Present occupation:
	Institution to be attended:
	Address:
	Title of course:
	Subject specialism:
	Age range:

3	What is your height? (without shoes)	ft	ins	OR	m
	What is your weight?	st	lbs	OR	kgs

	No	Yes		No	Yes	
4	a. Is your eyesight satisfactory for all normal purposes? (with glasses or contact lenses if necessary)	<input type="checkbox"/>	<input type="checkbox"/>	d. Are you free from any writing defect or dyslexia?	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Details:</i>			<i>Details:</i>		
	<i>Date:</i>			<i>Date:</i>		
	b. Are you able to recognise and distinguish all the various colours?	<input type="checkbox"/>	<input type="checkbox"/>	e. Are you free from any defect of speech or communication problem?	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Details:</i>			<i>Details:</i>		
	<i>Date:</i>			<i>Date:</i>		
	c. Is your hearing in each ear good for all normal purposes including telephoning?	<input type="checkbox"/>	<input type="checkbox"/>	f. Are you free from any other physical defect or disability?	<input type="checkbox"/>	<input type="checkbox"/>
<i>Details:</i>			<i>Details:</i>			
<i>Date:</i>			<i>Date:</i>			
			g. Are you now generally in good health?	<input type="checkbox"/>	<input type="checkbox"/>	
			<i>Details:</i>			
			<i>Date:</i>			

		No	Yes			No	Yes
<b>5</b>	a. Are you at present under any medical treatment or observation (including alcohol/drug related problems)?	<input type="checkbox"/>	<input type="checkbox"/>	d. Have you ever had any treatment in hospital, undergone any operation or had a serious accident? (Please attach a separate sheet if necessary)	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Details:</i>			<i>Details:</i>			
	<i>Date:</i>			<i>Date:</i>			
	b. Do you smoke?	<input type="checkbox"/>	<input type="checkbox"/>	e. Have you ever had treatment by radium or radiotherapy or with chemotherapy?	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Details:</i>			<i>Details:</i>			
	<i>Date:</i>			<i>Date:</i>			
	c. Are you at present taking any medicines, pills, tablets or injections?	<input type="checkbox"/>	<input type="checkbox"/>				
	<i>Details:</i>						
	<i>Date:</i>						
		No	Yes				
<b>6</b>	Do you need or would it assist you to have a special provision made to enable you to fulfil your training and/or subsequent employment?	<input type="checkbox"/>	<input type="checkbox"/>				
	<i>Details:</i>						
	<i>Date:</i>						
		No	Yes				
<b>7</b>	Have you ever had:						
	a. Migraine or recurrent headaches?	<input type="checkbox"/>	<input type="checkbox"/>	i. Kidney disease or bladder trouble?	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Details:</i>			<i>Details:</i>			
	<i>Date:</i>			<i>Date:</i>			
	b. Fits, fainting attacks, blackouts or epilepsy?	<input type="checkbox"/>	<input type="checkbox"/>	j. Menstrual or gynaecological problems?	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Details:</i>			<i>Details:</i>			
	<i>Date:</i>			<i>Date:</i>			
	c. Mental ill health, nervous breakdown or nervous disability or psychiatric problems?	<input type="checkbox"/>	<input type="checkbox"/>	k. Arthritis, rheumatism or joint problems?	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>Details:</i>			<i>Details:</i>			
	<i>Date:</i>			<i>Date:</i>			
d. Depression?	<input type="checkbox"/>	<input type="checkbox"/>	l. Any back trouble including slipped disc or bone problems?	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Details:</i>			<i>Details:</i>				
<i>Date:</i>			<i>Date:</i>				
e. Paralysis or other neurological disorders?	<input type="checkbox"/>	<input type="checkbox"/>	m. Any blood disease?	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Details:</i>			<i>Details:</i>				
<i>Date:</i>			<i>Date:</i>				
f. Heart trouble, rheumatic fever, high blood pressure or poor circulation?	<input type="checkbox"/>	<input type="checkbox"/>	n. Any eczema or skin disease?	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Details:</i>			<i>Details:</i>				
<i>Date:</i>			<i>Date:</i>				
g. Asthma, bronchitis, tuberculosis, serious cough or other chest disease?	<input type="checkbox"/>	<input type="checkbox"/>	o. Any allergy?	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Details:</i>			<i>Details:</i>				
<i>Date:</i>			<i>Date:</i>				
h. Gastric or duodenal ulcer or other digestive or bowel disorder?	<input type="checkbox"/>	<input type="checkbox"/>	p. Diabetes?	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Details:</i>			<i>Details:</i>				
<i>Date:</i>			<i>Date:</i>				
			q. Thyroid or gland problems?	<input type="checkbox"/>	<input type="checkbox"/>		
			<i>Details:</i>				
			<i>Date:</i>				





**Consent**

- 11** a. I declare that the information I have given is to the best of my knowledge and belief true and complete.  
 b. I understand that I may be responsible for the expenses of any medical examination or report which may be required.  
 c. I understand that I may be required to attend a medical examination.  
**d. I understand that failure to disclose information or giving false information may result in the termination of my course and subsequently of my employment.**

**12** If a report is requested from my GP or Specialist, I would like to: (please tick)

- a. See it before it is sent to the institution   
 b. Not see it before it is sent to the institution

Signature:	Date:
Name:	Date of birth:

**To be completed by Occupational Health Department/College Medical Adviser**

## Action Box

a.	<input type="checkbox"/>	Fit/suitable on information given
b.	<input type="checkbox"/>	Further information required
	<input type="checkbox"/>	Letter to GP
	<input type="checkbox"/>	Letter to Specialist(s)
	<input type="checkbox"/>	Letter to student
	<input type="checkbox"/>	Medical Examination required
	<input type="checkbox"/>	Reply from GP/Student
	<input type="checkbox"/>	Report from Specialist(s)
	<input type="checkbox"/>	Date of Examination
	<input type="checkbox"/>	Copy form
	<input type="checkbox"/>	GP report
	<input type="checkbox"/>	Specialist report
	<input type="checkbox"/>	Sent to DfE Medical Adviser for advice
	<input type="checkbox"/>	Reply from DfE Medical Adviser
	<input type="checkbox"/>	Final Result, suitable/fit
	<input type="checkbox"/>	Final Result, suitable/not fit
	<input type="checkbox"/>	Category A, B or C

**13** College Medical Advisers (Dr V Raichura/Dr A Boulter/Dr V Lilford)  
 University Medical Centre, 5 Pritchatts Road, Edgbaston, Birmingham, B15 2QU

Signature:	
Name (BLOCK CAPITALS):	Date:

Please return to: Admissions Office, University of Birmingham, Edgbaston, Birmingham B15 2TT, UK in the envelope provided.

# Declaration of Suitability for Teaching

Name:  
(Please print your **full name**)

Subject specialism:  
(secondary only)

Primary ITE/Secondary ITE  
(please circle as appropriate)

Please complete this form fully and accurately and return it in the envelope provided.

## 1 Criminal convictions and legal records

Teaching is exempted from certain provisions of the Rehabilitation of Offenders Act 1974, and information about all previous convictions must be provided.

Have you ever been convicted of any offence by any court?  No  Yes

Have you ever been cautioned?  No  Yes

Have you ever been reprimanded?  No  Yes

Have you ever been bound over?  No  Yes

Have you ever received a final warning?  No  Yes

Do you have any prosecutions pending?  No  Yes

Have you ever been disqualified from working with children by an order under the Criminal Justice and Court Services Act (2000)?

No  Yes

If you have answered 'yes' to any of these questions, please give full details overleaf (date, court, offence, sentence, outcome, charge, etc.)

## 2 Disciplinary record, unprofessional conduct and notifiable listings

Please answer the following questions carefully. If you answer 'YES' to any of the questions, you will be contacted by the University DBS Manager who will seek further information about your circumstances and may make other relevant inquiries to colleges and former employers to enable an informed decision to be made about your application.

Are you currently the subject of any disciplinary investigation?  No  Yes

Have you ever had a disciplinary finding against you?  No  Yes

Have you ever had your employment terminated for unprofessional behaviour or misconduct?  No  Yes

Have you ever been suspended or disqualified from any professional training programme?  No  Yes

Have you ever been suspended or deregistered for professional misconduct by any other professional register?

No  Yes

Have you ever been listed upon the Independent Safeguarding Authority (ISA) Children's Barred List, the Vulnerable Adults' Barred List, the Protection of Vulnerable Adults (POVA) register, the Protection of Children Act list (POCA), or Section 142 of the Education Act (2000), (formerly List 99)?

No  Yes

If you have answered 'yes' to any of these questions, please give full details below (outcome, date, employer, course, college, reason for non-completion, etc.)

**1. Criminal convictions and legal records (enter DETAILS of any 'Yes' responses)**

**2. Disciplinary record, unprofessional conduct and notifiable listings  
(enter DETAILS of any 'Yes' responses)**

**Your declaration**

I understand that the information that I have provided will be checked against my Enhanced Disclosure and Barring Service or successor bodies disclosures and that my signature affirms that this is full and accurate declaration. I understand that if I refuse to provide additional relevant information or otherwise assist in this suitability process that the provisional offer of a place on the programme may be withdrawn.

I also understand that failure to disclose relevant information is regarded as a serious matter and that if it is discovered after I have been accepted upon the programme, it could result in a suitability investigation which may lead to exclusion from training.

Full name:

Signature:

Date:





# Primary/middle school observation

Please refer to notes on pages 28–29

Name:

University ID number:

Subject specialism:

Home address:

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Name of school:

Address:

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Name of teacher:

**As soon as these arrangements are made please return this form to the following address:**

Admissions Office  
University of Birmingham  
Edgbaston  
Birmingham  
B15 2TT



# UNIVERSITY OF BIRMINGHAM

Secondary Initial Teacher  
Education Programme Leader  
Russell Manning  
Tel: 0121 414 4860/4817  
Email: itesecondary@contacts.bham.ac.uk

Dear Headteacher

## Primary/middle school observation

I understand that you have kindly accepted a Postgraduate Diploma in Education (QTS) student for a period of observation in your school. We greatly appreciate your help in this exercise and hope that the help that the student is able to give to you will compensate for the time involved in making the arrangements. We see the purpose of this period as being as follows:

- a) To give students experience in the stage of education which precedes the one in which they are going to work
- b) to enable them to observe and work with young children
- c) to provide them with an opportunity to participate appropriately in aspects of the life of the school

This activity is not a teaching practice. It is principally an opportunity for observation based on guidelines provided by the School of Education. A copy is attached for your information. Students are not supervised by School of Education tutors but we are always happy to receive any comments you would like to make relating to the student's participation in your school. Any such comments may be shown to the student, at the tutor's discretion, unless you specifically request confidentiality. All ITE students are required to apply for an Enhanced Disclosure from the DBS and this process is currently being undertaken. However, please remember that in any case no student should be left unsupervised during the placement and can thus be treated as a visitor, not requiring clearance.

Students are asked to keep brief notes on their observation during the exercise. Inevitably the presence of a student in the school will make some extra demands on the staff but we hope that the student will be able to compensate by assisting with small group activities, work with individual pupils, preparation of materials, routine chores, outside visits and field trips, etc.

At the end of the observation period the student will ask you to sign an attendance certificate indicating that s/he has spent five days in your school. They are required to take this form to the School of Education.

The observation period gives students a valuable starting point for their training in secondary education. We appreciate very much your co-operation in this exercise.

If you have any queries please do not hesitate to contact me.

Yours sincerely



Russell Manning  
Secondary Initial Teacher Education Programme Leader





# Certificate of Attendance

Primary/middle school observation  
Postgraduate Diploma in Education (QTS)

Name of student:

Subject:

Home address:

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Name of school:

Address:

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## Dates of attendance

From:

To:

I confirm that the above named student completed five consecutive school days' observation at the above named school.

Signed:  
(Headteacher)

Date:

This certificate should be handed in to your subject tutor at the School of Education, University of Birmingham, on the first day of attendance at the University.



**SECONDARY APPLICANTS ONLY**

# Arrangements for primary/middle school observation

- 1** The first week of the University of Birmingham PGDipEd(QTS) course (Secondary) is spent undertaking observation in a primary/middle school. This observation is not assessed but is a course requirement and must be completed.

It is your responsibility to contact a school of your choice and seek permission to make arrangements to attend the school. You should be aware that schools are not under any obligation to accept students, therefore your approach should be tactful. The school should be of a kind from which pupils transfer to a secondary school and should normally be within easy reach of your own home. If you will be living in accommodation in an area other than your Grant-awarding Local Authority, you may attend a school in that area.

- 2** The purpose of this period of observation is:

- To give you experience in the stage of education which precedes the one in which you are going to work
- To enable you to observe and work with young children
- To provide a suitable setting for helping you to make the adjustment from your own academic studies to working with children
- To provide you with an opportunity to participate appropriately in any aspect of the life of the school

- 3** It should be noted that this period is not what is usually called 'teaching practice', but a period of observation. Notes of guidance are provided with this document, including information for the headteacher. The exercise is not supervised by University tutors, but you are asked to keep notes on what you observe. These will contribute to the work in the University, including a seminar at the beginning of the autumn term when students will have an opportunity to discuss their differing experiences.

Inevitably, the presence of a student in a school will make some extra demands on the staff, but we hope that you will be able to compensate by assisting with small group activities, working with individual pupils, preparing materials, completing routine chores and assisting with outside visits and field trips, etc.

- 4** Immediately the arrangement has been made, please complete the form 'primary/middle school observation' (page 21) and send it to the Admissions Office, Aston Webb Building, University of Birmingham, Edgbaston, Birmingham, B15 2TT.
- 5** If, for any reason, you are unable to fulfil the arrangement made for you, you should notify the head of the school at once, as well as the School of Education at the University.
- 6** The completed form, 'Certificate of Attendance primary/middle school observation' (page 25) is required as evidence that you have completed this course requirement. It should be brought by you on the first day of attendance at the University and handed in to your method tutor.



**SECONDARY APPLICANTS ONLY**

# Primary/middle school observation guidelines 2013–14

## Introduction

In the first week (Week 1) of the course you have the opportunity to experience the stage of education that precedes the one in which you are going to work.

The tasks and questions set out on the following pages are aimed at sharpening your observation in order to increase your understanding of the ways in which primary or middle schools function.

Some of this information will be best obtained by consulting staff. Do bear in mind though that the school's staff are likely to be very busy people, and put any questions to them in a spirit of enquiry and not criticism. Remember that the answers to most questions will vary with the age of the pupils you are observing and with the personal preferences of the teacher, so be cautious in generalising.

While you are at your primary or middle school you should be:

- Observing teachers in action
- Talking with, and listening to, teachers
- Observing children in classes and offering to assist with classroom activities
- Reflecting on your experience in the school

In order to give you a set of clear guidelines we have divided this document into four sections:

- The school
- Learning, teaching and assessing
- Class management
- The curriculum
- Personal reflection

You should make notes of your observations, conversations and thoughts on the questions that follow and bring these notes to the University in Week 2 of the course, where you will have the opportunity to share your experiences with other students.

## The school

**1****Briefly describe:**

- The school, its setting and its buildings
- Specialist rooms, play areas or other spaces
- The catchment area
- The number and age range of the pupils
- The ways pupils are grouped
- The timetabling of any activities
- The number of staff (teaching and support) and any special responsibilities they have

**2**

How does the legislation which promotes parental choice of school affect the number on roll? Do any benefits or problems arise from this? How does the school address this issue? How does the school maintain links with parents and local communities?

**3**

Are there any minority ethnic children in the school? Do any of these children have English as an additional language? Is any special provision made for them? Does the presence of minority ethnic children inform assemblies, religious education and the curriculum?

**4**

What arrangements are made for the pastoral care of children in the school?

**5**

What impact has the current national policy on inclusion had on the school?

**6**

Please comment on the impact of Every Child Matters (ECM) within the school.

## Learning, teaching and assessing

**7**

What different kinds of activities do teachers ensure that children engage in to bring about learning; eg, play, listening, discussing, practical work, rote learning exercises, outside visits, drama, etc? How have recent government and local authority (LA) policies affected the ways in which teachers plan and cater for children's learning; eg, national literacy and numeracy strategies?

**8**

Within a class, how does the teacher cater for a range of learning needs? On what basis are children grouped? What provision is made for children with special educational needs; eg, by class teachers, specialist staff, or classroom or learning assistants?

**9**

How is learning assessed and recorded? What records are passed on to pupils' next teachers or schools?

## Class management

**10**

How do teachers use different styles of classroom management; eg, in arranging seating, distributing and collecting materials, control over talking, getting activities started and rounding them off?

**11**

What systems of rewards does the school use? How do teachers motivate pupils? Consider curiosity, acquiring mastery, fear, competitiveness, extrinsic rewards (points, stars), desire to please the teacher.

**12**

How is misbehaviour dealt with?

### The curriculum

The National Curriculum as at September 2011 consists of three core subjects: English, Maths and Science, and other non-core subjects: Art, Design Technology, Geography, History, ICT, Music, PE and, from Key Stage 3, a Modern Foreign Language and Citizenship. It is legally required that Religious Education be taught to all pupils who follow syllabuses drawn up on national and regional bases.

**13**

What did you notice about the teaching of literacy and numeracy in school, in terms of time, planning requirements, responses of pupils to teachers' methods?

**14**

What is the balance between the teaching of numeracy and literacy, compared to the teaching of your own subject at Key Stages 1 and 2?

**15**

What are the requirements for the teaching and learning of your own specialist subject at Key Stages 1 and 2?

**16**

How is ICT used within the school? Observe how much time children and teachers spend on ICT-based learning, both in your own subject area and in the curriculum as a whole.

### Personal reflection

During the PGDipEd(QTS) year you will be expected to contribute to the development of a personal profile. With this in mind, we would like you to reflect on some of the observations made during this week, or at any other time – for example, having seen a teacher generate enthusiasm in a child for a particular activity, consider how this was done and how applicable this strategy might be for you.

Another instance might be the way in which a teacher deals with a particular situation:

- How effective did you consider their action?
- Would this particular method have suited your personality?
- How might you have approached this situation yourself?

We believe that it is by this process of reflection on children as learners, and the development of your own skills and capabilities as a teacher, that you will become an effective and committed teacher.

We would like you to concentrate upon three particular areas within this reflective piece of writing:

- What sort of teacher do I want to become, and why?
- What skills have I seen teachers using that I think I will need to develop?
- How do I see my role of supporting children as learners?





# Foundation/Key Stage 3 or Key Stage 2 school observation

Name:

University ID number:

Subject specialism:

Home address:

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Name of school:

Address:

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Name of teacher:

**As soon as these arrangements are made please return this form  
to the following address:**

Admissions Office  
University of Birmingham  
Edgbaston  
Birmingham  
B15 2TT



Primary Initial Teacher Education Programme Leader  
Dr Celia Greenway  
Tel: 0121 415 8226  
Email: [pgceprimary@contacts.bham.ac.uk](mailto:pgceprimary@contacts.bham.ac.uk)

Dear Headteacher

### **Foundation/Key Stage 3 Or Key Stage 2 school observation**

I understand that you have kindly accepted a Primary (PGCE Advanced) student for a period of observation in your school. We greatly appreciate your support in this exercise and hope that the help that the student is able to give to you will compensate for the time involved in making the arrangements. We see the purpose of the observation as follows:

- a) to give students experience in a key stage of education other than the one in which they are going to work
- b) to provide them with an opportunity to participate appropriately in aspects of the life of the school

This activity is not a teaching practice. It is principally an opportunity for observation based on guidelines provided by the School of Education. A copy is attached for your information. Students are not supervised by School of Education tutors but we are always happy to receive any comments you would like to make relating to the student's participation in your school. Any such comments may be shown to the student, at the tutor's discretion, unless you specifically request confidentiality. All PGCE Advanced students are required to apply for an Enhanced Disclosure from the DBS and this process is being undertaken. However, please remember that no student should be left unsupervised during the placement.

Students are asked to keep brief notes on their observation. Inevitably the presence of a student in the school will make some extra demands on the staff but we hope that the student will be able to compensate by assisting with small group activities, work with individual pupils, preparation of materials, routine chores, outside visits and field trips, etc.

At the end of the observation period the student will ask you to sign an attendance certificate indicating that s/he has spent five days in your school. They are required to bring this form to the Primary ITE office.

The observation period gives students a valuable starting point for their training in primary education. We thank you for your co-operation in this exercise.

If you have any queries please do not hesitate to contact me.

Yours sincerely



Dr Celia Greenway  
Primary Initial Teacher Education Programme Leader







# Certificate of Attendance

Foundation/Key Stage 3 or Key Stage 2 school observation  
Postgraduate Diploma in Education (QTS)

Name of student:

Subject:

Home address:

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Name of school:

Address:

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**Dates of attendance**

From:

To:

I confirm that the above named student completed five consecutive school days' observation at the above named school.

Signed:  
(Headteacher)

Date:

This certificate should be handed in to your Professional Studies Tutor at the School of Education, University of Birmingham, on the first day of attendance at the University.





## PRIMARY APPLICANTS ONLY

# Arrangements for Foundation/ Key Stage 3 or Key Stage 2 school observation

- 1** The second week of the University of Birmingham Primary (PGCE Advanced) course is to be spent undertaking five days, observation in a Key Stage other than the ones for which you are being trained. You can therefore choose to observe in either the Foundation Stage ie, Nursery, Reception or Key Stage 3 11–14 if you are a General Primary trainee, or in Key Stage 2 if you are an Early Years student. This observation is not assessed but is a course requirement and must be completed.

It is your responsibility to contact a school of your choice and seek permission to make arrangements to attend the school. You should be aware that schools are not under any obligation to accept students, therefore your approach should be tactful. The school should normally be in the state sector and normally be within easy reach of your own home. If you will be living in accommodation in an area other than your Grant-awarding Local Authority, you may attend a school in that area.

- 2** The purpose of this period of observation is:
- a) to give you experience in a key stage of education other than the one in which you are going to train
  - b) to enable you to observe the teaching and learning of older or younger children
  - c) to provide you with an opportunity to participate appropriately in any aspect of the life of the school

- 3** It should be noted that this period is not what is usually called a teaching practice but a period of observation. Notes of guidance are provided with this document, including information for the headteacher. The exercise is not supervised by University tutors, but you are asked to keep notes on what you observe. These will contribute to the work in the University, including sessions at the beginning of the autumn term when students will have an opportunity to discuss their differing experiences.

Inevitably the presence of a student in a school will make some extra demands on the staff, but we hope that you will be able to compensate by assisting with small group activities, work with individual pupils, preparation of materials, routine chores, outside visits and field trips, etc.

- 4** Immediately the arrangement has been made, please complete the form Foundation/Key Stage 3 observation (page 31) and send it to the Admissions Office, Aston Webb Building, University of Birmingham, Edgbaston, Birmingham, B15 2TT.
- 5** If for any reason you are unable to arrange this you should notify the Primary ITE Office.
- 6** The completed Certificate of Attendance for Foundation/Key Stage 3 school observation is required as evidence that you have completed this course requirement. It should be brought by you on the first day of attendance at the University and **handed in to your Professional Studies Tutor**.



## PRIMARY APPLICANTS ONLY

# Foundation/Key Stage 3 or Key Stage 2 school observation guidelines 2013–14

## Introduction

In the second week of the course you have the opportunity to experience the stage of education that precedes or follows the one in which you are going to work.

The questions set out on the following pages are aimed at sharpening your observation in order to increase your understanding of the ways in which schools function.

Some of this information will be best obtained by consulting staff. Do bear in mind though that the school's staff are likely to be very busy people, and put any questions to them in a spirit of enquiry and not criticism. Remember that the answers to most questions will vary with the age of the pupils you are observing and with the personal preferences of the teacher, so be cautious in generalising.

While you are at the school you should be:

- 1 Observing teachers in action
- 2 Talking with, and listening to, teachers
- 3 Observing children in classes and offering to assist with classroom activities
- 4 Reflecting on your experience in the school

In order to give you a set of clear guidelines we have divided this document into five sections:

- The school
- Learning, teaching and assessing
- Class management
- The curriculum
- Personal reflection

You should make notes of your observations, conversations and thoughts on the questions that follow and bring these notes to the University in Week 3 of the course, where you will have the opportunity to share your experiences with other students.

## The school

1

### Briefly describe:

- the school, its setting and its buildings
- specialist rooms, play areas or other spaces
- the catchment area
- the number and age range of the pupils
- the ways pupils are grouped
- the timetabling of any activities
- the number of staff (teaching and support) and any special responsibilities they have

2

Are there any minority ethnic children in the school? Do any of these children have English as an additional language? Is any special provision made for them? Does the presence of minority ethnic children inform assemblies, religious education and the curriculum?

## Learning, teaching and assessing

3

What different kinds of activities do teachers ensure that children engage in to bring about learning eg, play, listening, discussing, practical work, rote learning exercises, outside visits, drama etc? How have recent government and LA policies affected the ways in which teachers plan and cater for children's learning? eg, Primary Framework for Literacy and Mathematics.

4

Within a class, how does the teacher cater for a range of learning needs? On what basis are children grouped? What provision is made for children with special educational needs for example by class teachers, specialist staff, or classroom or learning assistants?

## Class management

5

How does the teacher(s) use different styles of classroom management? eg, in arranging seating, distributing and collecting materials, control over talking, getting activities started and rounding them off. What patterns of class management are used during the Literacy and Numeracy sessions? Do these differ from class management styles at other times?

6

What systems of rewards and sanctions does the school use? How do teachers motivate pupils? Consider curiosity, acquiring mastery, fear, competitiveness, extrinsic rewards (points, stars), desire to please the teacher.

## The curriculum

7

Is there a balance between the 'subjects' you have observed during the week?

8

What did you notice about the teaching of Literacy and Maths in school, in terms of time, planning requirements, responses of pupils and teachers' methods?

9

How is ICT used within the school? Observe how much time children and teachers spend on ICT-based learning.

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### Personal reflection

During the PGCE Advanced year you will be expected to contribute to the Profile of Professional Development. With this in mind, we would like you to reflect on some of the observations made during this week, or at any other time – for example, having seen a teacher generate enthusiasm in a child for a particular activity, consider how this was done and how applicable this strategy might be for you.

Another instance might be the way in which a teacher deals with a particular situation.

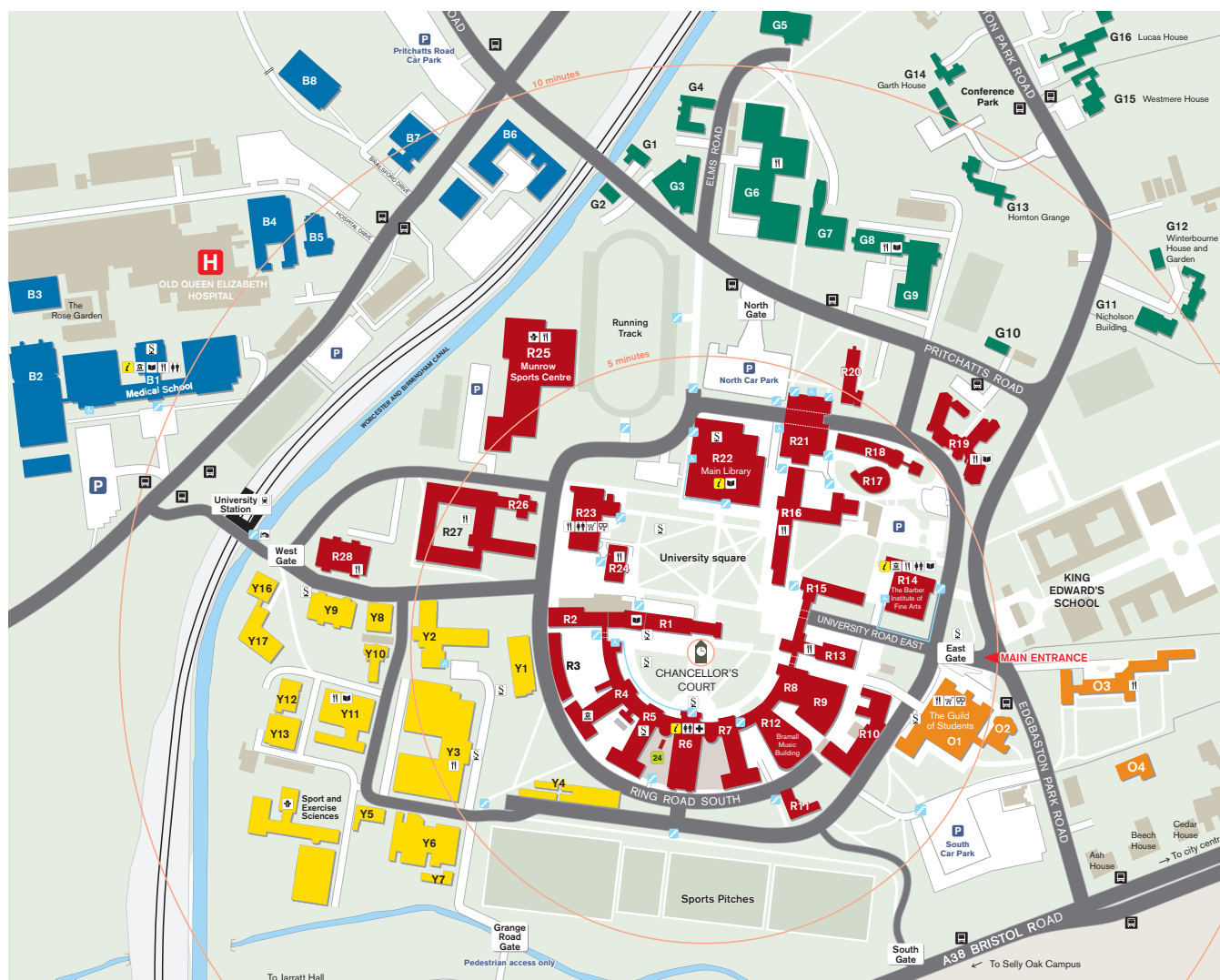
- How effective did you consider their action?
- Would this particular method have suited your personality?
- How might you have approached this situation yourself?

We believe that it is by this process of reflection on children as learners, and the development of your own skills and capabilities as a teacher, that you will become an effective and committed teacher.

We would like you to concentrate upon three particular areas within this reflective piece of writing:

- What sort of teacher do I want to become, and why?
- What skills have I seen teachers using that I think I will need to develop?
- How do I see my role of supporting children as learners?

# The Edgbaston campus



- Red Zone**
- R1 Law Building
  - R2 Frankland Building
  - R3 Hills Building
  - R4 Aston Webb – A Block, Earth Sciences
  - R5 Aston Webb – B Block
  - R6 Aston Webb – Great Hall
  - R7 Aston Webb – C Block
  - R8 Physics West
  - R9 Nuffield
  - R10 Physics East
  - R11 Medical Physics
  - R12 Bramall Music Building
  - R13 Poynting Building
  - R14 Barber Institute of Fine Arts
  - R15 Watson Building
  - R16 Arts Building
  - R17 Ashley Building
  - R18 Strathcona Building
  - R19 Education Building
  - R20 J G Smith Building
  - R21 Muirhead Tower
  - R22 Main Library

- R23 University Centre
- R24 Staff House
- R25 Munrow Sports Centre
- R26 Geography
- R27 Biosciences Building
- R28 Learning Centre and Primary Care

- Blue Zone**
- B1 Medical School
  - B2 Institute of Biomedical Research including IBR West
  - B3 Wellcome Clinical Research Facility (1st floor)
  - B4 Robert Aitken Institute for Clinical Research
  - B5 CRUK Institute for Cancer Studies and Denis Howell Building
  - B6 Research Park
  - B7 90 Vincent Drive
  - B8 Henry Wellcome Building for Biomolecular NMR Spectroscopy
  - B9 Medical Practice and Dental Centre

- Orange Zone**
- O1 The Guild of Students
  - O2 St Francis Hall
  - O3 University House
  - O4 Elm House

- Green Zone**
- G1 32 Pritchatts Road
  - G2 31 Pritchatts Road
  - G3 European Research Institute
  - G4 3 Elms Road
  - G5 Computer Centre
  - G6 Metallurgy and Materials
  - G7 IRC Net Shape Laboratory
  - G8 Gisbert Kapp Building

- G9 52 Pritchatts Road
- G10 54 Pritchatts Road
- G11 Nicholson Building
- G12 Winterbourne House and Garden
- G15 Westmere
- G18 Priorsfield
- G19 Park House
- G20 Elms Plant
- G21 Park Grange
- G22 Elms Day Nursery

- Green Zone Conference Park**
- G13 Horton Grange
  - G14 Garth House
  - G16 Lucas House
  - G17 Peter Scott House

- Yellow Zone**
- Y1 Old Gymnasium
  - Y2 Haworth Building
  - Y3 Mechanical and Civil Engineering Building
  - Y4 Terrace Huts
  - Y5 Estates West
  - Y6 Maintenance Building
  - Y7 Grounds and Gardens
  - Y8 Chemistry West
  - Y9 Computer Science
  - Y10 Alta Bioscience
  - Y11 Chemical Engineering
  - Y12 Biochemical Engineering
  - Y13 Chemical Engineering Workshop
  - Y14 Sport and Exercise Sciences
  - Y15 Civil Engineering Laboratories
  - Y16 Occupational Health
  - Y17 Public Health

**Key**

- Y2 Building name
- Information point
- Level access entrance
- Steps
- Public car park
- Hospital
- 24 hour security
- Bus stops
- Library
- Museum
- Sport facilities
- First aid
- Food and drink
- Toilets
- ATM
- Canal bridge
- Sculpture trail
- average walk time from Chancellor's Court

**UNIVERSITY OF BIRMINGHAM**

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[www.birmingham.ac.uk](http://www.birmingham.ac.uk)

This map, with a more detailed index, can be found on the University's website at [www.birmingham.ac.uk/contact/directions](http://www.birmingham.ac.uk/contact/directions)