Faculty of Arts, Humanities and Education: Supporting Student Teachers and Professional Suitability Policy

Approved by:	Effective date:	Next review:
Academic Board	1 January 2023	January 2026

Policy statement

This document sets out the Faculty of Arts, Humanities and Education's policy for supporting student teachers' professional practice.

Who needs to know about the Policy

- Dean of Faculty
- Heads of School and Department in the Faculty of Arts, Humanities and Education
- Teaching staff in the Faculty of Arts, Humanities and Education
- Administrators in the Faculty of Arts, Humanities and Education
- Students on professional courses in the Faculty of Arts, Humanities and Education

Purpose of the Policy

The purpose of this Policy, and its associated procedures, is to ensure that all student teachers whose conduct, practice and professional progress raise concerns are supported and managed equitably. The intention is to provide transparent and consistent processes, regardless of how the concerns are raised. The Policy includes matters relating to a student teacher's health, circumstances and conduct which may affect their professional suitability,

Contacts

The Faculty of Arts, Humanities and Education is responsible for:

- Providing advice and assistance
- Guidance and templates
- Applying the policy

The team can be contacted by emailing FAHE.Quality@canterbury.ac.uk

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Faculty of Arts, Humanities and Education: Supporting Student Teachers and Professional Suitability Policy

1. General Introduction

1.1. This document sets out the Faculty of Arts, Humanities and Education's policy for supporting student teachers' professional practice.

1.2. The courses covered by this policy and the procedures are set out in Annex 1.

1.3. Those who are suitable for the teaching professions have the skills, knowledge, character, values, behaviour and health to teach safely and effectively.

1.4. Statutory and Regulatory bodies are responsible for ensuring that children and adults in education are safe and appropriately educated. Entrants to the teaching profession must be suitable to teach and there must therefore be processes for dealing swiftly and fairly with those who are not yet able to do so. The University acts as a guardian of entry into the teaching profession.

1.5. In order to ensure that student teachers are supported in their emerging professional practice, the Faculty maintains an action planning procedure, which is set out in the Supporting Student Teachers Action Planning Procedures document.

1.6. The Faculty maintains a Professional Suitability Procedure to resolve issues where there are allegations of serious professional misconduct or allegations relating to safeguarding, or a student teacher is unable to teach effectively despite support through the action planning procedures. This procedure is set out in the Professional Suitability Procedures document.

1.7. The way that these procedures apply to different parts of the Faculty's Teacher Education Provision is set out in Annex 1.

1.8. The purpose of this Policy, and its associated procedures, is to ensure that all student teachers whose conduct, practice and professional progress raise concerns are supported and managed equitably. The intention is to provide transparent and consistent processes, regardless of how the concerns are raised. The Policy includes matters relating to a student teacher's health, circumstances and conduct which may affect their professional suitability.

1.9. Student teachers are subject to the Policy's requirements from the point of initial registration until the end of their registration.

1.10. The Policy takes account of the perspectives of multiple stakeholders. The intention of this policy is to reassure student teachers, the University and the general public that student teachers and graduates are suitable for the teaching profession.

1.11. This Policy sits alongside the following:

i. The University Code of Student Professional Conduct,

ii. The Student Disciplinary Procedure,

iii. The Academic Misconduct Procedures.

1.12. The University and its staff have responsibilities to protect the public and student teachers. It is essential to uphold public confidence in the teaching profession, so this Policy and its associated procedures take precedence over other relevant University regulations and procedures.

1.13. This policy gives consideration to how a student teacher's health may affect professional progress or be a factor in matters of misconduct. Where there are overlaps of professional practice, health and conduct issues all aspects will need consideration.

1.14. Where a student teacher's professional suitability has been found to be impaired, the concerns will be reported to the relevant Statutory or Regulatory Body as per their requirements.

2. Health

2.1. The Supporting Student Teachers' Action Planning Procedure is designed to support students where health issues may be affecting their professional practice.

2.2. A student teacher's professional suitability may be impaired for reasons of adverse physical or mental health.

2.3. Health refers to health conditions that may affect a student teacher's professional practice. Good health means that a student teacher must be capable of safe and effective teaching practice. It does not mean the absence of any disability or health condition.

2.4. While undertaking the course, student teachers must disclose any relevant changes to their health, seek the appropriate help and engage in the process to manage any condition. Where a failure to disclose a relevant health matter raises safeguarding concerns, this may be considered a professional suitability matter.

3. Professional Conduct

3.1. The Supporting Student Teachers' Action Planning Procedure is designed to support students where low-level concerns about their professional conduct apply.

3.2. A student teacher's professional suitability may be impaired by misconduct, including cautions and convictions and/or deficiencies in professional performance and conduct.

3.3. Student teachers must be honest and trustworthy. A judgement regarding professional conduct is based on an individual's conduct. It takes account of any relevant criminal convictions i.e., those which are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). The safeguarding of vulnerable individuals is an underpinning principle for the recruitment of student teachers, the continuous monitoring of student teachers, and the progression to entry into the teaching profession.

3.4. Applicants must disclose relevant issues concerning their conduct at the point of application. If it is shown later that a student teacher failed to declare all relevant matters, the University may void the registration.

3.5. A student teacher's professional suitability may be impaired by an inability to address matters of professional conduct or teaching performance in response to feedback.

3.6. The relevant Teachers' Standards or Professional Standards will be taken into consideration in making decisions about professional suitability.

4. Application of the procedures

4.1. In Initial Teacher Education courses where there is an element of placement learning managed by the University, the Supporting Student Teachers Action Planning Procedures apply and (where necessary) students may be referred to the Professional Suitability procedure. This is set out in detail in Annex 1.

4.2. In Teacher Education courses where there is no element of placement learning, but the learning is work-based or in-service, the Supporting Student Teachers Action Planning Procedures will normally apply. Student teachers will also be subject to the disciplinary procedures of the setting. The Faculty reserves the right to apply the Professional Suitability Procedures, normally following the completion of the setting's disciplinary procedures. The exception to this is where the student teacher is pursuing a recommendation for Qualified Teacher Status through a School-Centred Teacher Training (SCITT) organisation. In these circumstances, the SCITT's action planning and disciplinary procedures will apply. The relevant SCITT will be solely responsible for managing any professional suitability concerns, and no referral to the Faculty Professional Suitability procedure may be made. This is set out in Annex 1.

5. Student Teacher Obligations

5.1. Student teachers must disclose promptly and fully to the Course Director, or nominee, relevant issues relating to their good character and conduct, which occur at any time during their course.

5.2. Student teachers are subject to satisfactory Enhanced Disclosure and Barring Service (DBS) and Occupational Health (OH) clearances. Student teachers are required to provide full and accurate information. Any relevant information that subsequently comes to light may lead to the University withdrawing the offer of a place or commencing a formal investigation.

5.3. Student teachers must disclose any relevant information that may affect their ability to be on the course. This is not limited to their health and character but includes any other material information. In addition, student teachers must keep the Course Director informed of any material changes that have the potential to affect their registration.

5.4. A student teacher subject to any criminal proceedings must promptly inform the Course Director and not wait until after the conclusion of the proceedings.

5.5. A student teacher must seek the appropriate help or engage in processes to manage any condition that may affect the safety of children or learners, the student teacher themselves, colleagues or university staff.

5.6. Student teachers pursuing Qualified Teacher Status are expected to conduct their teaching in a way that demonstrates progress towards meeting the Teachers' Standards (2012) (Part One: Teaching) by the end of the course, or participate in relevant action planning activity to ensure that they are 'on track' to meet the standards by the end of the course.

5.7. Student teachers pursuing a recommendation for Qualified Teacher Status must conduct themselves at all times in a way that is consistent with the Teachers' Standards (2012): Part Two: Personal and Professional Conduct.

5.8. Student teachers on courses designed to allow an application for the award of Qualified Teacher Learning and Skills status are expected to conduct their teaching in a way that demonstrates progress towards the Education and Training Foundation's Professional Standards (2022) or participate in relevant action planning activity to ensure that they are 'on track' to meet the standards by the end of the course.

5.9. Student teachers on courses designed to allow an application for the award of Qualified Teacher Learning and Skills status must conduct themselves at all times in a way that is consistent with the Education and Training Foundation's Professional Standards (2022).

5.10. Student teachers are expected to meet the attendance requirements of the relevant course, as set out in Special Regulations.

5.11. Student teachers must demonstrate a willingness and ability to respond to professional feedback on their practice and must make sufficient progress against targets in a timely fashion. Failure to do so jeopardises the education of children or adults and may lead the University to instigate further support procedures, up to and including the Professional Suitability procedures.

6. Supporting student teachers and Professional Suitability Policy, Annex 1

Course	Recommendation for QTS made by the University	Mode of professional practice	Supporting Student Teachers: Action Planning procedures apply	Setting-based disciplinary procedures may apply	FAHE Professional suitability procedure applies
BA (Hons) Primary Education (including BA (Hons) Primary Education with Mathematics Specialism and BA (Hons) Primary Education (part-time))	Yes	Placement	Yes	No	Yes
BA (Hons) Primary Education with Foundation Year (at levels 4, 5 and 6 only).	Yes	Placement	Yes	No	Yes
PGCE Primary Education (including PGCE Primary Education with Mathematics Specialism and the Flexible learning route)	Yes	Placement	Yes	No	Yes
PGCE Secondary Education	Yes	Placement	Yes	No	Yes
BSc (Hons) Mathematics with Secondary Education (Education modules only)	Yes	Placement	Yes	No	Yes
International Qualified Teacher Status (where the student teacher is on a placement)	Yes (iQTS is awarded by the University)	Placement	Yes	No	Yes
International Qualified Teacher Status (where the	Yes (iQTS is awarded by the University)	Work-based	Yes	Yes	Yes

student teacher is employed in the setting)					
Assessment Only QTS	Yes	Work-based	Yes	Yes	Yes
School-based Initial Teacher Education Programme: PGCE Primary and PGCE Secondary	Yes	Work-based	Yes	Yes	Yes
School-based Initial Teacher Education Programme: School Direct (unsalaried)	Yes	School-based	Yes	No	Yes
School-based Initial Teacher Education Programme: School Direct (salaried)	Yes	School-based	Yes	Yes	Yes
School-based Initial Teacher Education Programme: PGCE Primary and PGCE Secondary where a recommendation for QTS is made by a SCITT	No	Work-based	No	Yes	No
Diploma in Education & Training / Professional Graduate Certificate in Education & Training, including relevant Specialist Pathways	No (QTLS sought by students following completion of the course)	In-service	Yes	Yes (where the student teacher is employed by the setting)	Yes
PGCE Further Education (FT and PT)	No (QTLS sought by students following completion of the course)	Pre-Service (placement)	Yes	No	Yes

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