

COVID-19 Guidance on Student Teacher Professional Placements for Teacher Education Institutions in Scotland - August to December 2020

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1. Background

1.1 This guidance has been developed by the Association of Directors of Education in Scotland (ADES), the General Teaching Council for Scotland (GTC Scotland), the Scottish Council of Deans of Education (SCDE), and the Student Placement Management Group (SPMG).

1.2 The Association of Directors of Education in Scotland (ADES) is an independent professional network for leaders and managers in education and children's services. As a network of senior educational professionals representing Local Authorities and schools, ADES has a critical role in supporting the system to effectively contribute to successful Initial Teacher Education (ITE) through the provision of professional placements for Student Teachers.

1.3 The General Teaching Council for Scotland (GTC Scotland) is dedicated to maintaining and enhancing standards of teaching and teacher education. GTC Scotland seeks to ensure that ITE programmes are professionally appropriate, demanding, and prepare Student Teachers for registration as a Primary or Secondary teacher.

1.4 The Scottish Council of Deans of Education (SCDE) represents the eleven Teacher Education Institutions (TEIs) who work in partnership to educate Student Teachers towards preparedness for registration on GTC Scotland's Register of Teachers.

1.5 The Student Placement Management Group (SPMG) is the governing body that oversees the professional placement process which is required for all ITE Student Teachers each session. This group comprises members from ADES, GTC Scotland, Local Authorities, Scottish Government, and representatives from TEIs.

1.6 Initial discussion took place within the Education Recovery Group (ERG) Workstream 7 (Workforce Planning) on which ADES, GTC Scotland, and SCDE, were all represented. ERG Workstream 7 was coordinated by Scottish Government, Education Scotland, and COSLA, and had membership (in addition to the aforementioned) from: Co-Chair Teacher Workforce Planning Advisory Group; Educational Institute of Scotland; National Association of Schoolmasters Union of Women Teachers (NASUWT); National Parent Forum of Scotland (NPFOS); School Leaders Scotland (SLS); Scottish Catholic Education Services (SCES); Scottish Secondary Teachers' Association (SSTA); and Voice. Shared agreement was reached between these organisations on the following points:

- Placements are to be planned to take place from October 2020;
- All reconfigured placements are to be managed through SPS;
- [That there would be a] careful consideration by each TEI and GTC Scotland as to which student placements take place for undergraduate years 1, 2 and 3 in session 2020/21;
- GTC Council is to approve an Addendum to respond to the exceptional circumstances of COVID-19: the acceptable parameters for adjustment for ITE programmes;
- TEIs are to approve changes to placement patterns and associated assessments through quality assurance processes.

1.7 Subsequent to this agreement, two short life working groups were established with representation from ADES, GTC Scotland, SCDE, and SPMG, to take forward potential solutions to provide on-going support to Student Teachers and to take account of the demands on those

who will support them; as well as the developing recovery response to COVID-19. A further third short life working group will be established.

1.8 Short Life Working Group 1: This group, chaired by SCDE, focused on the following particular considerations:

- To assist with planning in schools and TEIs/universities as they prepare to physically re-open;
- To set-out expectations around undergraduate Years 1-3 Student Teacher placements for Student Teachers, Local Authorities, schools, and TEIs/universities;
- To provide advice about the assessment of professional placements;
- To support undergraduate years 1 and 2 Student Teachers to make an informed decision about whether the programme suits their aspirations;
- To provide guidance concerning Student Teacher Extensions/Retrieval placements. Retrieval placements usually take place from September to October. This will not be possible in 2020/21, as Student Teachers are not expected to be on placement until October.

1.9 Short Life Working Group 2: This group, chaired by GTC Scotland, focused on the following particular considerations:

- To provide advice to all stakeholders about the assessment of professional placements;
- To provide guidance about Student Teacher placements for undergraduate year 4 and PGDE teacher education programmes (2020/21). This included:
 - the minimum percentage of days required of direct teaching in a physical classroom setting;
 - the expectations of Student Teachers for the remainder of their placement experience;
 - the expectations around practicum assessment, including of direct teaching in a physical classroom setting;
 - advice about serial placement days.

1.10 Short Life Working Group 3: A subsequent third working group will be established. It will consider and agree guidance on the following areas:

- To identify, create, and share online learning packages to support Student Teachers; e.g., Additional Support Needs and Equality and Diversity; by drawing upon resources throughout TEIs and across the system. It is anticipated that this pooling of selected resources will also support TEIs in their curriculum planning where placement time is reduced.
- To agree a possible programme of optional webinars/presentations/podcasts, managed by GTCS/SCDE, in support of Student Teachers;
- To explore the possibility of an optional synchronous weekly online learning session: 'Ask the Expert' or 'Support Session', for example. These sessions would be recorded for asynchronous viewing and could address questions submitted prior to the session;
- To provide advice about micro-teaching (on-campus or digital) and the delivery of remote learning.

1.11 Aims of the Guidance: The overall aims of this guidance are:

- To assist with planning in schools and TEIs/universities as they prepare to physically re-open;
- To set-out expectations around Undergraduate Years 1-3 Student Teacher placements for Local Authorities, schools, and TEIs/universities;
- To provide guidance concerning Student Teacher Extensions/Retrieval placements;
- To supply guidance on the expectation around professional placements for Year 4 and PGDE Student Teachers;
- To offer advice around assessment of professional placement;
- To offer guidance around non-direct teaching activities.

1.12 This guidance is in place from August until December 2020, while schools implement their plans to resume full-service in August 2020. This guidance has been informed by the [Scottish Government's Recovery Route Map](#) and advice about schools and childcare provision operating with any necessary precautions.

1.13 This guidance will be kept under review and may be reissued in response to advice from Scottish Government, or due to changes in local circumstances.

1.14 The terms: 'professional placements', 'school placements', and 'practicum' are used synonymously in this guidance.

2. Key Principles and Selected Actions

The following key principles inform this supporting guidance.

2.1 Workforce Sustainability: The placement of Student Teachers in schools plays a critical role in the sustaining and renewal of Scotland's teacher workforce. The partnership activity, mentoring, and support offered by schools is the bedrock of Student Teachers' school experience; it is also a vital aspect of the health of the education system in Scotland. SPMG is the governing body that oversees the professional placement process which is required for all ITE Student Teachers each session. Without school placements, the education system may encounter shortages in subsequent years and the number of Student Teachers eligible to enter the school system falls. TEIs should share their intake targets for Initial Teacher Education with their Local Authority partners in order to support a shared understanding of placement requirements.

2.2 Supporting Recovery: School recovery plans may be supported by Student Teachers. In addition to the placement of the Student Teacher cohort 2020/21 in schools, the Extension/Retrieval placement cohort from 2019/20 may also play a role in school recovery plans. Upon successful completion of an Extension/Retrieval placement, there is the potential for Student Teachers to join supply lists prior to the Teacher Induction Scheme (TIS), or the Flexible Route.

2.3 Relieving Pressure: Sensitivity to Local Authority and school contexts requires a consideration of the capacity and ability of school and Local Authority staff to support Student Teachers effectively, while managing other priorities. The volume of potential placements for university and college students in the early learning and childcare sector requires to be considered in conjunction with Student Teachers.

2.3.1 To relieve pressure on schools and Local Authorities as they plan school re-openings, Student Teacher placements are not being planned before October 2020. Additionally, in order to maximise a Student Teachers' time in school, serial days are not generally envisaged in this guidance for undergraduate years 1-3 or PGDE Student Teachers, and not at all for undergraduate year 4 Student Teachers. Student Placements should ordinarily be planned in whole week blocks, or as near to whole week blocks as is possible. Placement in the same school for each student throughout 2020/21 may also relieve pressure on schools and, balanced with Student Teacher wellbeing, could be considered.

2.4 Remote Learning: Due to COVID-19, some schools may not be open for the full five day teaching week all of the time due to, for example, local incidences of high transmission rates. It is imperative that Student Teachers gain as much direct classroom experience as possible in line with the 30 weeks expectation for undergraduate programmes and 18 weeks for PGDE. However, where direct classroom experience is not available, Student Teachers will be expected to undertake some of their teaching practice through the use of remote learning, as they gain experience in leading learning in a virtual environment (cf. 2.5.2) which will also count towards the required number of days of professional placement.

2.4.1 TEIs should work to ensure that Student Teachers are equipped to engage in remote teaching through academic learning around blended and online learning. In particular, TEIs will need to educate Student Teachers in the use of the most common virtual learning environments/ platforms.

2.5 Potential Activities for at most 45% Non Face-to-Face Teaching: Non face-to-face teaching, which can comprise at most 45% of placement time where direct classroom experience is not available, will involve online learning; peer micro-teaching; and the delivery of 'remote learning' to school pupils. This provides learning flexibility within the planning of student placements, reducing the amount of direct classroom experience required.

2.5.1 TEIs, Local Authorities, and school partnerships, should consider which earlier undergraduate placement year (for example, **either** year 1 or year 2) it is appropriate to plan for an alternative placement learning experience which does not involve direct classroom experience (cf. 3.2).

2.5.2 Delivery of Remote Teaching: It has to be acknowledged that Student Teachers' experience this academic session 2020-21 may differ from previous years. In the absence of direct classroom teaching, the opportunity to remotely teach should be prioritised, as is practicable. Through this alternative medium, Student Teachers will have the opportunity to interact with children and young people; to plan learning; to teach; and to reflect upon their experiences.

2.5.2.1 In some instances, there may have to be a wider range of pedagogies developed during course teaching time to support the Student Teachers to deliver blended learning and online learning for children and young people who are expected to be engaged with in-school learning and home learning dependent on the COVID-19 context and guidance from Scottish Government.

2.5.2.2 The placement time not in direct contact with learners should be utilised by Student Teachers to support learners to access online learning opportunities. It should also be used to develop the Student Teachers' own dispositions, knowledge, and abilities in what it means to be a teacher in Scotland. For all Student Teachers across programmes of Initial Teacher Education, this could

contain, for example, lesson planning which may include a variety of learning experiences and activities along with associated assessments. It could also provide space and time for Student Teachers to reflect on their own practice and learning, and engage with research and literature around a specific aspect of learning, i.e. support for learners with ASN.

2.5.3 Micro-Teaching: As is common practice in TEIs, micro-teaching should be used to provide Student Teachers with further teaching experience. This could involve planning a series of 10-minute lessons and delivering these to student peers, supported via virtual learning environments where necessary. This learning opportunity can then be reflected upon both individually and also with peers. Experience of teaching in front of a 'class' is gained alongside lesson planning and being observed. This provides a supportive mechanism for self-reflection on learning and managing feedback from peers and can count towards non face-to-face student placement time (at most 45%).

2.5.4 Online Learning: Where direct classroom experience and remote teaching are not available, TEIs should plan for Student Teachers to access online learning to ensure that their professional practice is enhanced during student placement periods. Student Teachers can be directed to online learning modules e.g. Toolkits to support additional support needs (available from GTC Scotland); Equalities and Diversities (under development by GTC Scotland); Learning for Sustainability modules (under development by GTC Scotland). GTC Scotland will highlight a range of online learning resources which can augment and support TEI provision.

2.5.4.1 It is also recognised that online learning may be subject to variation, depending on a number of factors, such as: accessibility of bandwidth; availability of devices; learner motivation and Student Teachers' digital skills and literacies. These issues should be managed by Student Teachers as far as possible, with support from the in-school and ITE Tutors.

2.6 Progressive Responsibility: Teacher Education in Scotland seeks to nurture reflective practitioners. This requires a combination of academic study and teaching practice. Throughout their studies, Student Teachers progressively take on additional responsibility in student placements. Responsibility grows as Students Teachers complete their studies and enter the Early Phase as a Probationer. As such, priority for direct classroom experience should be given to the placements of Student Teachers in the later years of their studies (including Extension/Retrieval placements), being mindful of the current requirement for at least 17 weeks of direct classroom experience across 30 weeks for undergraduate programmes; or 10 weeks of direct classroom experience across 18 weeks for concurrent undergraduate programmes and PGDE.

2.7 Ensuring Quality: In some TEIs, Student Teachers go on placement in the earlier years of their Teacher Education programmes; for example, in years 1 and/or 2. On occasion, upon having undertaken early school experience, a Student Teacher might decide to change degree programmes. This is often possible in the earlier programme years; but not in the later ones. In order to maintain quality, it should be considered that it is desirable to have some form of placement learning experience in the earlier programme years.

2.7.1 In meeting the aims of this guidance, ensuring a quality provision is paramount. Compliance with GTC Scotland programme accreditation and university or institutional QA processes is required.

2.8 Local Partnership Variations: Student Teacher school placements across Scotland occur at different times (see Figure 1) and in different patterns depending on the particularities of the Teacher Education programme. Despite these variations, an equity of experience is achieved through the common [Standard for Provisional Registration](#) to which all teacher education programmes adhere; and which Student Teachers are supported to achieve.

2.8.1 In the event of local variation in school recovery patterns, sensitivity to these differences is required as partnerships work together to find workable solutions for their context. For example, minor extensions of student placements could be negotiated, where appropriate, in order to maximise the amount of direct classroom experience that Student Teachers can gain. It is also anticipated that the availability of direct classroom experience may vary depending on the school model that a Local Authority/school has adopted.

2.8.2 TEIs should inform GTC Scotland of the placement patterns their Student Teachers will be following.

2.8.3 Student Teachers need to ensure they remain as flexible as possible and respond positively to changes in circumstance. If a Student Teacher is absent during placement, the procedures outlined in the TEI Programme Handbook must be followed.

2.8.4 When planning student placements in a Primary context, TEIs, schools, and Local Authorities, should consider Student Teachers following a teacher instead of following a class. In some instances, this will maximise the amount of direct classroom experience that a Student Teacher can gain.

2.9 Placement Management: TEIs should work closely with Local Authorities through their established processes, utilising the Student Placement System (SPS) to identify and match Student Teachers to school placements. Where a shortage of placements exists for direct classroom experience and where applicable, TEIs and Local Authorities are encouraged to work together towards enabling capacity on a case-by-case basis. ADES will also work with Local Authorities to ensure that there are sufficient placements available to accommodate Student Teachers from all TEIs.

2.9.1 Following the publication of this guidance on Monday 22 June 2020, TEIs can enter student placement information into SPS.

2.10 Space Requirement: Local Authorities and schools should allocate provision for Student Teachers, in their space plans, when direct classroom experience is scheduled (See Figure 2).

2.10.1 At the point of publication, the physical distancing guidelines state that people should remain two metres apart, where possible. This has implications for all Student Teachers, in particular those in practical subjects or those delivering practical areas of the curriculum. Student Teachers should follow the guidance from the Local Authority and school. As Student Teachers will be working alongside a teacher, there is an expectation that they would engage in any reasonable risk assessed activities. For additional comfort, Student Teachers can refer to the Health and Safety guidance in the student handbook from their TEI.

2.11 Reasonable Adjustments: If a Student Teacher considers that they have exceptional circumstances, this should be discussed with the TEI in the first instance. There is an expectation that Student Teachers will ordinarily provide this information for SPS prior to the start of their programme.

2.11.1 Where Student Teachers require reasonable adjustments, such cases will be dealt with on a case-by-case basis by TEIs, as at present. GTC Scotland will be available for advice, as required.

2.11.2 At the point of publication, Student Teachers do not have ‘Key Worker’ status. This may be of concern if a Student Teacher has caring responsibilities. Caring responsibilities should be discussed with the TEI in the first instance. There is an expectation that Student Teachers will ordinarily provide this information for SPS prior to the start of the programme.

2.11.3 School placement experience is essential for teacher formation. As such, Student Teachers should work with TEIs to resolve placement issues in the pursuit of maximising their practicum.

2.12 Equipment: TEIs should work with their partner Local Authorities to support Student Teachers in being appropriately equipped to undertake remote teaching. Student Teachers should seek to ensure that they are equipped with a device which will support their online learning and remote teaching practice.

2.13 Legal Compliance: Undergraduate Student Teachers are protected by consumer legislation and universities are subject to Competition and Markets Authority regulation. In making adjustments to the undergraduate student experience, TEIs require to be mindful of their legal responsibilities to Student Teachers as consumers.

2.14 Student Teacher Placement Folders: Student Teacher placement folders/teaching files and additional resources should be digital where possible to minimise the possible dissemination of COVID-19 via paper copies. Local Authority guidance should be considered before any additional resources are brought into a school environment.

3. Student Teacher Placements for Undergraduate Years 1-3

3.1 Undergraduate years 1-3 school placements take place across a range of TEIs/universities, with placements following a variety of patterns, indicated in Figure 1, below.

TEIs	Degree	Year 1 Placement(s)	Year 2 Placement(s)	Year 3 Placement(s)
Royal Conservatoire of Scotland	BEd (Music)	X	X	X
Queen Margaret University (QMU)	BA Education Studies (Primary)		X	X
University of Aberdeen	MA Education	X	X	X
University of Dundee	MA Education	X	X	X

Figure 1: Selected Initial Teacher Education Programmes

TEIs	Degree	Year 1 Placement(s)	Year 2 Placement(s)	Year 3 Placement(s)
University of Edinburgh	MA Primary Education			X
	MA Primary with Gaelic	X	X	X
	MA Physical Education	X	X	X
University of Glasgow	BTechEd Technological Education	X	X	X
	MEduc Primary Education	X	X	X
	Erasmus Primary Education			X
	MA Religious and Philosophical Education		X	X
University of Glasgow (Dumfries)	MA Primary Education	X	X	X
University of Highlands and Islands (UHI)	BA (Hons) Gaelic and Education			X
	BA (Hons) Food, Nutrition and Textiles Education	X	X	X
University of Stirling	BA Primary Education		X	X
	BSc Primary Education		X	X
	BA Secondary Education		X	X
	BSc Secondary Education		X	X
University of Strathclyde	BA Primary Education		X	X
University of the West of Scotland (UWS)	BA Education	X	X	X

Figure 1 (cont.): Selected Initial Teacher Education Programmes

3.2 Prioritisation of Placement Years: Undergraduate years 1-3 student placements cannot take place before October 2020 (cf. 2.3.1) due to partnership action taken to relieve pressure on the system. While recognising the critical importance of student placements for the sustainability of the teaching workforce (cf. 2.1), further steps can be made to further lift pressure through a prioritisation of placement years (cf. Figure 2) as discussed at the Education Recovery Group Workstream 7 (Workforce Planning) (cf. 1.6).

Student Teacher Placement Year	Potential Placement Learning Experiences	Direct Classroom Experience: Required/Where possible/Not required	Extent of Direct Classroom Experience
Years 1 / 2	<ul style="list-style-type: none"> • Non face-to-face teaching • Direct classroom experience 	<ul style="list-style-type: none"> • Where possible 	<ul style="list-style-type: none"> • No more than 55% completed
Year 3	<ul style="list-style-type: none"> • Direct classroom experience • Non face-to-face teaching 	<ul style="list-style-type: none"> • Required 	<ul style="list-style-type: none"> • At least 55% successfully completed

Figure 2: Prioritisation of Placement Years

3.2.1 Direct classroom experience is required in undergraduate year 3. It must also take place in **either** undergraduate year 1 or undergraduate year 2 in order to relieve pressure on the system (cf. 2.3).

3.2.2 As per Figure 2, there is an adapted expectation in undergraduate years 1 and 2, in light of COVID-19, that no more than 55% of a Student Teacher’s placement time will be as direct classroom experience. This is a maximum expectation for these lower undergraduate years in order to relieve pressure on the system (cf. 2.3). The remaining 45% of placement time can comprise a range of non face-to-face teaching activities (cf. 2.5).

3.2.3 As per Figure 2, there is an adapted expectation in undergraduate year 3 at least 55% of a Student Teacher’s overall placement time (30 weeks) will be as direct classroom experience. This is a minimum expectation in undergraduate year 3. All opportunities to increase this to the number of weeks of the placement should be taken.

3.2.4 If at least 55% direct classroom experience is achieved by a student across the undergraduate years 1-3, there will not be a deficit of placement days which require to be made up upon entering the final year.

3.3 Assessment of Student Teacher Placements within Undergraduate Years 1-3: The assessment of a school placement (including Extension/Retrieval), which is credit-bearing at the appropriate SCQF level within a teacher education programme, will follow agreed assessment criteria, consistent with the programme accreditation and institutional quality assurance procedures. It is recognised that in the context of COVID-19, while ensuring quality, TEIs made adjustments in the academic session 2019/20;

and they will similarly make adjustments in the forthcoming academic session 2020/21 in this exceptional context.

3.3.1 Where possible, a practicum assessment should be face-to-face. However, in order to further relieve pressure, in semester 1 alone (until December 2020), a practicum assessment may comprise: a School Report; a professional dialogue between an in-school tutor and TEI; and a remote teaching assessment (through the TEI Tutor joining with a Student Teacher who is remote teaching via an online platform) in undergraduate years 1-3.

3.3.2 A remote teaching assessment could, for example, see a TEI Tutor joining Teams (via Glow), Google Classroom, Seesaw, Showbie, etc., and assessing online a Student Teacher leading a lesson, if considered appropriate by all relevant parties. TEIs should ensure that Tutors are equipped to undertake School Placement assessments through relevant remote teaching platforms. Local Authorities/schools will support TEIs in gaining access to online teaching platforms for the purpose of Student Teacher placement assessment. Before a digital solution is considered or implemented, ITE providers must seek the correct permissions from Local Authority partners.

3.3.3 Where assessing online is not practicable, a professional learning conversation between a TEI and a Student Teacher may be substituted. In addition to relieving pressure on the system, there is a need to protect TEI Visiting Tutors by removing the required travel (which may not be possible). These proposed measures will also avoid schools having to make additional space adjustments for Visiting Tutors. If circumstances improve and permit a face-to-face observation, a practicum assessment should be carried out in a physical school environment.

3.3.4 The option of an ITE Tutor visit should be retained, as is usual practice, if the school raises a Cause for Concern.

4. Student Teacher Placements for Undergraduate Year 4 and PGDE

4.1 Placement Duration Expectations for Undergraduate Year 4 and PGDE: Student Teacher placements for undergraduate year 4 and PGDE programmes should take place in session 2020/21 with an adapted expectation, in light of COVID-19, of at least 55% of their overall placement time (30 weeks for undergraduate; 18 weeks for concurrent undergraduate; or 18 weeks for PGDE) as direct classroom experience. This is a minimum expectation for undergraduate year 4 and PGDE in respect of final year and one year programmes. All opportunities to increase this to the number of weeks of the placement should be taken. The remainder of the placement time (at most 45%) is to be used to develop the Students Teacher's own dispositions, knowledge, and abilities in what it means to be a teacher in Scotland (cf. 2.5.2.2).

4.1.1 The adapted expectation (cf. 4.1) means that a Student Teacher in Primary Education should be present with the class throughout the school day to maximise direct teaching and learning experience.

4.1.2 For Secondary Student Teachers, there is an expectation that the timetable should follow the established pattern from the TEI, with 0.5 FTE minimum contact time which can increase to a maximum of 0.8 FTE class contact to maximise direct teaching and learning.

For example, 10 weeks' placement:

- Most days possible for direct classroom teaching = 50 days;

- Least number of days required of direct classroom teaching = 55% of 50 days = 28 days.

4.1.3 For concurrent undergraduate and PGDE Student Teachers, at least 55 % of the required 18 weeks of placement is required. This would mean at least 10 weeks (50 days) of successfully completed placement time.

For example, 18 weeks' placement:

- Most number of days possible for direct classroom teaching = 90 days;
- Least number of days required for direct classroom teaching = 55% of 90 days = 50 days.

4.1.4 In undergraduate year 4 and PGDE, direct classroom experience would include, initially: some observation (of no more than 5 days); leading learning episodes during a lesson; and leading the learning of small groups. This would build to leading the learning of whole classes, as per the non-COVID-19 expectations.

4.2 Assessment of Student Teacher Placements for Undergraduate Year 4 and PGDE: For final year undergraduate Student Teachers, the final observation of classroom practice should, wherever possible, take place by direct observation in accordance with TEI assessment regulations. If there are exceptional circumstances, TEI guidance should be sought. GTC Scotland are available for advice as and when necessary.

4.2.1 For most PGDE programmes, the initial part of the Student Teacher's placement could use joint reflections from Student Teacher and in-school Mentor as a formative assessment tool to support professional learning. Subsequent assessments linked to professional placements are required to be assessed by the in-school Mentor and ITE Tutor alongside the reflections of the Student Teacher. There is a minimum expectation of two observations during professional placement within the academic session. Both should be by direct observation where possible, with the proviso of no more than one observation of practice through a digital forum. Before a digital solution is considered, ITE providers must seek the correct permissions from Local Authority partners.

4.2.2 The option of an ITE Tutor visit should be retained, as is usual practice, if the school raises a Cause for Concern.

4.2.3 There may also be the opportunity for Student Teachers to record a series of learning and teaching episodes and to share these with the ITE Tutors to support student professional learning, for example using an online platform. The recording of practice would have to ensure Local Authority and school guidelines were adhered to.

4.2.4 Assessment of professional practice can also involve additional enquiry within a school setting. This may include: shadowing a pupil; shadowing a teacher; talking with other staff members; observation of other classes, such as PSE; or offering support in the ASN department. In these instances, it is expected that Student Teachers will follow the guidance offered by the TEI, Local Authority, and school.

4.2.5 From August until December 2020, it may be preferable for Student Teachers to carry out desk-based research for their dissertation (where applicable). A decision concerning this should be made by TEIs in line with their institutional assessment and research guidance.

5. Student Teacher Extension/Retrieval Placements

In some instances, Student Teachers require additional time in order to evidence that they have met the requirements of the Standard for Provisional Registration. If successful, many Student Teachers continue into the workforce and positively contribute to the education system.

5.1 Prioritising the Teacher Workforce: Extension/Retrieval placements cannot take place before October 2020 (cf. 2.3) due to partnership action taken to relieve pressure on the system. Beyond a delay in preventing Student Teachers from potentially gaining employment; there is also an impact upon their contribution to sustaining the workforce (cf. 2.1) and the COVID-19 recovery (cf. 2.2). Therefore, Extension/Retrieval placements require to be planned for from October 2020 as a priority (cf. Figure 3).

Student Teacher Placement Year	Potential Placement Learning Experiences	Direct Classroom Experience: Required/Where possible/Not required	Extent of Direct Classroom Experience
Extension/Retrieval Placement	<ul style="list-style-type: none"> ● Direct classroom experience ● Non face-to-face teaching 	<ul style="list-style-type: none"> ● Required 	<ul style="list-style-type: none"> ● No less than 55% successfully completed

Figure 3: Extension/Retrieval Placements

5.2 Exemplifying Success: A successful Extension/Retrieval placement shares many of the hallmarks of other successful school placements. Consistent with other placements, it is anticipated that it will involve a combination of direct classroom experience (no less than 55% of the required placement time) and non face-to-face teaching (no more than 45% of the required placement time). TEIs and Local Authorities should work in partnership to ensure all available steps to maximise the direct classroom experience of an extension/retrieval placement for a Student Teacher.

5.2.1 Where a student has more than one Extension/Retrieval placement to be undertaken, if practicable this consideration could be given to combining these into one longer placement in order to relieve pressure on the system (cf. 2.3).

6. Summary of Partnership Responsibilities

6.1 Teacher Education Institutions

1. TEIs should share their intake targets for Initial Teacher Education with their Local Authority partners in order to support a shared understanding of placement requirements (cf. 2.1).
2. To relieve pressure on schools and Local Authorities as they plan school re-openings, Student Teacher placements are not being planned before October 2020 (cf. 2.3.1).
3. Student Placements should ordinarily be planned in whole week blocks, or as near to whole week blocks as is possible. Placement in the same school for each student throughout 2020/21 may also relieve pressure on schools and, balanced with Student Teacher wellbeing, could be considered (cf. 2.3.1).
4. TEIs should work to ensure that Student Teachers are equipped to engage in remote teaching through academic learning around blended and online learning (cf. 2.4.1).
5. TEIs, Local Authorities, and school partnerships, should consider which earlier undergraduate placement year (for example, **either** year 1 or year 2) it is appropriate to plan for an alternative placement learning experience which does not involve direct classroom experience (cf. 2.5.1).
6. Where direct classroom experience and remote teaching are not available, TEIs should plan for Student Teachers to access online learning to ensure that their professional practice is enhanced during student placement periods (cf. 2.5.4).
7. Compliance with GTC Scotland programme accreditation and university QA processes is required (cf. 2.7.1).
8. When planning student placements in a Primary context, TEIs, schools, and Local Authorities, should consider Student Teachers following a teacher instead of following a class. In some instances, this will maximise the amount of direct classroom experience that a Student Teacher can gain (cf. 2.8.4).
9. TEIs should work closely with Local Authorities through their established processes, utilising the Student Placement System (SPS) to identify and match Student Teachers to school placements (cf. 2.9).
10. TEIs should work with their partner Local Authorities to support Student Teachers in being appropriately equipped to undertake remote teaching (cf. 2.12).
11. Student Teacher placement folders/teaching files and additional resources should be digital where possible to minimise the possible dissemination of COVID-19 via paper copies. Local Authority guidance should be considered before any additional resources are brought into a school environment (cf. 2.14).
12. TEIs should ensure that Tutors are equipped to undertake School Placement assessments through relevant remote teaching platforms (cf. 3.3.2).
13. Extension/Retrieval placements require to be planned for, from October 2020, as a priority (cf. 5.1).

6.2 Student Teachers

1. The placement time not in direct contact with learners should be utilised by Student Teachers to support learners to access online learning opportunities (cf. 2.5.2.2).
2. It is also recognised that online learning may be subject to variation, depending on a number of factors, such as: accessibility of bandwidth; availability of devices; learner motivation and Student Teachers' digital skills and literacies. These issues should be managed by Student Teachers as far as possible, with support from the in-school Mentors and ITE Tutors (cf. 2.5.4.1).
3. Student Teachers need to ensure they remain as flexible as possible and respond positively to changes in circumstances. If a Student Teacher is absent during placement, the procedures outlined in the TEI Programme Handbook must be followed (cf. 2.8.3).
4. At the point of publication, Student Teachers do not have 'Key Worker' status. This may be of concern if a Student Teacher has caring responsibilities. Caring responsibilities should be discussed with the TEI in the first instance. There is an expectation that Student Teachers will ordinarily provide this information for SPS prior to the start of the programme (cf. 2.11.2).
5. From August until December 2020, it may be preferable for Student Teachers to carry out desk-based research for their dissertation (where applicable) (cf. 4.2.5).

6.3 ADES/Local Authorities/Schools

1. TEIs, Local Authorities, and school partnerships, should consider which earlier undergraduate placement year (for example, **either** year 1 or year 2) it is appropriate to plan for an alternative placement learning experience which does not involve direct classroom experience (cf. 2.5.1).
2. When planning student placements in a Primary context, TEIs, schools, and Local Authorities, should consider Student Teachers following a teacher instead of following a class. In some instances, this will maximise the amount of direct classroom experience that a Student Teacher can gain (cf. 2.8.4).
3. ADES will also work with Local Authorities to ensure that there are sufficient placements available to accommodate Student Teachers (cf. 2.9).
4. Local Authorities and schools should allocate provision for Student Teachers, in their space plans, when direct classroom experience is scheduled (cf. 2.10).
5. Local Authorities/schools will support TEIs in gaining access to online teaching platforms for the purpose of Student Teacher placement assessment (cf. 3.3.2).

6.4 GTC Scotland

1. GTCS Council is to approve an Addendum to respond to the exceptional circumstances of COVID-19: the acceptable parameters for adjustment for ITE programmes (cf. 1.6).
2. GTC Scotland will highlight a range of online learning resources which can augment and support TEI provision (cf. 2.5.4).