

COVID-19 Guidance
Student Teacher Professional Placements in Scotland
Publication date: 14 April 2021

Key Content Sections

1. Purpose	3
2. Background	3
2.7 Covid-19's Impact on Student Teachers	4
2.8 Aims of Guidance	4
2.9 Guidance Principles	5
3. Partnership Planning to Maximise Student Teacher School Placement Experience	5
3.1 Securing School Placements	5
3.2 School Placement Experience	6
3.3 Undergraduate Students	6
3.4 Concurrent Undergraduate and PGDE Students	6
3.5 Remote Teaching	7
3.6 Prioritisation of Placement Years	7
3.7 Alternative Placement Activities for at most 45% Non-Face-to-Face Teaching	8
3.8 Asymptomatic Testing Arrangements for Student Teachers (Updated 14 April 2021)	8
4. Assessing Student Teachers in Academic Year 2020/21	10
4.1 University Tutor Assessment	10
4.2 Asymptomatic Testing of Visiting University Tutors	10
4.3 Virtual Observation	11
4.4. Student Teacher Progression and Examination Boards	12
4.4.1 Group one: Student teachers who have met the SPR and proceed to TIS/Flexible Route (FR)	12
4.4.2 Group two: Student Teachers who do not meet all of the criteria to graduate and to proceed to TIS	13
4.4.3 Group three: Student teachers who cannot reach at least 55% of the school experience requirement by extension	13
4.4.4 Extension to Student Teacher Placement	14
4.4.5 Extension Student Teacher Placement and Graduation	15
5. Institutional and Regulatory Processes	15

6. Enhanced Support in the Teacher Induction Scheme (TIS)	17
7. Partnership Responsibilities and Considerations	17
7.1 Higher Education Institutions	17
7.2 School/Local Authority/HEI Partnerships	18
7.3 ADES/GTCS/SCDE/SPMG National Partnerships	19
8. HEI Points of Contact	20
Appendix A: Exemplification of Potential Virtual Observation Approaches in Semester 2	22
List of Figures	
Figure 1: Prioritisation of Placement Years	7
Figure 2: HEI Examination Boards Student Progression Groups	12
Figure 3: Mapping the Extension and Retrieval Periods	14

1. Purpose

In the context of a severely interrupted year for students undertaking initial teacher education (ITE) programmes, this guidance sets out the procedures to ensure that student teachers are supported to complete their initial teacher education programme, allowing a recommendation to be made to the General Teaching Council for Scotland that the Standard for Provisional Registration (SPR) has been met and evidenced, and the student teacher can progress into probation. This guidance has been agreed by all bodies set out above and has been shared with key partners including the Scottish Government's Covid-19 Education Recovery Group (CERG).

2. Background

2.1 This guidance has been developed by the Association of Directors of Education in Scotland, the General Teaching Council for Scotland, the Scottish Council of Deans of Education, and the Student Placement Management Group.

2.2 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.

2.3 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.

2.4 The Scottish Council of Deans of Education (SCDE) represents the eleven Higher Education Institutions (HEIs) who work in partnership to educate student teachers towards preparedness for registration on GTC Scotland's Register of Teachers.

2.5 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 HEIs.

2.6 Throughout this academic year, ADES, GTCS, SCDE, and SPMG have met frequently to support local partnerships in the placing of student teachers and in offering guidance in support of this activity:

- [COVID-19 Guidance on Student Teacher Professional Placements for Teacher Education Institutions in Scotland - August to December 2020 \(29 June 2020\)](#)
- [Supporting the next generation of Scotland's teachers in academic year 2020/21 \(1 October 2020\)](#)
- [Enhanced Support and Alternative Assessment Approach Academic year 2020-21 \(5 October 2020\)](#)
- [Virtual Observation Framework: Academic Year 2020-21 \(15 October 2020\)](#)
- [Teaching Qualification Further Education \(TQFE\) Virtual Observation Framework Academic Year 2020-21 \(22 October 2020\)](#)

2.6.1 This guidance, issued in February 2021, supersedes previous guidance and reflects the most up-to-date consideration of the context of initial teacher education.

2.7 Covid-19's Impact on Student Teachers: Student teachers have been severely impacted by Covid-19 this academic year 2020-21. HEIs have worked in partnership with schools, local authorities and national organisations, to support Scotland's future teaching workforce. This collaboration has enabled student teachers to gain critical teaching experience as they seek to meet the SPR. As Covid-19 continues to disrupt the student teacher's learning journey, a national agreement has been reached about student progress. This guidance details the minimum expectations that student teachers are required to evidence in order to meet SPR for the academic session 2020/21. These changes have been agreed in the context of the impact of the global pandemic and a system-wide assessment of the need to balance robust initial teacher education experiences with a consideration of the impact of future workforce availability, alongside implications for the Teacher Induction Scheme (TIS). Specifically, it explains the nature of assessment prescribed and sets out the minimum number of weeks of student placement. Furthermore, it details the potential scenarios for HEIs when making recommendations to GTC Scotland around the meeting of the SPR.

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

- To assist schools, local authorities, and HEIs in planning to support student teacher placements by maximising their school placement experience, in the context of Covid-19;
- To set out how student teachers can be assessed in academic year 2020/21 in relation to SPR;
- To provide guidance on progression pathways for student teachers;
- To set out any necessary adaptation to institutional and regulatory processes that are required and;
- To supply guidance on the resources available in support of student teachers, schools, local authorities, and HEIs.

2.9 Guidance Principles: The following principles have been applied in this guidance:

1. Best outcomes for students as individuals are sought by all partnerships, recognising the impact of potential lack of opportunities;
2. Impact for probation, employers and supporters are assessed and resourced;
3. All partners collectively promote and enhance student teacher professionalism through, for example, school experience;
4. Opportunities for longer term positive gains are considered in seeking immediate solutions and;
5. All partners endeavour to provide as many quality student placement opportunities as possible before Easter, and where possible up to the end of the summer term (See 3.1).

2.9.1 Non-negotiables:

1. There is no further reduction to required placement time. At least 40 days (55%) across the final two undergraduate years is required with school placement experience evidenced in both years (See 3.3) and 50 days (55%) at least for concurrent undergraduates and PGDE student teachers (See 3.4);
2. All students require face-to-face class contact as part of ITE;
3. All students' face-to-face teaching requires to be observed by a university tutor, in person or virtually, as a part of the assessment of professional placement (See 4.1);
4. Assessment and support arrangements will not incur any additional/workload demands on teacher supporters/schools beyond that which is normally expected;
5. Solutions are sought that take full account of whole-system impact and potential career-long impact for individual students.

3. Partnership Planning to Maximise Student Teacher School Placement Experience

Schools and local authorities are key partners in the shared education of student teachers. School experience that includes opportunities for “live”, in-school teaching and learning, continue to be especially important as student teachers work towards meeting SPR and seek to make meaningful connections into practice as a future colleague.

3.1 Securing School Placements: It is essential that schools, local authorities, and HEIs work in partnership to maximise the amount of time that student teachers spend gaining teaching experience. As partnerships seek this outcome in support of Scottish education and individual student teachers; subject to the changing environment, in the first instance, planning should take place to maximise placement time before the Easter holiday, subject to the unfolding Covid-19 context. National

coordination will seek to supplement local partnership activity. Where student teachers cannot be placed before Easter, or it is only possible in part, partnerships should, as a priority, look to enable student teacher placements after the Easter holiday. This might involve some reconfiguration of original placement timelines which it is recognised continues to incur workload for HEIs, as they pursue positive outcomes for their students.

3.2 School Placement Experience: While every effort should be made by partnerships to maximise the student teacher placement time; as per the [29 June 2020 guidance](#), **at least 55%** of school placement experience is required to enable HEIs to recommend a student teacher to GTC Scotland for Provisional Registration against the SPR. The following sections exemplify the requirement.

3.3 Undergraduate Students: Throughout their degree programmes, 30 weeks of school experience is required for an undergraduate student. Furthermore, 50% of that time, 15 weeks, needs to be fulfilled in the final two years of the programme. The minimum school experience necessary to be recommended as having met the SPR is calculated, as follows:

- 30 weeks requirement for undergraduate school experience;
- 15 weeks (50% of 30 weeks) is required across the final two undergraduate years (3rd and 4th years);
- At least 55% school placement experience requirement (55% of 15 weeks is 8 weeks, i.e., 40 days) is applied across the final two undergraduate years (3rd and 4th years);
- 8 weeks, i.e., at least 40 days, requirement of school experience is necessary for student teachers looking across their final two-year profile (i.e., across 3rd and 4th years). The 55% requirement does not apply to the final undergraduate year alone and;
- Remote teaching (See 3.5) can contribute up to a maximum of 20% (8 days) of school placement experience.

3.4 Concurrent Undergraduate and PGDE Students: Concurrent undergraduate and PGDE programmes have an 18 week school experience requirement. The school experience necessary to be recommended as having met SPR is calculated, as follows:

- 18 weeks requirement for selected concurrent and PGDE school experience;
- At least 55% school placement experience requirement (55% of 18 weeks is 10 weeks, i.e., 50 days) and;
- Remote teaching (See 3.5) can contribute up to a maximum of 20% (10 days) of school placement experience across the academic year 2020/21.

3.5 Remote Teaching: In the absence of in-school classroom experience, remote teaching provides student teachers with valuable pedagogical experience. For example, student teachers interact with children and young people; they engage with the curriculum as they plan learning; they teach; consider formative, summative, assessment and feedback; and they reflect upon ways in which they can engage and educate learners. Where possible, and in the absence of in-school teaching experience, partnerships should work to enable remote teaching to take place, so that student teachers can gain this important teaching experience. Within the continuing Covid-19 context, student teachers may need to draw upon their remote teaching experience as they enter the Teacher Induction Scheme. Remote teaching experience will contribute to a student teacher’s overall school placement experience in meeting the SPR. Remote teaching can contribute **at most 20%** of overall school placement experience. Remote teaching cannot be assessed and counted as a placement observation towards meeting SPR.

3.6 Prioritisation of Placement Years: For the remainder of the academic year 2020/21, priority should be given to placing student teachers as in Figure 1, below.

Student Teacher Placement Year	Placement Priority	Potential Placement Learning Experiences
Years 1 or 2	Low	1. 45% Alternative placement activities to be employed where school placement is not possible.
Year 3	Medium/High	1. In-person classroom experience, wherever practicable failing which; 2. Remote teaching (55% provision. Of the 55%, at most 20% can be remote teaching. See 3.5); 3. 45% Alternative placement activities.
Year 4/PGDE	High	1. In-person classroom experience, wherever practicable failing which; 2. Remote teaching (55% provision. Of the 55%, at most 20% can be remote teaching. See 3.5); 3. 45% Alternative placement activities.

Figure 1: Prioritisation of Placement Years

3.6.1 Year 3 undergraduates: It is important that partnerships seek to place year 3 undergraduate students. Where year 3 undergraduates are unable to gain school experience, this will have subsequent consequences on the timetable of year 4 undergraduates in order to meet the requirements. It also breaks the integrated theory/practice link which is integral to student teachers' learning (See 3.3).

3.7 Alternative Placement 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 and peer micro-teaching. This provides learning flexibility within the planning of student placements, reducing the amount of direct classroom experience required. The Scottish Council of Deans of Education has collaborated with GTC Scotland to create a national glow-hosted initial teacher education resource. As HEIs seek to supplement their curriculum planning in the pursuit of a continued high-quality student experience, this resource, contributed to by all eleven Scottish teacher education HEIs, offers support with curriculum planning with alternative placement activities.

3.8 Asymptomatic Testing Arrangements for Student Teachers (Updated 14 April 2021): The Scottish Government, in partnership with local authorities and schools, has put in place a testing programme for people without the symptoms of coronavirus as part of the package of coronavirus risk reduction mitigations in education and childcare settings. Its aim is to contribute to the reduction of coronavirus-related risks in schools and childcare and, in doing so, to enhance the confidence of our school communities. It will do this by helping to identify asymptomatic individuals in school and childcare environments at the earliest possible opportunity and asking them and their close contacts to self-isolate; thus, minimising the likelihood of them passing on the virus.

3.8.1 All staff who are in school settings regularly and are essential to the delivery of learning and childcare are eligible for testing within the school testing programme. This includes student teachers who will be offered Lateral Flow Device (LFD) test kits on a twice weekly basis.

3.8.2 Alternatively, the Essential Worker Portal has been updated so that staff who work in education in Scotland can access a COVID test if they do not have symptoms. This Portal is now live and can be used by student teachers who wish to access a PCR test when they do not have symptoms.

The person needs to click on the booking process link and scroll down the page:
www.gov.uk/get-coronavirus-test

Get a free test online

Start now >

The next page they are presented with asks if they are an 'essential worker' to which they should answer 'Yes':

Is the person who needs a test an essential worker?

Essential workers include NHS staff, teachers and transport staff. Check the [full list of essential workers on GOV.UK](#).

- Yes
- No
- I don't know

Continue

They will then need to work through the questions which ask about symptoms clicking 'no', they don't have any. After a couple of pages (say 'no' at each), they will be presented with the screen, below, which sets out the other reasons that they could be requesting a test. They should select: 'I'm in Scotland or Wales and I work in health or social care, education or in an emergency or prison service':

Why are you asking for a test?

- I've been told to get another coronavirus test
- I'm ordering for someone I live with who has coronavirus symptoms
- My local council or health protection team has asked me (or someone I live with) to get a test, even though I do not have symptoms
- I'm part of the National Tactical Response Group (NTRG), or someone I live with is
- I'm in Scotland or Wales and I work in health or social care, education or in an emergency or prison service
- I'm a personal assistant in England employed by an individual to provide home-based adult care and support
- None of the above

Continue

This will then lead to the pages to input their personal and contact data, and the availability of appointments at nearby test sites will be displayed.

4. Assessing Student Teachers in Academic Year 2020/21

During the academic year 2020/21 alone, one assessment of a student teacher's practice is required. This assessment must comprise both a university tutor assessment and a classroom teacher assessment, as per accreditation and programme specifications. The assessments must be undertaken through in-person observation or virtual observation (See 4.3), dependent upon the student teacher's placement context. For clarity, this observation must be of a student teacher's 'in person' classroom teaching, whilst the observation itself might take place virtually (See 4.3). Partnership working is required to enable student teachers to be assessed appropriately (i.e., via in-person, or virtual, observation), so that student teachers can progress.

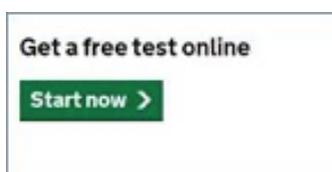
4.1 University Tutor Assessment: Assessing a student teacher's practice through observation is critical. Subject to the current post-Easter public health guidance, in-school university tutor assessments should take place where a student teacher is in an in-school classroom environment. Where this is prevented by public health guidance, a virtual observation of a student teacher's classroom practice should take place. In order to meet SPR assessment requirements, in accordance with usual practice, HEIs should ensure that the following is undertaken as a part of the assessment of school experience:

1. observation of a lesson;
2. scrutiny of the school experience file;
3. professional dialogue with the in-school supporter and;
4. professional learning conversation with the student teacher.

4.2 Asymptomatic Testing of Visiting University Tutors: In support of in-school university tutor assessments, the Essential Worker Portal has been updated so that staff who work in education in Scotland can access a COVID test if they do not have symptoms. This Portal is now live and is to be used by visiting university tutors who wish to access a PCR test when they do not have symptoms.

4.2.1 A test can be booked by individuals via 'Get a free NHS test' to check if they have coronavirus: www.gov.uk/get-coronavirus-test. There will be no need for employers to upload names and university tutors will not require an invite code to book a test. When booking a test, visiting university tutors should follow the instructions, below (See. 4.2.2).

4.2.2 The person needs to click on the booking process link and scroll down the page: www.gov.uk/get-coronavirus-test



The next page they are presented with asks if they are an 'essential worker' to which they should answer 'Yes':

Is the person who needs a test an essential worker?

Essential workers include NHS staff, teachers and transport staff. Check the [full list of essential workers on GOV.UK](#).

Yes
 No
 I don't know

[Continue](#)

They will then need to work through the questions which ask about symptoms clicking 'no', they don't have any. After a couple of pages (say 'no' at each), they will be presented with the screen, below, which sets out the other reasons that they could be requesting a test. They should select: 'I'm in Scotland or Wales and I work in health or social care, education or in an emergency or prison service':

Why are you asking for a test?

I've been told to get another coronavirus test

I'm ordering for someone I live with who has coronavirus symptoms

My local council or health protection team has asked me (or someone I live with) to get a test, even though I do not have symptoms

I'm part of the National Tactical Response Group (NTRG), or someone I live with is

I'm in Scotland or Wales and I work in health or social care, education or in an emergency or prison service

I'm a personal assistant in England employed by an individual to provide home-based adult care and support

None of the above

[Continue](#)

This will then lead to the pages to input their personal and contact data, and the availability of appointments at nearby test sites will be displayed.

4.3. Virtual Observation: 'A 'virtual observation' is understood as the use of electronic approaches to support the process of observation and reflection on practice as part of the assessment process; in contrast to in-person observation'. Virtual observation of classroom practice has been employed by some partnerships

where a university tutor has had restricted access to carry-out in-school student observation visits. The following table, extracted from the 15 October 2020 guidance [Virtual Observation Framework: Academic Year 2020-21](#), provides exemplification of potential virtual observation assessment approaches of in-school student teacher classroom practice (See Appendix 1).

4.4 Student Teacher Progression and Examination Boards: HEI Examination boards consider individual student profiles and subsequently make recommendations to GTC Scotland about student teachers' progression. In academic year 2020/21 only, when assessing these profiles, there are three categories into which students may be placed:

- Group One: Meet the SPR;
- Group Two: Extension placement required;
- Group Three: Retrieval placement required.

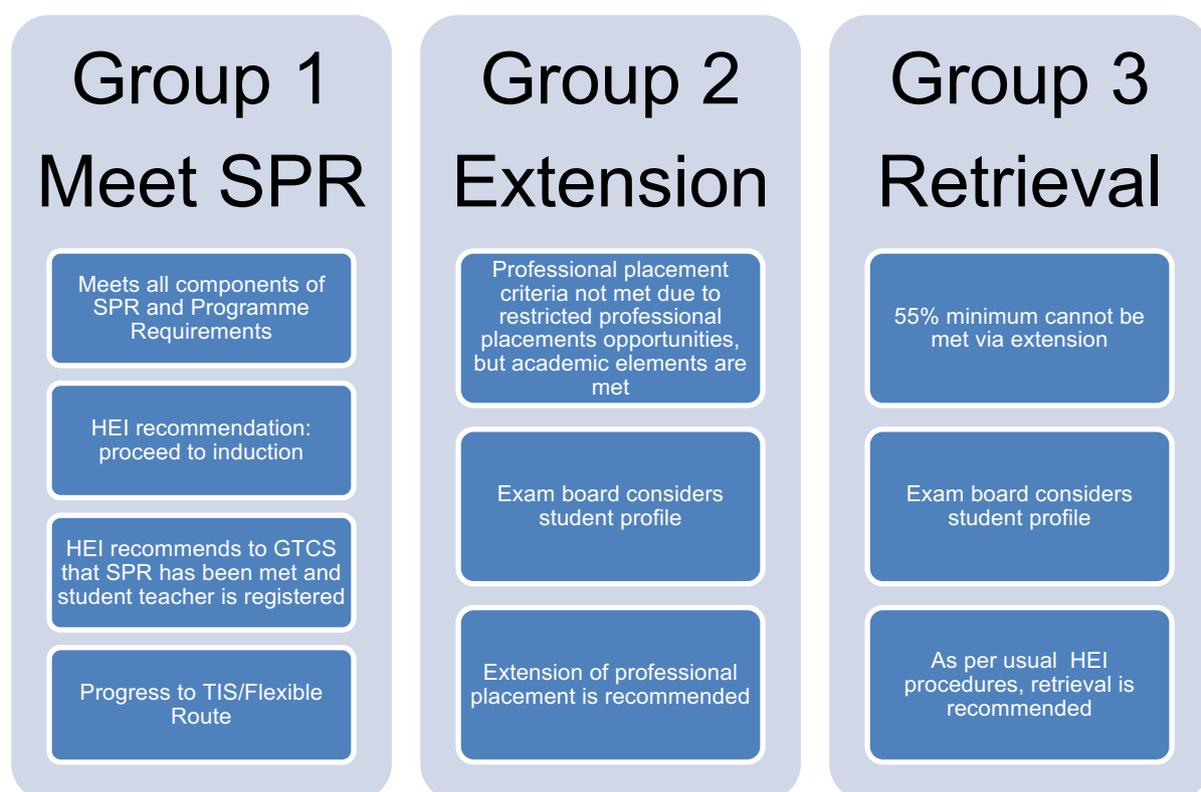


Figure 2: HEI Examination Boards Student Progression Groups

4.4.1 Group one: Student teachers who have met the SPR and proceed to TIS/Flexible Route (FR): Those students who have met the following criteria form group one and can be recommended by HEIs to GTC Scotland as having met all components of SPR. In group one, the student teacher has to have met all of the following conditions:

1. the requisite of at least 55% of the number of placement days (See 3.2-3.4)
2. been observed by a university tutor (in-person or virtual)
 - a. successfully meets the assessment criteria for the professional placement
3. passed the academic components of their programme

4.4.1.1 Student teachers in this group (one) have achieved the required number of course/programme credits and are eligible to graduate along with other student cohorts at the scheduled point in the academic year. Students in group one should be recommended to proceed to probation by examination boards.

4.4.2 Group two: Student teachers who do not meet all of the criteria to graduate and to proceed to TIS/Flexible Route: Some student teachers, possibly through no fault of their own, may not have met all of the following criteria to enable their recommendation for TIS:

1. the requisite at least 55% of the number of placement days
2. been observed by a University Tutor (in-person or virtual)
 - a. successfully meets the assessment criteria for the professional placement
3. passed the academic components of their programme

4.4.2.1 Where either criteria 1 or 2 (including 2a) are not met, student teachers should be recommended for extension by examination boards (See 4.4.4). These student teachers are in group two.

4.4.2.2 Where both criteria 1 and 2 (including 2a) are met, but criterion 3 is not met, examination boards should follow their usual programme regulations in their consideration of granting resubmission opportunities for academic components of the programme.

4.4.3 Group three: Student teachers who cannot reach the requirement of at least 55% of school experience by extension: A limited number of student teachers may have experienced significant disruption to their initial teacher education programme. For example, a period of illness or bereavement may have led to a significantly disrupted placement experience. Examination boards should consider a student's profile and if an extension will enable at least 55% of the school experience requirement to be met (See 3.2).

4.4.3.1 Student teachers in group three are determined by an examination board to be unable to meet at least 55% of the school experience requirement through the additional eight-weeks' extension time. In this group, student teachers should be recommended for retrieval in accordance with programme regulations.

4.4.3.2 Programme regulations determining the length of retrieval placements should be considered by HEIs. In the context of this guidance and Covid-19, retrieval placements may require to be longer than is ordinarily specified in the programme regulations (i.e., the criterion for Group 3 requires that at least 55% of school experience cannot be met via extension, and, therefore, the length of retrieval is in excess of the extension period. See 4.4.4). Consideration should also be given to enabling a gap between the final extension and the start of the retrieval placement.

4.4.3.3 Subject to programme regulations, retrieval placements may take place in a different school to previous placement schools.

4.4.4 Extension to Student Teacher Placement: Those student teachers who are recommended for extension would continue after the summer period into an eight-week placement extension (See Figure 3). The placement extension school will be the school into which the student is placed for the Teacher Induction Scheme. For those student teachers who choose the Flexible Route, see 5.7.1. Assessment will take place in accordance with programme regulations, drawing upon a range of evidence. The extension placement must be assessed by the end of week 6, by the method accredited. Financial support arrangements for students during the extension period will be outlined separately.

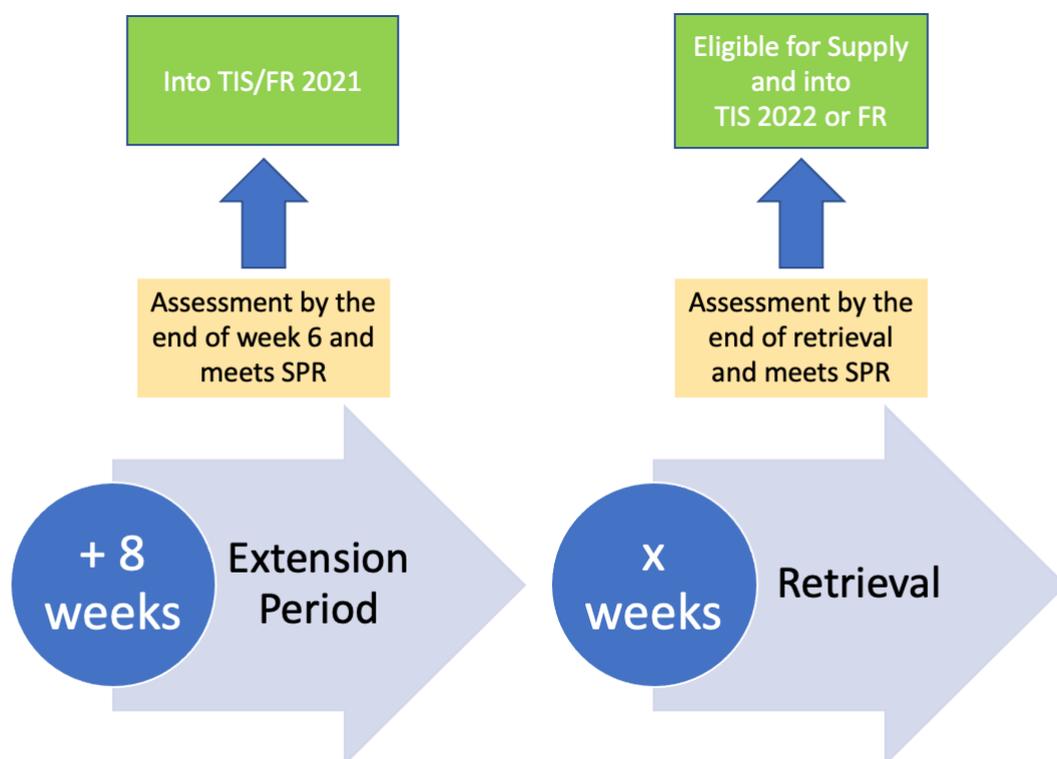


Figure 3: Mapping the Extension and Retrieval Periods

4.4.4.1 Extension to student teacher placement (8 Weeks): Those students who are awarded an extension to their student placement will be placed in a school for a period of 8 weeks at the start of the school year. Subject to meeting SPR by the end of week 6, which must include assessment via a university tutor observation, the student will be eligible to proceed into the Teacher Induction Scheme within the academic year 2021/22. The probation experience is being reframed to allow students who start their TIS probation after an 8-week extension to complete it within the same academic session (2021/22).

4.4.4.2 Student teachers who are ineligible for TIS: Those students who are ineligible for TIS due to their EU or international status would normally follow the Flexible Route to Full Registration (see 5.7.1). To meet SPR, a student teacher in this position may require to undertake the extension period.

4.4.5 Extension Student Teacher Placement and Graduation: Where a student teacher successfully completes the extension placement and has met all other credit-bearing programme requirements, the student teacher will be eligible for graduation *in absentia*. Graduation is required in order for student teachers to be registered with the GTC Scotland. All relevant partners should work in advance to prepare for a swift transition in status from student teacher to provisionally registered teacher.

5. Institutional and Regulatory Operational Processes

This guidance requires a number of adjustments and additions to institutional and regulatory operational processes.

5.1 HEI Examination Boards: An additional *ad hoc* exam board, outwith the usual programme timetable, may be required to be planned in order to confirm students' credits and to administratively clear students for *in absentia* graduation (see 5.2).

5.2 HEI *In Absentia* Graduations: *Ad hoc in absentia* graduations may be required: one at the end of the extension period, and another after the retrieval period. Schools/departments will require to work with their Registry to enable students to graduate swiftly following the period of extension, so that students can be provisionally registered.

5.3 Additional Staffing Requirements: HEIs will need to plan for the additional workload implications of the support required for student teachers through the extension period.

5.4 Additional Resource and Assessment of Extension Student Teachers: HEIs should consider, for example, the additional administrative, IT, travel, and accommodation implications (including the accommodation of student teachers,

where appropriate) of assessing student teachers during their extension period (See 4.4.4).

5.5 HEI External Examiners: This guidance should be shared and discussed with External Examiners in support of established QA processes.

5.6 Provisional Registration: Provisional registration can only be granted if a teacher has a recognised teaching qualification. In order to ensure that student teachers can be given provisional registration status, GTC Scotland will support those student teachers who are undertaking an extension to ensure they have completed a PVG and registration application. Once GTC Scotland is notified by HEIs that student teachers have fully demonstrated the SPR, then the student teacher would need to contact GTC Scotland to pay the registration fee to be added to the Register. They can then begin the Teacher Induction Scheme or Flexible Route towards Full Registration.

5.7 Student Placement System (SPS): The following considers the implications for SPS of Group 2 students who have elected to complete probation via the Flexible Route and Group 3 retrieval students.

5.7.1 Students who have indicated they wish to complete Probation via the Flexible Route (Group 2): Allocation of extension placement for student teachers who are electing to undertake the Flexible Route to Full Registration will be administered via SPS. HEIs should provide details of those students who require an extension placement and have indicated they wish to work toward Full Registration via the Flexible Route, to SPS, at the latest, **2 July 2021** for the matching process to be completed.

5.7.2 Retrievals (Group 3): Retrieval placements, i.e., group 3 student teachers, will be administered via SPS as per usual practice. HEIs should provide details of those students who require a retrieval placement to SPS, at the latest, **2 July 2021** for the matching process to be completed.

5.7.3 Student cohort 2021/22: From August to October 2021, schools and local authorities will be supporting student teachers who are completing extension and/or retrieval placements. Therefore, to relieve pressure on the system, for the 2021/22 cohort, student teacher placements should not be planned before October 2021 (inclusive of serial days). As with session 2020/21, high priority will be given to PGDE and undergraduate year 4 student teacher placements. Student placements should ordinarily be planned in whole week blocks, or as near to whole week blocks as is possible.

6. Enhanced Support in the Teacher Induction Scheme (TIS)

It is recognised that enhanced support will be required for all probationer teachers within TIS in session 2021/22.

6.1 Support for Probationer Teachers: GTC Scotland anticipates being in a position to develop further probationer support materials to augment the resources created this session 2019/20, including a Professional Standards mapping tool to support the transition from student teacher to probationer teacher; and additional materials to support probationer wellbeing, knowledge and skills development. Following on from the success of the coaching strategy used last session 2019/20, it is planned that identified probationer teachers will also be offered opportunities for targeted support and one-to-one coaching conversations.

6.1.1 In addition to the support offered by their employer, Flexible Route probationer teachers can access the GTC Scotland virtual school, where they can access relevant and current guidance in the form of help sheets, FAQs and resources.

6.2 Resourcing: GTC Scotland exclusively funded the additional support provided to probationers in session 2019/20 in response to emerging and immediate needs. Moving forward, funding is sought to enhance this important opportunity for additional support for probationer teachers at the start of their career.

7. Partnership Responsibilities and Considerations

7.1 Higher Education Institutions

1. Subject to the current post-Easter public health guidance, in-school university tutor assessments should take place where a student teacher is in an in-school classroom environment (4.1).
2. Examination boards [should] consider individual student profiles and subsequently make recommendations to GTC Scotland about student teachers' progression (4.4).
3. All relevant partners should work in advance to prepare for a swift transition in status from student teacher to provisionally registered teacher (4.4.5).
4. Additional *ad hoc* exam boards, outwith the usual programme timetable, may be required to be planned in order to confirm students' credits and to administratively clear students for *in absentia* graduation (5.1).
5. *Ad hoc in absentia* graduations may be required: one at the end of the extension period, and another after the retrieval period. Schools/departments will require to work with their Registry to enable students to graduate swiftly following the period of extension, so that students can be provisionally registered (5.2).
6. HEIs will need to plan for the additional workload implications of the support required for student teachers through the extension period (5.3).
7. HEIs should consider, for example, the additional administrative, IT, travel, and accommodation implications (including the accommodation of student

teachers, where appropriate) of assessing student teachers during their extension period (5.4).

8. This guidance should be shared and discussed with External Examiners in support of established QA processes (5.5).
9. HEIs should provide details of those students who require an extension placement and have elected to join the Flexible Route to Full Registration, to SPS, at the latest, **2 July 2021** for the matching process to be completed (5.7.1).
10. HEIs should provide details of those students who require a retrieval placement to SPS, at the latest, **2 July 2021** for the matching process to be completed (5.7.2).
11. To relieve pressure on the system, for the 2021/22 cohort, student teacher placements should not be planned before October 2021 (inclusive of serial days) (5.7.3).
12. Through SCDE, confirm that the proposed model is acceptable.
13. Consider increasing the visiting window for student observations and assessment.
14. Ensure that only those students showing satisfactory progress and have evidence that they meet SPR are recommended to GTC Scotland for the award.
15. Ensure that student observation and assessment arrangements place no additional workload burdens on local authorities, schools and teachers.
16. Confirm support to students engaging in “extension”.
17. Consider the possibility of a single university tutor carrying out observations of several students from different HEIs in any one school.

7.2 School/Local Authority/HEI Partnerships

1. Planning should take place to maximise placement time before the Easter holiday, subject to the unfolding Covid 19 context. Where student teachers cannot be placed before Easter, or it is only possible in part, partnerships should, as a priority, look to enable student teacher placements after the Easter holiday (3.1).
2. Some reconfiguration of original placement timelines might be required to maximise student placement time (3.1).
3. Where possible, and in the absence of in-school teaching experience, partnerships should work to enable remote teaching to take place, so that student teachers can gain this important teaching experience (3.5).
4. It is important that partnerships seek to place year 3 undergraduate students. Where year 3 undergraduates are unable to gain school experience, this will have subsequent consequences on the timetable of year 4 undergraduates in order to meet the requirements (3.6.1).
5. Partnership working is required to enable student teachers to be assessed appropriately (i.e., via in-person, or virtual, observation), so that student teachers can progress (4).

6. To relieve pressure on the system, for the 2021/22 cohort, student teacher placements should not be planned before October 2021 (inclusive of serial days) (5.7.3).
7. Ensure that student placements are available and supported, ideally from 1st March onwards, but certainly from Easter to summer.
8. Accept “extension” students for up to eight weeks at the start of session 2020/21 to allow them the opportunity to gain the SPR. If the student teacher is successful, then:
 - for those entering TIS, maintain the placement in the same school/department to allow the student to work towards Full Registration.
 - for those student teachers indicating they wish to work towards gaining Full Registration via the Flexible Route, post-extension they would be able to start gaining experience and recording service towards evidencing SPR via self-found placements.
 - If the placement is not yet satisfactory, then the student teacher would continue in the placement school and move into a retrieval placement.
9. Ensure that HEI tutors are able to carry out in-school observations of students, where appropriate, and remote observations when necessary.
10. Ensure that informed consent arrangements are in place, where necessary, to allow remote observations to take place.
11. Recognise that while the focus on student placements will be for final year undergraduate and PGDE students, it may be necessary to accept some year 3 undergraduate students on placement before the end of June 2021.

7.3 ADES/GTCS/SCDE/SPMG National Partnerships

1. National coordination will seek to supplement local partnership activity in maximising placement time for student teachers (3.1)
2. All relevant partners should work in advance to prepare for a swift transition in status from student teacher to provisionally registered teacher (4.4.5).
3. In order to ensure that student teachers can be given provisional registration status, GTC Scotland will support those student teachers who are undertaking an extension to ensure they have completed a PVG and registration application (5.6).
4. Finalise the model to ensure students have the maximum opportunity of being awarded the SPR.
5. Maintain communication with all partners, including professional associations to ensure their buy-in to the proposed model.
6. Confirm the status of students undertaking “extension” in the first six weeks of extension.
7. Consider the implications of a potentially reduced probation period for some students.
8. Confirm the enhanced support available to students on “extension” and into their induction period if gaining the SPR.

8. HEI Points of Contact

There are variations between individual HEI teacher education programmes. Where queries exist about this guidance concerning a particular HEI, in the first instance, the individual in the table below should be contacted.

HEI	Name	Position	Contact Details
University of Aberdeen	Dr John Mynott	Head of Initial Teacher Education	john.mynott@abdn.ac.uk
University of Dundee	Paola Sangster	Programme Director: PGDE Primary/Secondary	p.z.sangster@dundee.ac.uk
University of Edinburgh	Dr Zoe Robertson	Director of Teacher Education	zoe.robertson@ed.ac.uk
University of Glasgow	Mary Lappin Dr Kevin Proudfoot	Deputy Head of School of Education Director of Learning and Teaching	Mary.Lappin@glasgow.ac.uk Kevin.Proudfoot@glasgow.ac.uk
University of Glasgow - School of Interdisciplinary Studies	Dr Shaista Shirazi	ITE Programme Lead	shaista.shirazi@glasgow.ac.uk
Edinburgh Napier	Andrew Gallacher	Head of Teacher Education	A.Gallacher@napier.ac.uk
Queen Margaret University	Dr Simon Hoult	Lead for Initial Teacher Education	SHoult@qmu.ac.uk

Royal Conservatoire Scotland	Moira Summers	Joint Head of BEd & PGDE	m.summers@rcs.ac.uk
University of Stirling	Jane Smithson	Director of Initial Teacher Education	jane.smithson@stir.ac.uk
University of Strathclyde	Professor Aileen Kennedy	Director of Teacher Education	aileen.kennedy@strath.ac.uk
University of the Highlands and Islands (UHI)	Professor Morag Redford	Head of Teacher Education	morag.redford@uhi.ac.uk
University of the West of Scotland (UWS)	Louise Barrett	Senior Lecturer (Initial Teacher Education)	louise.barrett@uws.ac.uk

8.1 General Teaching Council for Scotland: You can leave a message with GTC Scotland's main switchboard on +44 (0)131 314 6000. GTC Scotland now operates an automated voicemail service. In order to help them to deal with your enquiry in the most effective way, please leave your name, daytime telephone number and a brief reason for your call. Alternatively, complete the contact form available on their website.

Appendix A: Exemplification of Potential Virtual Observation Approaches in Semester 2

Approach	Focus/process	Limitations
Virtual remote observation	The student teacher digitally records (audio visual failing which audio-only) one lesson, potentially observed by the in-school supporter in person and the university tutor remotely.	<ul style="list-style-type: none"> ● Recording may only provide evidence of teaching; there is a requirement for increased evidence of learning as part of the summative assessment. ● It is unlikely this facility will be available in all schools and/or appropriate across all teaching and learning contexts. ● Availability of technology involved for both schools and universities. ● Ability to record with sufficient quality and scope to capture teaching and learner engagement. ● GDPR compliance and appropriate permissions.
Digital recording of a teaching episode	The student teacher digitally records (audio visual failing which audio-only) a lesson or section of a lesson, which is observed by the in-school supporter in person and is shared with the university tutor through an appropriate digital platform.	<ul style="list-style-type: none"> ● Recording provides evidence of teaching; there is a requirement for increased evidence of learning as part of the summative assessment. ● Ability to record with sufficient quality and scope to capture teaching and learner engagement. ● Resources to upload video files which may be quite large. ● GDPR compliance and appropriate permissions.

<p>Detailed recording and analysis of a series of teaching and learning interactions</p>	<p>The student teacher records (audio visual failing which audio-only) a number (5-6) of short teaching and learning interactions (2-4 minutes), these are summarised and teacher/ learner dialogue is analysed. Analysis of the teaching and learning interactions along with appropriate plans and extracts of the outcomes of learning are shared with the university tutor and the in-school supporter.</p>	<ul style="list-style-type: none"> ● Recording provides evidence of teaching; there is a requirement for increased evidence of learning as part of the summative assessment. ● Ability to record with sufficient quality and scope to capture teaching and learner engagement. ● Resources to upload video files which may be quite large. ● GDPR compliance and appropriate permissions.
<p>Recorded and analysed teaching and learning episodes</p>	<p>The student teacher digitally records (audio visual failing which audio-only) short (10-15 minutes) parts of lesson episodes, either from the same lesson or different lessons, over a period of around three weeks. The student teacher reflects on and analyses the recorded episodes, both the recording (if possible) and analysis along with appropriate plans and extracts of the outcomes of learning is shared with the in-school supporter and university tutor.</p>	<ul style="list-style-type: none"> ● Recording provides evidence of teaching; there is a requirement for increased evidence of learning as part of the summative assessment. ● Ability to record with sufficient quality and scope to capture teaching and learner engagement. ● Resources to upload video files which may be quite large. ● GDPR compliance and appropriate permissions.