Welcome to the University of Birmingham

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Your offer from the University

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

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

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

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

Roderick Smith
Director of Admissions
What you need to do next

ITE admissions flow chart

Offer letter received

Accept offer via UCAS
(refer to page 5)

Complete and return enclosed health declaration form (refer to page 13)

Complete and return enclosed Declaration of Suitability for Teaching form (refer to page 17)

Arrange school observations and return enclosed forms
(Secondary applicants – refer to page 19
Primary applicants – refer to page 29)

Complete and return DBS form (refer to age 8)

Fulfil any academic conditions, including completion of skills tests (refer to page 5)

Once all conditions are met, confirmation of unconditional acceptance received from UCAS

Receive registration information, register online and commence programme
Accepting your offer
Now that you are in receipt of a conditional offer of a place, you will need to inform the Universities and Colleges Admissions Service (UCAS) of your decision. To firmly accept this offer of a place you will need to reply online through the UCAS Track service at www.ucas.com/apply/teacher-training. If you do not reply by the deadline specified by UCAS, they will decline your offer by default.

Understanding and fulfilling the conditions of your offer

Health declaration form
All ITE applicants are required to complete a health declaration which is deemed to be satisfactory by the University Medical Officer. Please complete and return the enclosed health declaration form on page 13, in the envelope provided. Please ensure that you read the enclosed guidance notes before completing the declaration.

Declaration of Suitability for Teaching
All ITE applicants will need to complete a Suitability Declaration so that their suitability to teach can be assessed by the University. Please complete and return the enclosed suitability declaration form on page 17, in the envelope provided.

Disclosure and Barring Service (DBS) check
All ITE applicants are required to complete an enhanced DBS check which is deemed to be satisfactory by the University. Applicants who firmly accept their offer through UCAS will be sent a DBS pack. DBS packs will be posted on a regular basis from January 2017 onwards.

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

Prohibition Order check
All ITE applicants are required to have a Prohibition Order check. Applicants are not required to take any action as the University will carry out the check via the NCTL’s Employer Access Service database.

Academic conditions
If your offer is conditional upon obtaining a degree, the offer letter will state the level required. When your degree results are known please send the original certificate or a transcript to the Admissions Office at the address stated within your offer letter. If you have already obtained your degree we will also ask for verification.

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

Profesional skills tests
All ITE applicants are required to take the numeracy and literacy skills tests and ensure they have passed them by the date specified in their offer letter. Please refer to www.education.gov.uk/ista/professional

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

It is your responsibility to contact a school of your choice and seek permission to make arrangements to attend the school. Please see pages 38–39 for further information about the Foundation/Key Stage 3 (General Primary students) or Key Stage 2 (Early Years students) or Key Stage 1 and/or Key Stage 2 (Mathematics Specialist students) school observation week.

Once you have made the necessary arrangements with the school of your choice, please complete the enclosed Foundation/Key Stage 3 (General Primary students) or Key Stage 2 (Early Years students) or Key Stage 1 and/or Key Stage 2 (Mathematics Specialist students) school observation form (form A on page 29) and return it to the Admissions Office at the address stated within your offer letter.

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

Deferring your offer
If you are unable to attend the programme for the academic year specified in your offer letter, please contact the Admissions Office at the address stated within your offer letter.

Please note, requests to defer can only be considered in special circumstances.
Start dates

Primary ITE programmes

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<thead>
<tr>
<th>Term</th>
<th>Dates</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Autumn term</td>
<td>29 August 2017 - 15 December 2017</td>
<td>(reading week 29 August - 1 September, observation week 4 - 8 September)</td>
</tr>
<tr>
<td>Spring term</td>
<td>4 January 2018 - 23 March 2018</td>
<td></td>
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<tr>
<td>Summer term</td>
<td>16 April 2018 - 22 June 2018</td>
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Secondary ITE programmes

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn term</td>
<td>11 September 2017 - 15 December 2017</td>
</tr>
<tr>
<td>Spring term</td>
<td>8 January 2018 - 30 March 2018</td>
</tr>
<tr>
<td>Summer term</td>
<td>16 April 2018 - 22 June 2018</td>
</tr>
</tbody>
</table>

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

Accommodation

Full-time international and non-UK nationals are guaranteed University postgraduate accommodation if they submit the online accommodation application form by 31 July 2017. Please see www.birmingham.ac.uk/postgraduate/accommodation/index.aspx

UK nationals

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

Accommodation contacts

UK telephone number: 0121 414 8000
Overseas telephone number: +44 (0)121 414 8000
Email: living@contacts.bham.ac.uk

Disabilities

Disability can mean different things for different people. It may include you, even if you don’t consider yourself to be disabled.

If you have study support needs related to a physical or health condition; dyslexia and other specific learning difficulties; mental health difficulties; autism; or Asperger’s Syndrome we are here to help you. If you would like to find out more about what we offer, please see our website www.birmingham.ac.uk/undergraduate/support/disability/index.aspx

We will contact you if you have disclosed a disability on your application form. If you have complex support requirements, particularly mobility, care or transition support, we would welcome you to contact us now. Please email disability@contacts.bham.ac.uk

How to register for your programme

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

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

ID card

Once you have registered online you are eligible to obtain a University ID card. For more information about ID cards, availability and where to gain access to these at the University, please contact Enquiry Services online via www.studenthelp.bham.ac.uk or by telephone on 0121 414 3091.

Financial information

Details of the statutory support and other funding available to ITE students in 2017-18 are available on our website. Please refer to www.birmingham.ac.uk/students/fees/ite.aspx
Forms and further information

Forms for all applicants
- Disclosure and Barring Service checks 8
- Code of Professional Conduct and Fitness to Practise (Initial Teacher Education) 9
- Mental and physical fitness for entry to teacher training 11
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- Declaration of Suitability for Teaching 17

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- Foundation/Key Stage 3 (General Primary students) or Key Stage 2 (Early Years students) or Key Stage 1 and/or Key Stage 2 (Mathematics Specialist students) school observation guidelines 38
Disclosure and Barring Service (DBS) checks

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

- All Primary and Secondary ITE programmes

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

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

At the University of Birmingham the process operates as follows:

1. Offer letter sent to you
2. You accept offer
3. After we receive your acceptance of offer, the University sends your Disclosure and Barring Service (DBS) pack with form to complete.
4. You return completed DBS form along with proof of identity and payment to the University
5. University checks and countersigns form and sends it with payment to DBS
6. Disclosure document sent by DBS to you. You send original disclosure, carried out by University of Birmingham, to DBS Administrator, Admissions

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

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

In the event of a query, please contact admissions@bham.ac.uk or 0121 414 5488
Code of Professional Conduct and Fitness to Practise (Initial Teacher Education)

For those students undertaking a programme which leads to a professional qualification there is a Code of Professional Conduct and Fitness to Practise. For initial teacher education this code is cross-referenced to the Teachers’ Standards (DfE, September 2012).

Please note that students, who are in the UK or wish to remain in the UK as a Student under Tier 4 of the Points-Based System, will also be subject to University requirements regarding attendance under the points based system, above and beyond the professional requirements in this code.

1. INTRODUCTION

1.1. I understand that successful completion of the academic qualification I am seeking leads to admission to the teaching profession and that I am required, during my studies, to adhere to the requirements of that professional body and any related statutory body (currently the Department for Education (DfE) and associated organisations). I recognise that this Code of Professional Conduct and Fitness to Practise identifies the behaviour required of me, and that it is supplemented by the Teachers’ Standards (DfE, September 2012).

1.2. I understand that breaches of this Code may lead to disciplinary action under University Regulation 8 which might result in my exclusion from the University or the inability of the University to provide me with a supportive professional or character reference. In the event of any breach of this Code, I understand that I may be treated differently from other students of the University of Birmingham who are not subject to this Code.

2. PERSONAL BEHAVIOUR

2.1. I will at all times behave in a manner appropriate to my position as a student of the University studying for a qualification, the successful completion of which leads to entry to the teaching profession.

2.2. I understand that behaviour including, for example, dishonesty, indecency, harassment, bullying, violence, abuse of drugs or alcohol will lead to disciplinary action under this Code. It may also lead to my exclusion from the programme of study. I recognise that such disciplinary action will include consideration of any criminal convictions, including those for offences that are not connected with my studies and for offences committed prior to my registration as a student of the University. I understand that, where relevant, consideration will also be given to any disciplinary action by a current or previous employer.

2.3. I undertake to notify the appropriate person in the College should I be subject to a criminal conviction, caution and/or Community Resolution Order subsequent to my application to the University. I understand that a criminal conviction or caution may lead to my suspension from certain aspects of my study until the relevant provider’s duty of care can be assured. I understand that this may lead to the need for me to extend my studies where it has not been possible to arrange replacement activities. I understand that the Rehabilitation of Offenders Act (1975) may not apply to the professional body to which I am seeking membership and that, should I be subject to a criminal conviction or caution, this may never be considered "spent".

2.4. I consent to the College sharing with relevant partnership placements:

2.4.1: information contained in the Disclosure and Barring Service (formerly CRB) disclosure made against me, when it is requested by the placement provider where it is intended that I undertake the placement, as a pre-condition of that placement, and

2.4.2: information in connection with or arising from fitness to practise proceedings taken by the College against me

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

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

3. BEHAVIOUR TOWARDS OTHERS

3.1. I will at all times treat my students, colleagues, staff and other members of the University or partner institutions with due respect and conduct myself in a professional, honest, decent and courteous manner. During the course of my studies, I will use language appropriate to the situation and people involved.

3.2. I will acquire an understanding of working with diversity, including gender, ethnicity, cultural heritage, sexual orientation, disability and other forms of difference, in order to work appropriately with pupils, staff and peers.

4. APPEARANCE

4.1. I will ensure that I maintain a standard of appearance that will be perceived as professional by such persons as I may encounter in the pursuit of my studies.

4.1.1 The College guidelines on standards of dress on placement (School Placement Handbook) and

4.1.2 Any guidelines or requirements on any partnership school in which I am undertaking a placement and I will familiarise myself with any such guidelines or requirements before commencing the placement; and

4.1.3 Any College guidelines applicable at other times

5. LEARNING

5.1. The content of my programme of study is designed to meet the requirements of a professional and/or statutory body (currently Teachers’ Standards, DfE September 2012). I will pursue my studies with reasonable diligence (in accordance with University Regulation Section 5) ensuring that I avail myself of the educational opportunities made available and I will seek to acquire the range of skills and knowledge identified in the relevant professional and/or statutory body guidance (Teachers’ Standards, DfE September 2012).

5.2. On each placement, and at intervals throughout the year, judgements will be made about my progress on a report form. This document charts my progress towards achieving the QTS Standards and I understand that I cannot pass the course without achieving all these Standards.
5.3. I understand that if there are significant concerns about my progress while on school placement, the school or my tutor(s) may request that I be withdrawn from teaching.

5.4. I understand that all professional judgements are made on the basis of tutors’ and mentors’ experience and that I should listen to and act on advice given throughout my course.

5.5. I understand that I must take responsibility for my own learning through attendance at lectures, tutorials, seminars and practicals and through being suitably prepared for them. I will notify the appropriate person or department, in accordance with University and/or College guidelines, if I am to be absent from any part of the course, due to sickness or other reasons, and I will make up the lost learning opportunity, making appropriate use of College support structures (ITE Examination Regulations). I understand that if I persistently fail to follow my programme of study with reasonable diligence that I will be subject to disciplinary action under this Code.

5.6. I will not disrupt the delivery of teaching or the learning experience of fellow students, and will not jeopardise the health and safety of those involved, during attendance at lectures, tutorials, seminars and practicals.

5.7. I have read, understood and agree to abide by the learning agreement attached as appendix A. I agree that any assignment about which there is concern can be scrutinised through approved plagiarism software and I understand that if plagiarism is suspected I will be subject to investigation in accordance with the University Code of Practice on Plagiarism which may lead to disciplinary action. I understand that if I behave dishonestly during the assessment process (including plagiarism or other forms of cheating) I will be subject to disciplinary action in accordance with University Regulation 8 – Student Conduct and may be excluded from my programme of study.

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

6. INSIGHT

6.1 I understand that I should recognise my own personal and professional abilities and limits, be self-aware and reflective. When appropriate I should seek support and follow advice and guidance.

6.2 I understand that I should demonstrate consistently appropriate standards of personal and professional conduct, act with honesty and integrity, and maintain acceptable standards of ethics and behaviour in keeping with my profession.

6.3 I understand that a lack of insight into health or professional concerns may bring my fitness to practise into question, and may lead to referral to a College Fitness to Practise Committee.

7. BARRIERS TO LEARNING OR PROFESSIONAL PRACTICE INCLUDING HEALTH AND PHYSICAL CAPACITY TO TEACH

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

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

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

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

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

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

8. DUTY OF CARE

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

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

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

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

9. DUTY TO REPORT

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

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

9.3. a) I confirm that to the best of my knowledge there is no one in my household who is disqualified from working with children under the Childcare (Disqualification) Regulations 2009 (“the Regulations”);

b) I undertake to report to the appropriate person in the College if I become aware during my programme of study that someone in my household is or becomes disqualified from working with children under the Regulations.

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

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

Mental and physical fitness for entry to teacher training

*Fitness to Teach Guidance 2007.*

1 These notes have been prepared using guidance from the Department for Education (DfE), and are in line with *Fitness to Teach Guidance 2007.*

2 The University is required to assess the physical and mental fitness to teach of intending teachers and of other staff whose work falls within the scope of the Education (Teachers) Regulation 2003. We would be grateful if you would complete the attached questionnaire, which is intended to remove the need for a medical examination for candidates of initial teacher training (ITT), except in a minority of cases. You should only complete this questionnaire if you have been offered a firm or conditional place on a course of initial teacher training.

3 Institutions are required to ensure that the procedure is the responsibility of a suitably qualified doctor, who will determine whether medical examinations or specialist advice are necessary and for classifying candidates A, B or C. In our case this is the University Medical Officer, supported by the Occupational Health Service.

4 It is the responsibility of the University to ensure that all candidates are treated equally by the institution and their medical adviser. Please note the following:

   Teaching is a demanding career undertaken in close contact with children and young people at vulnerable stages in their physical and emotional development. It is necessary therefore that candidates to teacher training should be physically and mentally fit to enter the teaching profession. It is recognised that people with disabilities or chronic illnesses may make a very valuable contribution to the teaching of children and young people at all stages in their education. The purpose of the enclosed questionnaire is to give medical advisers to teacher training institutions information about candidates’ health status to help them decide if they are fit for a career in teaching, or if they are likely to have the need for special provision to assist in their training and/or subsequent employment. As the form indicates, it may be necessary in exceptional cases to ask candidates to undergo a medical examination. Medical advisers should, in these cases, give the candidate and the institution advice about the implications of any health problems for a teaching career.

5 Please complete sections 1–11 inclusive, in full. Sections 1–3 ask for general information about candidates and courses for which they are applying. Sections 4–11 relate to specific health matters. The first column in sections 4–8 must be completed in all cases with ‘yes’ or ‘no’. The second and third columns are to be filled in only if there is a problem or medical advice has been sought or treatment has been offered.

6 Please complete the declaration accurately and ensure that you sign it. Your application may be delayed if you do not.

7 If a full medical examination or specialist consultation and report is required you will be responsible for meeting any costs incurred.

8 We are instructed by the DfE that institutions should not refuse a candidate because a full examination is needed.
# Applicants for courses of initial teacher training

## Declaration of health

**MEDICAL – IN CONFIDENCE**

Please read the notes of guidance carefully

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<td>1</td>
<td>Mr, Mrs, Ms or title:</td>
<td>University ID number:</td>
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<td></td>
<td>Surname or last name:</td>
<td>Age:</td>
</tr>
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<td></td>
<td>Other names (in full):</td>
<td>Date of birth:</td>
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<td>Private address:</td>
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<td>2</td>
<td>Present occupation:</td>
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<td></td>
<td>Institution to be attended:</td>
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<td>Address:</td>
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<td>3</td>
<td>What is your height? (without shoes)</td>
<td>ft  ins OR m</td>
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<tr>
<td></td>
<td>What is your weight?</td>
<td>st lbs OR kgs</td>
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<tr>
<th></th>
<th>No</th>
<th>Yes</th>
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<tr>
<td>4</td>
<td>a. Is your eyesight satisfactory for all normal purposes? (with glasses or contact lenses if necessary)</td>
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<td></td>
<td>b. Are you able to recognise and distinguish all the various colours?</td>
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<td></td>
<td>c. Is your hearing in each ear good for all normal purposes including telephoning?</td>
<td></td>
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<tr>
<td></td>
<td>d. Are you free from any writing defect or dyslexia?</td>
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<tr>
<th></th>
<th>No</th>
<th>Yes</th>
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<tr>
<td>5</td>
<td>e. Are you free from any defect of speech or communication problem?</td>
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<td></td>
<td>f. Are you free from any other physical defect or disability?</td>
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<td></td>
<td>g. Are you now generally in good health?</td>
<td></td>
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</table>

Details:

Date:

Please read the notes of guidance carefully
5. a. Are you at present under any medical treatment or observation (including alcohol/drug related problems)?
   No  Yes
   Details:  
   Date:

b. Do you smoke?
   No  Yes
   Details:  
   Date:

c. Are you at present taking any medicines, pills, tablets or injections?
   No  Yes
   Details:  
   Date:

Do you need or would it assist you to have a special provision made to enable you to fulfil your training and/or subsequent employment?
   No  Yes
   Details:  
   Date:

5. Have you ever had:
   a. Migraine or recurrent headaches?
   No  Yes
   Details:  
   Date:

b. Fits, fainting attacks, blackouts or epilepsy?
   No  Yes
   Details:  
   Date:

c. Mental ill health, nervous breakdown or nervous disability or psychiatric problems?
   No  Yes
   Details:  
   Date:

d. Depression?
   No  Yes
   Details:  
   Date:

e. Paralysis or other neurological disorders?
   No  Yes
   Details:  
   Date:

f. Heart trouble, rheumatic fever, high blood pressure or poor circulation?
   No  Yes
   Details:  
   Date:

g. Asthma, bronchitis, tuberculosis, serious cough or other chest disease?
   No  Yes
   Details:  
   Date:

h. Gastric or duodenal ulcer or other digestive or bowel disorder?
   No  Yes
   Details:  
   Date:

i. Kidney disease or bladder trouble?
   No  Yes
   Details:  
   Date:

d. Have you ever had any treatment in hospital, undergone any operation or had a serious accident? (Please attach a separate sheet if necessary)
   No  Yes
   Details:  
   Date:

e. Have you ever had treatment by radium or radiotherapy or with chemotherapy?
   No  Yes
   Details:  
   Date:

f. Paralysis or other neurological disorders?
   No  Yes
   Details:  
   Date:

g. Any blood disease?
   No  Yes
   Details:  
   Date:

h. Any eczema or skin disease?
   No  Yes
   Details:  
   Date:

i. Gastric or duodenal ulcer or other digestive or bowel disorder?
   No  Yes
   Details:  
   Date:

j. Menstrual or gynaecological problems?
   No  Yes
   Details:  
   Date:

k. Arthritis, rheumatism or joint problems?
   No  Yes
   Details:  
   Date:

l. Any back trouble including slipped disc or bone problems?
   No  Yes
   Details:  
   Date:

m. Any blood disease?
   No  Yes
   Details:  
   Date:

n. Any eczema or skin disease?
   No  Yes
   Details:  
   Date:

o. Any allergy?
   No  Yes
   Details:  
   Date:

p. Diabetes?
   No  Yes
   Details:  
   Date:

q. Thyroid or gland problems?
   No  Yes
   Details:  
   Date:
<table>
<thead>
<tr>
<th>Question</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>r. Eye disease?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Varicose veins?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>s. Ear disease including running from the ears?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>w. Any alcohol or drug related problem or illness?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t. Vertigo, giddiness or tinnitus (ringing in the ears)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>x. Any recurrent infections?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>u. Hernia or rupture?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>y. Any other illness?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Have you ever been refused employment or rejected for medical reasons?</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>b. Have you ever left employment on the grounds of ill health or unsatisfactory attendance?</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Have you required a doctor during the last two years? If YES, please give the following details:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of illness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(use separate line for each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dates of beginning and end of illness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of weeks unable to attend school, college or to follow usual occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May we have your consent to approach your family doctor and, if necessary, your hospital specialist for further information?</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>If you do not give your consent the Medical Officers may not be able to judge your case fairly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please give the name and address of your family doctor and hospital specialist(s). Please complete this section carefully.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address(es)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Consent

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

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

a. See it before it is sent to the institution  

b. Not see it before it is sent to the institution  

Signature: Date:  
Name: Date of birth:

To be completed by Occupational Health Department/College Medical Adviser

Action Box

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

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

Signature:  
Name (BLOCK CAPITALS): Date:  

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

Name: (Please print your full name)  

Subject/sector specialism:  

Primary ITE/Secondary ITE  
(please circle as appropriate)

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

1. Disclosure and Barring

Do you have any convictions, cautions, reprimands or final warnings that are not ‘protected’ as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) by SI 2013 1198?  

[ ] No  
[ ] Yes

Please be aware that it is the applicant’s responsibility to be aware of current legislation. Filtering guidance is available at [www.gov.uk/government/publications/dbs-filtering-guidance](http://www.gov.uk/government/publications/dbs-filtering-guidance)

and

Have you ever been disqualified from working with children by an order under the Childcare (Disqualification) Regulations 2009?  

[ ] No  
[ ] Yes

If you answer yes to either question please give details overleaf.

2. Disciplinary record, unprofessional conduct and notifiable listings

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

Are you currently the subject of any disciplinary investigation?  

[ ] No  
[ ] Yes

Have you ever had a disciplinary finding against you?  

[ ] No  
[ ] Yes

Have you ever had your employment terminated for unprofessional behaviour or misconduct?  

[ ] No  
[ ] Yes

Have you ever been suspended or disqualified from any professional training programme?  

[ ] No  
[ ] Yes

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

[ ] No  
[ ] Yes

Have you ever been listed upon the DBS Children’s Barred List, the Protection of Children Act list (POCA), or Section 142 of the Education Act (2000), (formerly List 99)?  

[ ] No  
[ ] Yes
If you have answered 'yes' to any of these questions, please give full details below (outcome, date, employer, course, college, reason for non-completion, etc.)

1. Disclosure and Barring (enter DETAILS of any 'Yes' responses)

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

Your declaration

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

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

| Full name: |
| Signature: | Date: |
Primary/middle school observation

Please refer to notes on pages 26–27

Name:

University ID number:

Subject specialism:

Home address:  __________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________

Name of school:

Address:  _______________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________________

Name of teacher:

As soon as these arrangements are made please return this form to the following address:
Admissions Office
University of Birmingham
Edgbaston
Birmingham
B15 2TT
Dear Headteacher

**Primary/middle school observation**

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

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

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

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

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

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

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

Yours sincerely

[Signature]

John Kirkman
Secondary Initial Teacher Education Programme Leader
Certificate of Attendance

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

Name of student:

Subject:

Home address:

Name of school:

Address:

Dates of attendance:
From:  
To:

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

Signed:  
(Headteacher)  

Date:

This certificate should be handed in to your subject tutor at the School of Education, University of Birmingham, on the first day of attendance at the University.
The first week of the University of Birmingham PG DipEd(QTS) course (Secondary) is spent undertaking observation in a primary/middle school. This observation is not assessed but is a course requirement and must be completed.

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

The purpose of this period of observation is:

- To give you experience in the stage of education which precedes the one in which you are going to work (for this reason we recommend that you spend at least some of your time in Year 5/6)
- To enable you to observe and work with young children
- To provide a suitable setting for helping you to make the adjustment from your own academic studies to working with children
- To provide you with an opportunity to participate appropriately in any aspect of the life of the school

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

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

Immediately the arrangement has been made, please complete the form ‘primary/middle school observation’ (page 19) and send it to the Admissions Office, University of Birmingham, Edgbaston, Birmingham, B15 2TT.

If, for any reason, you are unable to fulfil the arrangement made for you, you should notify the head of the school at once, as well as the School of Education at the University.

The completed form, ‘Certificate of Attendance primary/middle school observation’ (page 23) is required as evidence that you have completed this course requirement. It should be brought by you on the first day of attendance at the University and handed in to your method tutor.
Primary/middle school observation guidelines 2017–18

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>The school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>Briefly describe:</td>
</tr>
<tr>
<td>- The school, its setting and its buildings</td>
</tr>
<tr>
<td>- Specialist rooms, play areas or other spaces</td>
</tr>
<tr>
<td>- The catchment area</td>
</tr>
<tr>
<td>- The number and age range of the pupils</td>
</tr>
<tr>
<td>- The ways pupils are grouped</td>
</tr>
<tr>
<td>- The timetabling of any activities</td>
</tr>
<tr>
<td>- The number of staff (teaching and support) and any special responsibilities they have</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning, teaching and assessing</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
<tr>
<td>What different kinds of activities do teachers ensure that children engage in to bring about learning; eg, play, listening, discussing, practical work, rote learning exercises, outside visits, drama, etc? How have recent government and local authority (LA) policies affected the ways in which teachers plan and cater for children’s learning; eg, national literacy and numeracy strategies?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class management</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
<tr>
<td>How do teachers use different styles of classroom management; eg, in arranging seating, distributing and collecting materials, control over talking, getting activities started and rounding them off?</td>
</tr>
</tbody>
</table>

| 10 |
| What systems of rewards does the school use? How do teachers motivate pupils? Consider curiosity, acquiring mastery, fear, competitiveness, extrinsic rewards (points, stars), desire to please the teacher. |

| 11 |
| How is misbehaviour dealt with? |
The curriculum

The National Curriculum as at September 2013 consists of three core subjects: English, Maths and Science, and other non-core subjects: Art, Design Technology, Geography, History, ICT, Music, PE and, from Key Stage 2, a Modern Language and from Key Stage 3, Citizenship. It is legally required that Religious Education be taught to all pupils who follow syllabuses drawn up on national and regional bases.

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

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

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

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

Personal reflection

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

Another instance might be the way in which a teacher deals with a particular situation:
- How effective did you consider their action?
- Would this particular method have suited your personality?
- How might you have approached this situation yourself?

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

We would like you to concentrate upon three particular areas within this reflective piece of writing:
- What sort of teacher do I want to become, and why?
- What skills have I seen teachers using that I think I will need to develop?
- How do I see my role of supporting children as learners?
UNIVERSITY OF BIRMINGHAM

Foundation/Key Stage 3 (General Primary students) or Key Stage 2 (Early Years students) or Key Stage 1 and/or Key Stage 2 (Mathematics Specialist students) school observation

Name:

University ID number:

Subject specialism:

Home address:

Name of school:

Address:

Name of teacher:

As soon as these arrangements are made please return this form to the following address:
Admissions Office
University of Birmingham
Edgbaston
Birmingham
B15 2TT
Dear Headteacher

Foundation/Key Stage 3 Or Key Stage 2 school observation

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

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

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

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

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

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

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

Yours sincerely

Alison Broad
Primary Programme Leader
Dear Headteacher

Key Stage 1 and/or Key Stage 2 school observation

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

a) To give students experience of Mathematics learning and teaching across different age groups
b) To develop their confidence in working with children in a Key Stage which they are less familiar with
c) To provide them with an opportunity to participate appropriately in aspects of the life of the school

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

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

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

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

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

Yours sincerely

A J Broad

Alison Broad
Primary Programme Leader
Certificate of Attendance

Foundation/Key Stage 3 (General Primary students) or Key Stage 2 (Early Years students) or Key Stage 1 and/or Key Stage 2 (Mathematics Specialist students) school observation Postgraduate Diploma in Education (QTS)

Name of student:

Subject:

Home address:

Name of school:

Address:

Dates of attendance:

From: 
To: 

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

Signed:
(Headteacher)

Date:

This certificate should be handed in to your Professional Studies Tutor at the School of Education, University of Birmingham, on the first day of attendance at the University.
The second week of the University of Birmingham Primary (PGDipEd) course is to be spent undertaking five days’ observation in a Key Stage other than the ones for which you are being trained. You can therefore choose to observe in either the Foundation Stage ie, Nursery, Reception or Key Stage 3 11–14 if you are a General Primary trainee, or in Key Stage 2 if you are an Early Years student or Key Stage 1 and/or Key Stage 2 if you are a Mathematics Specialist student. This observation is not assessed but is a course requirement and must be completed.

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

The purpose of this period of observation is:
- To give you experience in a key stage of education other than the one in which you are going to train
- To enable you to observe the teaching and learning of older or younger children
- To provide you with an opportunity to participate appropriately in any aspect of the life of the school
- To give you experience of Mathematics learning and teaching across different age groups (Primary Mathematics Specialists)

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

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

Immediately the arrangement has been made, please complete the form Foundation/Key Stage 3 observation (page 29) and send it to the Admissions Office, University of Birmingham, Edgbaston, Birmingham, B15 2TT.

If for any reason you are unable to arrange this you should notify the Primary ITE Office.

The completed Certificate of Attendance for Foundation/Key Stage 3 school observation is required as evidence that you have completed this course requirement. It should be brought by you on the first day of attendance at the University and handed in to your Professional Studies Tutor.
Introduction
In the second week of the course you have the opportunity to experience the stage of education that precedes or follows the one in which you are going to work.

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

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

While you are at the school you should be:

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

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

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

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

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

Another instance might be the way in which a teacher deals with a particular situation.
- How effective did you consider their action?
- Would this particular method have suited your personality?
- How might you have approached this situation yourself?

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

We would like you to concentrate upon three particular areas within this reflective piece of writing:
- What sort of teacher do I want to become, and why?
- What skills have I seen teachers using that I think I will need to develop?
- How do I see my role of supporting children as learners?
Important information about your student contract with the University of Birmingham

If you decide to accept this offer, a contract will be formed between you and the University. Your rights and obligations to the University and the University’s obligations to you arising under that contract are set out in the documents listed below, which form the terms and conditions of your student contract.

- Your offer letter
- The Undergraduate or Postgraduate Prospectus, as appropriate
- The Code of Practice on Admission of Students (see www.birmingham.ac.uk/applicantinformation)
- The University’s Royal Charter, Statutes, Ordinances, Regulations and Codes of Practice – these are regularly reviewed, with any changes normally taking effect at the start of the new academic year. A summary of changes which have already been agreed for the start of the next academic year has been published, and we will also publish a summary of any further significant changes, which are agreed before the start of the new academic year. The documents and any agreed changes can be viewed on www.birmingham.ac.uk/applicantinformation.
- The University’s health and safety policies and guidance, General Conditions of Use of Computing and Network Facilities, Data Protection Policy, Equality Scheme, Public Interest Disclosure Policy and Anti-Bribery and Corruption Policy (see www.birmingham.ac.uk/applicantinformation).
- Programme requirements, which are shown for each programme on the Course Finder section of our website at www.birmingham.ac.uk/students/courses/index.aspx.

A summary of some of key terms and conditions are set out below:

Changes to your programme of study
Your offer of a place to study at the University are set out below:

- A summary of some of key terms and conditions of your student contract.

Other circumstances outside the reasonable control of the University include unexpected lack of funding, industrial action, severe weather, fire, civil disorder, political unrest, government restrictions or serious concern about the transmission of serious illness making a course unsafe to deliver.

If changes to your programme are made after you have accepted your offer, the University will try to give you early notification of those changes and minimise their impact by offering suitable alternative arrangements, helping you find an alternative programme or University or providing compensation where it believes there is a fair case to do so.

Fees and payment
The tuition fees stated in your offer letter will apply for the duration of your programme (subject to any changes in the law or government requirements). It is your responsibility to make sure your fees and all expenses relating to your programme are paid in full and on time. The University’s requirements on the payment of fees can be found in Regulation 5 (see www.birmingham.ac.uk/applicantinformation).

If you are paying your tuition fees yourself, you must either pay the full amount at the beginning of the academic year or apply to pay by instalments using the University direct debit scheme. If you are a sponsored student, you are responsible for payment if your sponsor does not pay your tuition fees. Unless your offer letter says otherwise, the tuition fee quoted in your offer letter does not include any charges for residential accommodation, examination re-sits, extensions to the designated period of study, travelling expenses or any other miscellaneous expenses, which may be related to your programme of study (such as the cost of field trips). Details of any other miscellaneous expenses you are likely to incur on your programme are indicated on the Course Finder section of our website at www.birmingham.ac.uk/students/courses/index.aspx.

Deferring your entry – fees
The tuition fees stated on your offer letter are based on the start date shown in the offer letter and will apply for the duration of your programme. However, if you choose to defer your entry and:
- You are an international applicant, that is you are not a Home/EU applicant; or
- You have applied for a postgraduate programme
your tuition fees may be more than is stated in your offer letter and you should contact the Admissions Office for more information.

If you decide to defer, please note that the programme and/or its modules, programme requirements and University services and facilities as currently described in the Prospectus or on our website may change for your chosen year of entry. Please keep referring to the Course Finder and Applicant Information sections of the University’s website (www.birmingham.ac.uk/students/courses/index.aspx and www.birmingham.ac.uk/applicantinformation) where up-to-date information will be published as soon as it is available.

Cancelling your acceptance
After you have accepted your offer of a place, you can cancel your acceptance within the cancellation period without giving us any reason. The cancellation period runs for 14 days from the date we receive your acceptance. If you cancel your offer within the cancellation period, any deposit or administration or other fees you have paid will normally be refunded in full. If you start your programme during the cancellation period, the University will charge you a reasonable sum for the programme provided.

You can cancel your acceptance by informing the University’s Admissions Office by email at admissions@bham.ac.uk or by writing to the Admissions Office as follows:
- I give notice that I cancel my offer of a place to study on the _______________________ programme.
- Name of Applicant:
- Address of Applicant:
- Signature of Applicant (if cancellation is by letter)

This Cancellation Form is also available at www.birmingham.ac.uk/applicantinformation.

Non-payment of fees
If you do not pay your tuition fees in full or on time, the University may impose penalties which are set out in Regulation 5 (see www.birmingham.ac.uk/applicantinformation).

As a result, you may not be allowed to progress on your programme or you may be expelled from the University. The University may also take legal action against you to recover any unpaid fees.

If you do not pay any other (non-tuition) fees or other sums you owe, the University may take
action to recover those sums. This may include withholding any service for which you owe money (for example, if you do not pay library fines you may not be allowed to access the Library or use some or all of its facilities) or taking legal action against you.

Non-payment of fees – studying abroad and placements
If as part of your programme you spend time in another university, institution or organisation in the UK or abroad, the rules and regulations of that university, institution or organisation will apply to you while you are there. Some overseas institutions might impose academic sanctions, for example, they might refuse to release your marks, if you do not pay either tuition fees or any other fees or costs (such as accommodation or meal plan fees) which you owe them. This might mean that you are not able to complete your programme as planned.

Criminal convictions
If your offer of a place is conditional on you obtaining a satisfactory Disclosure and Barring Service (DBS) check, the University will decide if any convictions or information revealed are incompatible with a place on the programme. If they are, you will be notified and your offer will be withdrawn.

Disabilities
If you have a disability the University will seek to support you whenever possible and reasonable to do so. If you have not yet disclosed that disability, we encourage you to do so at the earliest opportunity. As individual students’ needs (even those with the same condition) can vary, it is important that you contact the Disability and Learning Support Service at www.birmingham.ac.uk/undergraduate/support/disability/index.aspx before you accept any offer of a place to find out what type of support is likely to be available to you and what information we need to arrange it. If you choose not to tell us about your disability, provide this information with short notice before your course or examination/assessment start dates or do not provide full information about it before or during your programme of study, we will do our best to help you but you might not be able to have access to the full range of support which might otherwise be available to you.

Fitness to Practise programmes
If you are applying for a Fitness to Practise programme, you may be asked to provide information about your health, undergo a health check and provide evidence of immunisation. Your offer of a place is conditional on such requirements being met. You will also be required to sign a Code of Professional Conduct and Fitness to Practise which is provided with the offer letter.

Data protection
The University will collect a range of information about you as part of the application and registration procedures and in relation to your academic progress. The University and organisations we work with to deliver our programmes will use this to support you on your programme and for the administration and management of the University.

Visas and immigration permissions
If you are an international non-European Union (non-EU) student and need a visa to enable you to be in the UK to study, you will have to attend a Right to Study Check when you first arrive at the University. If you do not attend this Right to Study Check or cannot provide conclusive proof that you have the correct visa or immigration permission, you will not be allowed to begin your programme of study and/or you may be withdrawn from your programme in accordance with the Code of Practice on Student Visa Requirements (see www.birmingham.ac.uk/applicantinformation). It is essential that you regularly read our emails (in the email account you used on your application to the University) and that you follow very carefully the instructions for arrival, collection of Biometric Residence Permits and Right to Study checks.

Intellectual property
If you, with material input by the University’s academic staff or as part of a collective project, develop an invention, device, discovery, material, product, process, computer software or any other potentially valuable result or innovation, Regulations 3.16 and 5.4 (see www.birmingham.ac.uk/applicantinformation) will apply to you in the same way as they apply to members of staff. In other cases, the University will apply the Intellectual Property guidance, which is set out at www.birmingham.ac.uk/applicantinformation.

Conduct and attendance
You must be aware of the University’s Regulations and Codes of Practice relating to conduct, plagiarism, attendance and reasonable diligence (see www.birmingham.ac.uk/applicantinformation). The University can impose penalties if you do not follow these requirements, and in serious cases the University can suspend or expel you from the University.

Supporting you during your studies
The University provides a wide range of support for its students and can support you if non-academic matters are affecting your academic progress, for example as set out in the Codes of Practice on Extenuating Circumstances, Leave of Absence, Reasonable Adjustments, Appeals or Health, Wellbeing and Fitness to Study, which can be found at www.birmingham.ac.uk/applicantinformation.

When you may be asked to leave the University
You may be asked to leave the University if:
- Your academic performance is not satisfactory;
- You are expelled from the University for breach of the conduct, Fitness to Practise, attendance or reasonable diligence requirements;
- You do not pay your tuition fees in accordance with the University’s Regulations;
- You are dismissed or expelled from any other organisation which you are required to attend or be a member of as part of your programme;
- You do not have the correct visa or immigration permission to study on your programme at the University, and you are an international non-EU student needing a visa to enable you to be in the UK to study;
- The University has reason to believe that you have not supplied all relevant information or have supplied false or misleading information relating to your application to the University;
- As a result of your actions, the University is unable to find a suitable placement, which is required to complete your programme.

A decision requiring you to leave the University will be taken in accordance with the relevant procedure and subject to any right of appeal or review. If the University has good reason for expelling you and does so in accordance with the relevant procedure, the University will not compensate you for any loss or damage you may suffer as a result.

Complaints
The University is committed to providing a high quality educational experience, supported by a range of academic and administrative services and facilities. From time to time, however, things do go wrong, and if the matter cannot be resolved informally, the University provides students with a system for raising concerns and complaints about both academic and non-academic matters. The Code of Practice on Student Concerns and Complaints is available at www.birmingham.ac.uk/applicantinformation and sets out a procedure for dealing with students’ complaints fairly, consistently and as quickly as possible. Students who are dissatisfied with a decision relating to a complaint they have raised may be able to complain to the Office of the Independent Adjudicator (OIA) an independent body which reviews student complaints; more information about the OIA is available on its website at www.oiahe.org.uk. The Code of Practice on Admissions (see www.birmingham.ac.uk/applicantinformation) sets out the procedure for asking for a review of decisions made in the application and admissions process.

General matters
The University will not be liable to you and you will not be liable to the University for any failure or delay in performing obligations if the failure or delay is due to any significant cause beyond the University’s or your reasonable control, such as fire, flood or industrial dispute. Your contract with the University is between you and the University and only these two parties can enforce it. The Contracts (Rights of Third Parties) Act 1999 does not apply. The contract between you and the University is governed by English law and is subject to any changes in the law which affect this contract.
The Edgbaston campus

Red Zone
- Law Building
- Frankland Building
- Hills Building
- Aston Webb – Lapworth Museum
- Education Building
- Research Park
- Physics West
- Medical Physics
- Bramall Music Building
- Poyning Building
- Barber Institute of Fine Arts – Student Hub
- Munrow Sports Centre
- University Centre
- Staff House
- Munrow – New Library
- Geography
- Biosciences Building
- Murray Learning Centre
- Postgraduate Centre
- New Library

Blue Zone
- Medical School
- Institute of Biomedical Research
- Welcombe Clinical Research Facility
- Clive Research Institute
- Research Park
- Henry Welcome Building
- Advanced Therapies Facility
- Biobase Birmimngham
- Health Sciences Research Centre

Orange Zone
- Guild of Students
- St Francis Hall
- University House
- Ash House
- Beech House
- Cedar House
- New Sports Development

Green Zone
- 32 Pritchatts Road
- 31 Pritchatts Road
- European Research Institute
- Elm’s Road
- Computer Centre
- Metallurgy and Materials
- IRC Net Shape Laboratory

Yellow Zone
- Old Gymnasium
- Haworth Building
- Mechanical and Civil Engineering Building
- Terrace Huts
- Estates West
- Maintenance Building
- Grounds and Gardens
- Chemistry West
- Computer Science
- Alta Bioscience
- Chemical Engineering
- Biochemical Engineering
- Chemical Engineering Workshop
- Sport, Exercise and Rehabilitation Sciences
- Civil Engineering Laboratories
- Occupational Health
- Public Health

Key
- Building name
- Information point
- Level access entrance
- Steps
- Visitors car park
- Hospital
- 24-hour security
- Bus stops
- Library
- Sport facilities
- First aid
- Food and drink
- Retail
- Toilets
- ATM
- Canal bridge
- Sculpture trail
- Rail

Average walk time from Chancellor’s Court

This map was correct at the time going to print (November 2015), an up-to-date map (with a more detailed index) can be found on the University’s website at www.birmingham.ac.uk/contact/directions