

University of Leicester: Cause for Concern Procedure

PGCE Programmes: Additional Support, Intervention and Outcomes

The procedures in this document apply to all students on University Led and Lead Partners PGCE programme.

A student who requires additional support and intervention can be identified when:

- They fail to demonstrate high standards of personal and professional conduct, as outlined in Teachers' Standards Part Two: Personal and professional conduct; for example, are not punctual or not following school policies and practices after a clear induction period;
- Their teaching, for any reason, is not developing as expected; for example, if their progress 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- The student is failing to engage with aspects of the course, such as lack of engagement with taught sessions or failure to maintain course documents, which place undue risks on the preparation for or monitoring of teaching.

Identification of concerns

- Concerns can be raised at any stage of the programme by a university tutor, school mentor / ITE coordinator or any educational professional directly involved with the student;
- These will usually relate to specific aspects of a student's teaching and/or professional conduct; and can be characterised by a lack of expected progress by the student against the ITE curriculum, by a lack of impact on outcomes for pupils expected for the phase of training or by conduct incompatible with the teaching profession [as outlined in the Teachers' Standards].

This policy covers University Led and Lead Partner programmes for primary and secondary PGCE courses. The names and roles of school-based staff does vary between courses. In secondary schools, there is an ITE coordinator who has an overarching responsibility for PGCE students in school who also supports mentors. For Lead Partner students, there is a Lead who takes on some roles undertaken by university tutors for University Led students; university tutors can provide support and *should be kept informed* at each stage- indicated by the Lead Partner Lead [university tutor].

Additional Support and Intervention Stages

Support Plan: School Placement/Practicum		Responsibilities
Initiation of a Support Plan	<p>Once a concern is raised related to a school placement/practicum, for University Led routes the student's university tutor should be notified, and for Lead Partner, the LP Lead and the university tutor should be notified. The school mentor/ ITE coordinator and the student should be included in the process as soon as practicable.</p> <p>For significant issues, intervention would start with an Action Plan; for very serious issues immediate identification as Action Plan: At Risk</p> <ul style="list-style-type: none"> The university tutor or LP Lead [university tutor] discuss with the mentor / ITE coordinator the concerns raised. A joint decision is made about the requirement for additional support, and if a Support Plan is required and is the appropriate level of intervention. (For complex issues, or if there are any areas where agreement cannot be reached, then the case would be referred to the Head of Course for a final determination). When a Support Plan is appropriate, this is jointly written by the university tutor or LP Lead [university tutor], the school mentor/ ITE coordinator and the student. Typically, the mentor/ ITE coordinator will identify key targets to be addressed, with support from a university tutor or LP Lead as appropriate. University and school-based staff identify support activities and the student articulates actions that they need to take. The completed Support Plan is signed off by the university tutor or LP Lead [university tutor]. Professional services should be copied into the Support Plan and subsequent reviews. The Support Plan will include specific targets for the student to meet, actions to take and will identify support provided by the university and school. A review date will be set, typically two weeks later. <p>The student should be fully informed of concerns as soon as practicable, and should be involved in the writing and review of the support plan; typically this will involve joint meetings, which may be conducted on Teams.</p>	<p>Oversight: University led: University tutor Lead Partner: LP Lead [university tutor]</p> <p>Target setting: Led by school-based staff.</p> <p>Monitoring of the Support Plan: Mentor/ ITE co-ordinator</p>
Support Plan: Course wide		
Initiation of a Support Plan	<p>Once a concern is raised related to wider course issues, the student's university-based tutor, or LP Lead [university tutor] should be notified. (Course issues could, for example, be failure to complete course documentation in a timely fashion). The student should be included in the process as soon as practicable.</p> <p>For significant issues intervention would start with an Action Plan; for very serious issues immediate identification as Action Plan: At Risk</p> <ul style="list-style-type: none"> The university-based tutor considers the concerns raised and discusses with the Head of Course if appropriate. If the student is not making expected progress, is failing to engage with aspects of course or if there are professional conduct issues that need to be addressed, a decision is made if a Support Plan is required and is the appropriate level of intervention. If a Support Plan is appropriate, this is written by the university-based tutor in consultation with the student, with the involvement of Head of Course as appropriate. Professional services should be copied into the Support Plan and subsequent reviews. 	<p>Oversight University tutors or, if appropriate, LP Lead [university tutor]</p> <p>Target setting: University tutor or, if appropriate, LP Lead [university tutor].</p> <p>Monitoring of the Support Plan: University tutor or, if appropriate, LP Lead [university tutor]</p>

	<ul style="list-style-type: none"> The Support Plan would include specific targets for the student to meet, actions to take and will identify support provided by the university or school. A review date will be set, typically two weeks later. <p>The student should be fully informed of concerns as soon as practicable, and should be involved in the writing and review of the Support Plan; typically this will involve joint meetings, which may be conducted on Teams.</p>	
Outcome of Support Plan	<p>Targets met: If the student makes good progress and the targets on the Support Plan have been met, the student no longer requires additional support, the support plan is complete and no further action is required.</p> <p>Targets partially met: If the student has not fully met the targets set on the Support Plan, the plan may be extended for an additional period of time (typically two weeks), to allow for targets to be met. If the student meets the target at the end of the extension and is making sufficient progress, the support plan is completed and no further action is required. If targets are not met, action is taken as below.</p> <p>Targets not met: If the student has not met the targets set on the Support Plan an Action Plan is initiated.</p>	Review: Joint process signed off by the University tutor or LP Lead [university tutor]

Action Plan: School Placement/Practicum		
Initiation of an Action Plan	<p>An Action Plan will be initiated if a student has not met Support Plan targets or if significant concerns have been raised related to the school placement/practicum. (For instance, significant concerns could include a school asking for a student to be withdrawn from some teaching).</p> <p>Very serious issues would warrant immediate identification as At Risk and may be directly referred to Fitness to Practice.</p> <p>Once a concern is raised: for University Led routes, the student's university tutor should be notified; for Lead Partners, the LP Lead and the university tutor should be notified. The school mentor/ ITE coordinator and the student should be included in the process as soon as practicable.</p> <ul style="list-style-type: none"> The university tutor or LP Lead [university tutor] discuss with the mentor [co-tutor/ ITE coordinator] the concerns raised. A joint decision is made about the requirement for additional support and monitoring, and if an Action Plan is required and is the appropriate level of intervention. (For complex issues, or if there are any areas where agreement cannot be reached, then the case would be referred to the Head of Course for a final determination). When an Action Plan is appropriate, this is jointly written by the university tutor or LP Lead [university tutor], the school mentor/ ITE coordinator and the student. Typically, the mentor/ ITE coordinator will identify key targets to be addressed, with support from a university tutor or LP Lead as appropriate. University and school-based staff identify support activities and the student articulates actions that they need to take. The completed Action Plan is signed off by the university 	<p>Oversight: University led: University tutor School Direct: LP Lead [university tutor]</p> <p>Target setting: Led by school-based staff.</p> <p>Monitoring of the Support Plan: Mentor/ ITE co-ordinator</p>

	<p>tutor or LP Lead [university tutor]. Professional services should be copied into the Action Plan and subsequent reviews.</p> <ul style="list-style-type: none"> • The Action Plan would include specific targets for the student to meet, actions to take and will identify support provided by the university and school. • A review date will be set, typically two weeks later. <p>The student should be fully informed of concerns as soon as practicable, and should be involved in the writing and review of the Action Plan; typically this will involve joint meetings, which may be conducted on Teams. The student should be made aware of the serious consequences of not meeting the targets set; the mentor/ ITE coordinator and university tutor should take steps to ensure the student understands the targets as set and what actions they need to take.</p>	
Action Plan: Course wide		
Initiation of an Action Plan	<p>An Action Plan will be initiated if a student has not met Support Plan targets or if significant concerns have been raised related to wider course issues.</p> <p>Very serious issues would warrant immediate identification as At Risk and may result in direct referral to Fitness to Practice.</p> <ul style="list-style-type: none"> • The university-based tutor considers the concerns raised and discusses with Head of Course if appropriate. If the student is not making expected progress, is failing to engage with course or if there are professional conduct issues that need to be addressed, a decision is made if an Action Plan is required and is the right level of intervention. • If an Action Plan is appropriate, this is written by with the university-based tutor in consultation with the student, with the involvement of Head of Course as appropriate. [Professional services should be copied into the Support Plan and subsequent reviews]. • The Action Plan will include specific targets for the student to meet, actions to take and will identify support provided by university. • A review date will be set, typically two weeks later. <p>The student should be fully informed of concerns as soon as practicable, and should be involved in the writing and review of the Support Plan; typically this will involve joint meetings, which may be conducted on Teams. The student should be made aware of the serious consequences of not meeting the targets set; the university tutor should take steps to ensure the student understands the targets as set and what actions they need to take.</p>	<p>Oversight University tutors or, if appropriate, LP Lead [university tutor]</p> <p>Target setting: University tutor or, if appropriate, LP Lead [university tutor].</p> <p>Monitoring of the Support Plan: University tutor or, if appropriate, LP Lead [university tutor]</p>
Outcome of an Action Plan	<p>Targets met: If the student makes good progress and the targets on the Action Plan have been met, the student no longer requires additional support, the Action Plan is complete and no further action is required. In some cases, it may be agreed that it is appropriate to step down to a Support Plan to support continued progress.</p> <p>Targets partially met: If the student has not fully met the targets set on the Action Plan, the plan may be extended for an additional period of time (typically two weeks), to allow for targets to be met. If the student meets the target at the end of the extension and is making progress, the Action Plan is complete and no further action is</p>	<p>Review: Joint process with final decision signed off by Head of Course or jointly by LP Lead and Head of Course.</p>

	<p>required. In some cases, it may be agreed that it is appropriate to step down to a Support Plan to support continued progress. If targets are not met action is taken action.</p> <p>Targets not met: If the student has not met the targets set on the Action Plan they are deemed to be At Risk.</p>	
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At Risk		
At Risk	<p>A student is identified as At Risk if they have not met the targets in an Action Plan or if very serious concerns have been raised in relation to professional conduct or pupils. The student's university tutor, Head of Course, and if applicable, their Lead Partner Lead, should be notified if a student is identified as At Risk. The student should be included in the process as soon as practicable.</p> <p>The Director of Teacher Education oversees the referral to Fitness to Practice and, where this process is necessary, the panel will make any determination about termination of courses. (See FtP Policy for further details)</p> <p>In consultation with school-based staff (mentor/ ITE coordinators) and university tutors, a decision is made by the Head of Course, or jointly by the LP Lead and Head of Course, as to the appropriate course of action, based on one of the following:</p> <ul style="list-style-type: none"> • Direct referral to the Director of Teacher Education for consideration of termination/ Fitness to Practice. Criteria could include: <ul style="list-style-type: none"> ○ Very serious issues related to professional conduct or pupils. ○ Consistent failure to demonstrate progress from an At Risk Action Plan: If, after being provided with appropriate support and guidance, there is sufficient evidence that the student consistently failed to meet the required standards and showed insufficient capability to improve. • One further Action Plan (At Risk) is initiated (typically two weeks), clearly stipulating that failure to make sufficient progress would result in termination. Criteria: <p>Whilst the student will not have shown sufficient progress on a previous Action Plan, there is some evidence that they are capable of making changes to their practice that should result in reasonable progress.</p> <p><i>If the student is on placement or about to start a placement, this would need to be in agreement with the school. (For new placements the Action Plan (At Risk) could be set for four weeks, reviewed at least fortnightly).</i></p> <p>The Action Plan (At Risk) would be written and reviewed as for a normal Action Plan.</p> <ul style="list-style-type: none"> ○ Any cases where the student fails to meet the targets in full would be referred to the Director of Teacher Education for consideration of termination/ referral to Fitness to Practice. ○ If sufficient progress has been made, the student would be stepped down to either a Support Plan or an Action Plan to ensure close monitoring of progress. • Referred to the Director of Teacher Education due to issues securing an appropriate school placement. Criteria: <p>When students have serious issues, schools can decide to withdraw the school placement due to the impact on their pupils.</p> 	<p>Oversight of the process: Head of Course or jointly by LP Lead and Head of Course</p> <p>Placements: University lead: Head of Course; Lead Partner: LP Lead</p> <p>Referral to Fitness to Practice: Director of Teacher Education</p> <p>Fitness to Practice / Decision regarding termination: Fitness to Practice Panel</p>

	<p>In these cases, the Head of Course or LP Lead would take reasonable steps to find and secure an <i>appropriate</i> alternative placement, based on the student's needs, available support and the necessity not to have a detrimental impact on pupil progress. However, it needs to be acknowledged that it is not always possible to secure a suitable placement.</p> <ul style="list-style-type: none"> ○ If a placement can be secured an Action Plan (At Risk) would be put in place. Typically this would run for 4 weeks, (reviewed at least fortnightly), clearly stipulating that failure to make sufficient progress at any review point would result in termination. ○ If a placement cannot be secured then the case would be referred to the Director of Teacher Education to consider termination. 	
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Related documents:

- Fitness to Practice Policy
- Student Conduct Policy
- Attendance and Engagement Policy

Date of Review: August 2025