PG Inclusive Education (Deaf Learners pathway)

Internal Placement Handbook 2024-25

EDUA11445

Course Organiser: Dr Imran Mulla

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1. Course Details

1.1 Time and Location of Activities

This course happens in your usual workplace (20 days) teaching deaf children. There is no university contact time, but you are expected to read the handbook, have a tutorial with Imran Mulla as course organiser at least 2 weeks before the placement, watch videos on the Learn sites and read relevant readings. Please allocate enough time to read and take notes for this course. Most students do well on the placement course, but where some get lower marks, it is because they haven't read the handbook or Learn site thoroughly enough.

1.2 Teaching Staff

Course Coordinator Details:
Dr Imran Mulla
Room 4.11 Charteris Land
Imran.mulla@ed.ac.uk

Course Tutors
All the course tutors are Qualified Teachers of Deaf Children (QToD) and are able to observe and mark practice in all settings.

Dr Brian Shannan, Fife Council
Lauren Nicholls, East Ayrshire
Judith Craib, Highlands
Rachel O'Neill, UoE

You will be allocated a tutor appointed by the university who will arrange to visit your placement setting. This person is usually the same person for internal and external placement.

The tutor will:

• observe you teaching;

• complete an observation and discuss this with you;

• discuss with you the content of your placement file including:

-teaching plans and consequent reflections

-observations of teaching/learning

-evidence of practical work or investigations undertaken

-evidence of working towards specified targets for professional development

-observation notes written by the mentor

-evidence of working with other professionals, parents and third sector groups

• discuss your progress with the mentor

University Placement Unit Administrator

Iona Hodge
Placement.Unit@ed.ac.uk

Programme/Course Secretary

Tara Kay
Graduate Office
Room 1.01, Thomsons Land
inclusiveeducation@ed.ac.uk

Please use these generic email addresses when contacting professional services staff.

1.3 Rationale for course

The internal placement offers an opportunity to critically explore issues of educational inclusion for deaf children and young people in the context of a specific placement, which is generally your usual workplace as a teacher of deaf children and young people.

You will have completed two of the deaf education courses before you take the internal placement course, that is two from this list: Deaf Studies, Audiology and Audiometry, Language and Communication, Promoting Achievement and Curriculum Access.

There is no attendance required at University for the Placement course. It will involve 20 days of teaching placement in your usual setting with deaf children and young people. There will be a minimum of one observational visit by a University tutor. Assessment for the course will be by observation reports and placement tasks.

1.4 Assessment Components and Weighting

We have broken the hand in date in two to help you get organised.

For placements in the period August to December:

Hand in Assignment 1 (Observations) by 12 noon on Friday 6th December 2024.

Hand in Assignment 2 (Tasks) by 12 noon on Friday 13th December 2024.

This means the latest date you can have an observation is Wednesday 4th December.

For placements in the Spring term:

Hand in Assignment 1 (Observations) by 12 noon on Friday 25th April 2025.

Hand in Assignment 2 (Tasks) by 12 noon on Wednesday 30th April 2025.

For placements in the Summer term:

Hand in Assignment 1 (Observations) by 12 noon on Friday 15th August 2025.

Hand in Assignment 2 (Tasks) by 12 noon on Friday 22nd August 2025.

Submission is on two separate Turnitin dropboxes:

a) **Assignment 1: Observations – placement reports** (60% weighting)

Learning outcomes 1, 2, 3, 4

b) **Assignment 2: Tasks** (40% weighting)

Learning outcomes 1, 3, 4, 5

There will be two dropboxes on Turnitin: Assignment 1 is called **Observations**. This is where you put your two QToD mentor observations and the university visiting tutor observation. This is worth 60% of the marks. The hand in date for this assignment is one week before the Tasks. This is to give yourself time to get the right documents up and not get the two assignments mixed up.

Assignment 2 is called **Tasks**. This is where you put your tasks, worth 40% of the marks.

1.5 Feedback

The course organiser will specify (see below expected feedback dates) a time when marks and comments will be returned to you for summative work. The university specifies that feedback be returned within 15 working days (excluding weekends and holidays). However, where the necessary marking and moderation processes cannot be concluded within 15 working days, the course organiser will notify you of the course team's circumstances and provide a possible date when feedback will be returned.

Feedback from the three submission points will be available three weeks after your submission. That is:

For autumn term placements Assignment 1 is due back 10.1.25 and Assignment 2 is due back 17.1.25

For spring term placements Assignment 1 will be due back 23.5.25 and Assignment 2 on 30.5.25.

For summer term placements Assignment 1 will be due back 12.9.25 and Assignment 2 on 19.9.25

The reason why there will be more than 15 days for returning internal placement assignments is because of annual leave and sabbatical of Rachel who will be the marker for this internal course.

Formative feedback

Other forms of feedback such as verbal feedback and guidance will be used to enable students to make progress on other subsequent pieces of assessment. For each placement *you are encouraged to submit one draft task by email to Rachel up to 1 week before the submission date.* You will receive written feedback by email within a few days. Please take advantage of this formative feedback. Students who don't use this formative opportunity often do less well in the tasks.

2. Learning Outcomes

By the end of the course students should be able to:

1. Accurately identify the individual needs of deaf pupils in their usual educational setting using specialist assessments and audiological equipment appropriately.
2. Communicate effectively with a range of deaf learners and promote their learning, extending the range of approaches used in the student's own teaching workplace.
3. Plan, teach and evaluate an appropriate curriculum for deaf children and young people, using a range of differentiated teaching methods to create a stimulating learning environment in a new educational setting.
4. Work effectively with all those involved in supporting the learning of deaf pupils, reflecting critically upon their own professional practice.
5. Assess the contribution of research about inclusion, critically investigating the term in relation to deaf children in the new educational setting.

3. Course Reading List

There are key readings on the Learn site as well as guidance to further reading. Spend time looking at the folder called Reading by Learning Outcome.

You may use any of the readings you have found useful throughout the rest of the diploma. Please also use current peer-reviewed journal articles which you find yourself. Below is the current group of key readings, but they may not in fact all be relevant to your placement.

Brown, M. & Byrnes, L. (2014) The development and use of individual learning plans for deaf and hard of hearing students in Victoria. *Deafness and Education International,* 16(4):204-217

Consortium for Research into Deaf Education (CRIDE) (2023)
https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/research-and-data/consortium-for-research-into-deaf-education-cride-reports/

Crowe, K. and Guiberson, M., 2021. Professionals' perspectives on supporting deaf multilingual learners and their families. *Journal of Deaf Studies and Deaf Education*, 26(1), pp.70-84.

NDCS research page
https://www.ndcs.org.uk/research

Salter, J.M., Swanwick, R.A. and Pearson, S.E., 2017. Collaborative working practices in inclusive mainstream deaf education settings: teaching assistant perspectives. *Deafness & Education International*, *19*(1), pp.40-49.

Scottish Government (2017) Additional support for learning statutory guidance
https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/11/

Snoddon, K. and Murray, J.J., 2019. The Salamanca Statement and sign language education for deaf learners 25 years on. *International Journal of Inclusive Education*, *23*(7-8), pp.740-753.

Terlektsi, E., Wootten, A., Douglas, G., Ellis, L., Hewett, R., Hodges, L. and Williams, L., 2019. *A Rapid Evidence Assessment of the effectiveness of educational interventions to support children and young people with hearing impairment* (No. 40). GSR report.

United Nations Committee on the Rights of Persons with Disabilities. General Comment no. 4: Right to an inclusive education
https://www.refworld.org/docid/57c977e34.html

Recommended journals

Journal of Deaf Studies and Deaf Education
Deafness & Education International
Support for Learning
International Journal of Inclusive Education
American Annals of the Deaf
Cochlear Implants International
Sign Language Studies

Remember you can use any journal in the University library and also request articles and books through Inter Library Loans. Books are delivered physically to a library site at the university. Articles are usually emailed. This is a quick service and worth using.
https://edin.ac/34Mleu9

4. Lectures and seminars

There are videos for the internal placement course, some on procedural matters such as how the course is organised and others about wider issues in deaf education such as policy around additional support and concepts of inclusion. You can listen to them as podcasts or watch them as videos; they have subtitles. To download the sound file as a podcast, go to attachments on the video link and download the audio recording.

5. External Examiner

- Dr Patrick Rosenberg, University College London (from 1.11.24)

6. Assessment Information

6.1 Postgraduate Common Marking Scheme

Assignments will be graded on the following scale (the University's Common Marking Scheme):

A1	90-100%	Excellent - distinction
A2	80-89%	Excellent - distinction
A3	70-79%	Excellent - distinction
B	60-69%	Very good performance
C	50-59%	Good performance, satisfactory for a masters
D	40-49%	Satisfactory for Certificate, but not for the deaf education Postgraduate Diploma or masters
E	30-39%	Fail
F	20-29%	Clear fail
G	10-19%	Bad fail
H	0-9%	Bad fail

6.2　One Resit Opportunity

If you receive a D or below for the overall internal placement assignment, you have one chance to resit. You will have a tutorial with the course organiser then a further opportunity to resubmit. This may mean an additional observation period will be arranged with you, including a further observation from your university visiting tutor. Or it may mean that you have a chance to resubmit the tasks. Please use the formative feedback opportunity! The mark showing on your transcript will be the original one, but if you overcome the mark below 50% in the resit, you will be issued with a letter at the end of the programme to explain the resit mark. We are hoping that in future both marks will be available on Euclid.

6.3 Meeting the assessment criteria

Course assessment criteria	Where shown
1. Demonstrate effective planning, assessment and recording in teaching deaf learners.	Placement file discussed with and shown to mentor regularly, and to university tutor. Not handed in.
2. Demonstrate effective communication skills with a range of deaf learners.	Through university tutor observations, mentor observations and Tasks.
3. Demonstrate successful teaching of deaf learners in a variety of contexts (one to one, whole class, distance learning etc)	Through university tutor and mentor observations. This means you are not just being observed doing pull-out 1:1 work.
4. Demonstrate the ability to use audiological knowledge and skills effectively in the teaching context.	Through university tutor observations, mentor observations and Tasks.
5. Demonstrate a high level of professionalism in relation to working with others, critically reflecting on practice and professional development	Through discussion with the mentor and university tutor and Tasks
6. Demonstrate skills of critical reflection on issues in deaf education linking placement experience and relevant legislation, policy and research.	This could be shown through evaluations of your teaching, discussions with the visiting university tutor and in the Tasks.

6.4 How will the placement assignment be marked?

Assignment 1: Observations (worth 60%). The marking tutor will take into account the observation grades and comments, and the comments from the mentor. The assessment criteria are headings on the placement observation form, discussed in more detail below.

Assignment 2: Tasks (worth 40%). The marking tutor uses the School of Education and Sport postgraduate assessment criteria.

Criteria for work at Masters level	More detail
1. Knowledge and understanding of concepts	Shown in the theoretical understanding of concepts in the Tasks. These concepts are the core ones for this course: What is inclusion? What is contested about this term? What are the implications of assessment of pupil need? What does effective collaboration with colleagues and the wider community mean? Please also use concepts and theories you have learned on the rest of the deaf education pathway.
2. Knowledge and use of the literature	The uploaded Tasks will discuss recommended reading from Learn and your own wider academic reading from the PG Diploma and beyond.
3. Critical reflection on theory and practice	The critical comments you make in the Tasks will show how you are thinking about what you see and how it relates to the theoretical concepts you have studied right through the PG Diploma. An example of theory is the concept of inclusion, or the social model of disability. An example of practice could be Scottish education policy or observations you make on placement.
4. Application of theory to practice	When you read about inclusion or how children who are different are often excluded by the education system, does this fit with what you see happening on placement? For example, do theoretical ideas, such as the usual sequence of acquiring phonemes and morphemes in spoken English in hearing children apply to the older deaf child you are working with?
5. Planning and implementation of research	In the Tasks the style should be like that used in other essays on the postgraduate diploma with appropriate academic referencing, use of peer- reviewed articles where possible, and recent academic sources. Consider documents critically, e.g. check deafness categories against the audiogram, showing your working. Use ages of the child on key documents, not dates.

6.5　Extensions

Failure to submit the tasks by the correct date will result in marks being deducted, as detailed in the Taught Masters Generic Handbook: 5% per working day. The first day starts just after 12 noon. More than a week late a mark of 0% is recorded. If you know that you are going to struggle to meet the deadline because of special circumstances, please contact Alison Hendry as our Student Support Officer to ask for an extension, giving a reason. For a period longer than this you will need medical evidence. Use the Special Circumstances and Extensions website and if you need help with this, contact our Student Support Officer, Alison Hendry.

6.6　Sample observation form

This is used by your mentor (ungraded) and by the university visiting tutor (graded).

Sample profile following placement visit:

Student ....

Date of visit ....

Key points discussed following the session

a. Planning assessment, recording

E	D	C	B	A

b. Classroom communication skills

E	D	C	B	A

c. Teaching skills

E	D	C	B	A

d. Discussion of audiological issues & use of equipment

E	D	C	B	A

e. Professional Qualities

E	D	C	B	A

Identified strengths:

Identified areas for development

Mark and Grade awarded ....

Signature Mentor / Placement tutor ....

Signature student ....

6.7 Grade related criteria for placement course

These criteria will be used by the university tutor to assess placement observations, by your mentor to make judgments on your skills, and by the course co-ordinator when marking Tasks. You may also like to use them as a self-assessment tool to support your planning for placements: enter the date of the observation and the title and number of the internal task.

Note: these criteria are common across all the university courses in the UK which offer the mandatory postgraduate qualification for teachers of deaf children.

6.7.1 Demonstrate effective planning, assessment and recording in teaching deaf learners.

		Key Questions:	Evidence shown in Task / observation
1		Do your session plans relate to medium term planning and to IEPs (or other plans, e.g. Child's Plan / CSP)?	
2		Are your session plans detailed enough to lead to effective teaching?	
3		Do you identify session objectives and targets clearly and relate them to the curriculum?	
4		Do you identify and plan for audiological needs?	
5		Do you plan for effective classroom communication? (e.g. source relevant technical terms in BSL; individual language modes; liaison with class/ subject teacher and support staff).	
6		Are your language targets clear and appropriate and related to assessments of the child's language development?	
7		Are planned activities varied, accessible and suitable? (e.g. video clips subtitled)	
8		Do you effectively monitor and assess pupils' progress?	
9		Do you record pupil outcomes appropriately?	

A. All of the key questions about planning, assessment and recording have been clearly addressed in the session plan to show evidence of thorough consideration   of all aspects of the learning experience

B. All of the key questions have been addressed, but some not so fully.

C. The majority of the key questions have been addressed, but some not so fully.

D. Some of the key questions have been addressed, but not fully enough to plan for effective learning.

E. Only one or two of the key questions have been addressed, but not fully enough to plan for effective learning.

F. There is little evidence of effective planning, assessment or recording.

G. There is no evidence of effective planning, assessment or recording

6.7.2 Demonstrate effective communication skills with a range of deaf learners.

	Key Questions:	Evidence shown in Task / observation
1	Is there effective communication between you and pupils?	
2	Are you responsive to individual communication needs?	
3	Do you understand the pupils?	
4	Do you use language(s) effectively for different purposes, e.g. to introduce new topics, give explanations or respond to pupils?	
5	Is communication between pupils encouraged and supported?	
6	Are opportunities for using new language provided, relating to the pupils' assessed levels?	
7.	Do you show evidence of supporting deaf pupils' social and emotional development through the way you communicate and teach?	

A. All of the key questions about classroom communication skills have been clearly addressed in the session plan and there is excellent communication between pupils and teacher.

B. All of the key questions have been addressed, but some not so fully.

C. The majority of the key questions have been addressed, but some not so fully.

D. Some of the key questions have been addressed, but not fully enough to engage in effective teaching.

E. One or two of the key questions have been addressed, but not fully enough to engage in effective teaching.

F. There is little evidence of effective classroom communication skills.

G. Classroom communication skills are ineffective and none of the key questions have been addressed in the session.

6.7.3. Demonstrate successful teaching of deaf learners in a variety of contexts
(e.g. one to one, group, whole class, online).

	Key Questions:	Evidence shown in Task / observation
1	Is there a well-organised learning environment?	
2	Are the intended learning outcomes of the session made explicit to pupils and other adults working in the context?	
3	Are there high expectations of pupils?	
4	Are pupils interested and involved in the session?	
5	Do you work effectively with the other adults in the context, including planning in advance with them?	
6	Is teaching effective and is it supported by appropriate visual and other materials, and are some included in your file?	
7	Is the session appropriately paced?	
8	Is a range of teaching/learning approaches used and are these appropriate for the pupils involved?	
9	Is there evidence of pupil learning and of their evaluation of the session?	

A. All of the key questions about teaching skills are achieved at a high level in the session, leading to an excellent experience for the deaf pupils.

B. All of the key questions have been achieved, but some not to such a high level, so that the pupils have a very good learning experience.

C. The majority of the key questions have been addressed, but some not so fully meaning that the pupil experience is good but not necessarily all through the session.

D. Some of the key questions have been addressed, but not fully enough for effective learning to take place.

E. One or two of the key questions have been addressed, but not fully enough for effective learning to take place.

F. There is little evidence of effective teaching skills and the pupils have not had an enjoyable experience of learning.

G. There is no evidence of effective teaching skills and the pupils show that they have had an unsatisfactory experience.

6.7.4. Demonstrate the ability to use audiological knowledge and skills effectively in the teaching context.

		Key Questions:	Evidence shown in Task / observation
	1	Do you check equipment appropriately and use it effectively throughout the session?	
	2	Are the listening needs of the pupil met?	
	3	Are you aware of audiological issues (e.g. acoustics, repair times, collaboration with parents, radio aid policy) in relation to the deaf pupils in this placement?	
	4	Do you encourage pupils to become more independent in their own management of the visual and listening environment and of listening equipment?	

A. All of the relevant key questions about audiology have been clearly addressed in the session or discussion with tutor.

B. All of the relevant key questions have been addressed, but some not so fully.

C. The majority of the relevant key questions have been addressed, but some not so fully

D. Some of the relevant key questions have been addressed, but not fully enough to meet the audiological needs of individual pupils.

E. One or two of the relevant key questions have been addressed, but not fully enough to meet the audiological needs of individual pupils.

F. There is little evidence of understanding of audiological issues in relation to the pupils' learning.

G. There is no evidence of understanding of audiological issues in relation to the pupils' learning.

Note: It is likely that these criteria will be relevant to most placement observations. In some cases it may not be relevant, for example when working with a child who does not use amplification. This is permissible in one of the assessed sessions. Remember that the university tutor will also discuss audiological issues with you after the observation. This discussion will relate to the whole placement, not just to the child/children just observed.

6.7.5. Demonstrate a high level of professionalism in relation to working with others, critically reflecting on practice and professional development.

	Key Questions:	Evidence shown in Task / Observation
1	Do you work effectively and supportively with pupils and other adults, including parents?	
2	Is there appropriate reflection on teaching and on your own skills in the Tasks and in discussion with the mentor and University tutor?	
3	Is there evidence of planning for your own professional development and judging your progress against the competencies?	
4	Is there evidence of critical reflection, professional collaboration and networking informing your planning?	
5	Do you demonstrate persistence, assertiveness and collegiality in finding the best solution for your pupils? (e.g. 2-way online teaching, securing a quiet room).	

A. There is clear evidence of a high level of professional practice with all the key questions having been achieved to a high standard.

B. All of the key questions have been addressed, but some not so fully.

C. The majority of the key questions have been addressed, but some not so fully.

D. Some of the key questions have been addressed, but not fully enough to allow for a reflective professional approach.

E. One or two of the key questions have been addressed, but not fully enough to allow for a reflective professional approach.

F. There is little evidence of reflective professional practice and significant development needs remain in relation to professionalism.

G. There is no evidence of reflective professional practice and significant concerns remain in relation to professionalism.

6.7.6. Demonstrate skills of critical reflection on issues in deaf education linking placement experience and relevant legislation, policy and research.

	Key Questions:	Evidence shown in Task / observation:
1	Do you demonstrate skills of observation and critical reflection in relation to your own practice?	
2	Do you demonstrate skills of observation and critical reflection in relation to other practices you observe on placement (e.g. how the service is organised)?	
3	Are you able to create extended critical discussions about the issues raised, relating theory and practice to each other?	
4	Do the critical discussions consider: anti-discrimination legislation, children's rights, integrating different viewpoints including a range of deaf* perspectives, national and local education policy, inclusive education policy and pedagogy?	

A. There is clear evidence of a high level of critical reflection with all the key questions having been addressed to a high standard.

B. All of the key questions have been addressed, but some not so fully.

C. The majority of the key questions have been addressed, but some not so fully.

D. Some of the key questions have been addressed, but not fully enough to allow for a reflective professional approach.

E. One or two of the key questions have been addressed, but not fully enough to allow for a reflective professional approach.

F. There is little evidence of reflective professional practice or consideration of the implications of legislation, policy or research on practice in deaf education.

G. There is no evidence of reflective professional practice or consideration of the implications of legislation, policy or research on practice in deaf education.

* NB on the PG Diploma we are moving away from using the term d/Deaf because it can be seen as dividing deaf people. See Annelies Kuster's work, further discussed in the Deaf

Studies course (Kusters, A., De Meulder, M. and O'Brien, D. eds., 2017. *Innovations in deaf studies: The role of deaf scholars*. Oxford University Press.)

6.8 Getting ready to submit your assignments

You will need your exam number for the cover sheet of any assessment you submit through Turnitin. This number starts with a B and is on your student card. If you do not have your student card, follow this link: https://edin.ac/2rEyEnF

Professional profile
- Have you completed the cover sheet?
- Have you used your exam number on the cover sheet, not your name?
- Have you included two ungraded mentor reports, one graded university tutor report and the final mentor report (not all mentors do the final report – include it if you have it)
- Have you deleted the pages from the start of the Professional Profile which are not needed for submission? (pages 1 – 8)

Tasks
- Have you used clear headings showing which tasks you have done – including task letter name and most importantly, *the title*?
- Have you used academic referencing throughout the tasks?

The drop box will be open 2 weeks before the submission dates.

6.9 Calculation of final grade for Placement course

When you do your internal placement, you will receive a mark out of 100 for each of the professional portfolio and the tasks. Then the course administrator will *weight* these marks to produce your final mark.

Example: Jan gains 60% for the internal professional profile and 68% for the tasks. Each professional profile is weighted at 0.6 and a set of tasks at 0.4.

	Internal profile	Internal tasks	Final mark
weighting	0.6	0.4	
% gained	60	68	
Weighted mark	36	27.2	63%

When you look at your results you will see the mark as a percentage. For example, as in Jan's marks above: 60% will show for the observations, 68% for the tasks and the final mark of 63% will show up on Euclid after the exam board for the whole course mark.

7. Indicative course content

The content on the Internal Placement course consists of readings and web links on the Learn site. As soon as you are enrolled for the Placement course, access this reading and read as much as you can of the recommended / guided readings. You are expected to actively use these resources to reflect on practice in the internal placement. These are the issues we want you to consider during the placement course. The evidence that you have done so will be in the discussions you have with the university visiting tutor and in the tasks you submit electronically through Turnitin after each placement.

You will be engaging with these ideas:

- An evaluation and critique of the contested concept of inclusion in the UK today and how far it is achievable.
- The changing roles and responsibilities of teachers of deaf children, for example a consideration of the consequences of working with parents of 0 – 3 year old deaf babies and preschool children. If no or limited visits to families are taking place, discuss alternative support mechanisms.
- The laws and policies which are relevant to your role and the ways policy is actually implemented. As a minimum look at the Equality Act (2010), the Additional Support for Learning Act (2004/9) and the BSL (Scotland) Act 2015. GIRFEC is obviously crucial as policy. Use the Enquire website and the Learn site to explore further. The incorporation of the UNCRC into Scottish law in 2024 is important too.
- Deaf children's rights of access to fluent language(s) with which to learn and access a high-quality education. That is, think about delays and what has caused it. Think critically about what your service is offering the deaf child and their family. Don't assume someone is receiving SSE input if the support worker doesn't even have Level 1 BSL!
- The contribution of research to the inclusion and achievement of deaf children in the education system. Draw on your generic courses, e.g. Collaborative Working / Inclusive Pedagogy and Promoting Achievement and Curriculum Access (PACA).
- A consideration of issues such as effective pupil records, IEPs and other plans, the listening/visual environment and the monitoring of the language development of the deaf child.
- The goals you have set for your own continuing development as a professional teacher of deaf children.
- The integration of audiological knowledge into all aspects of your teaching and support for deaf pupils. For example, reflection on how you use the Ling sound check and what you do with the results.
- Reflect on your languages profile using the tool on the Placement Learn site.
- Reflect on how the after-effects of the Covid-19 pandemic have affected deaf children's educational experiences and emotional wellbeing and relationships between ToDs and families.

8. Mentors and their role

The opportunity to work in an educational context with experienced and qualified teachers of deaf children (QToD) is vital for the professional development of the students on this course. The university values the contribution of teachers to this school-based course very highly. It is anticipated that the school will identify a qualified teacher of deaf children who will act as a mentor to you during the placement. The mentor can offer support in a number of ways depending on the situation and context.

These include:
• allowing you to watch him or her teach and discussing features of the learning / teaching situation.
• sharing planning and record keeping methods;
• giving access to relevant records, such as IEPs and language assessments, which will help you understand how and why data are collected;
• discussing children with you so that you can better understand their needs;
• helping you to use audiological equipment;
• working collaboratively with you so that you can learn from team teaching;
• giving you the opportunity of observing work undertaken by other professionals, such as the speech and language therapist, so that a more complete picture of provision is obtained;
• discussing your plans before a teaching session;
• observing you teach and discussing observations afterwards, by phone or online meeting.
• completing written observation schedules on at least two occasions and offering debriefing sessions;
• where possible giving you the opportunity to video at least one of your own lessons;
• discussing your progress with the university tutor and you;
• completing an end of placement report

You may already have a mentor allocated to you by your school or service to support you as you go through the Postgraduate Diploma in inclusive education (deaf learners). When you start the Placement course, check that the mentor is happy to take on the additional roles mentioned here. If they are not, talk to your head of service or head of school to discuss who could be your mentor for the placement period. Please liaise with the course co-ordinator, Imran Mulla, because it is important that a qualified and experienced teacher of deaf children is in place in each placement setting. In small authorities it is sometimes possible to arrange a mentor relationship which crosses local authority boundaries.

Mentors fill in the same observation form as the university tutors do, but they do not decide on a final mark. The course tutors refer to the mentor comments to help them decide on a grade for the placement and Tasks.

Mentors will be invited to watch an online training session to explore their role further, and in addition they will have direct access to a mentor Learn site with all the placement resources available.

Mentors can gain library access at University of Edinburgh for the term they are supporting you as mentor on the placement course. They email Imran to arrange this visitor access. Mentors don't find out your placement marks, but they will be aware if you have a resit as it will mean the placement is extended.

9. How do students tell the university about the internal placement dates?

Please use **Appendix 1** at the end of this handbook; you need to fill it in with the internal head of service's agreement. It must be posted to Turnitin at least **a month** before the placement.

Iona Hodge from the University Placement Unit supports the administration of the placement course. She will contact you regularly to remind you that you need to upload Appendix 1. This is to ensure you do plan for a placement each year you are on the diploma. If you delay the placement, the whole qualification can take too long to complete.

All the university visiting tutors, Iona, Tara as programme administrator and Imran as course organiser will all be able to see your plans for placement on Turnitin.

10. When can you go on placement?

The internal placement should be undertaken after two of the specialist courses have been achieved from this list: Deaf studies, Audiology and Audiometry, Language and Communication, Promoting Achievement and Curriculum Access

Placements can be undertaken at any time of year. Remember to allow at least one month between the uploading of your Appendix 1 form and the start of the placement. The university visiting tutors have busy schedules and need plenty of notice.

If you are doing an internal placement and this is not your usual workplace, please organize a pre-visit. This gives you an opportunity to get to know the placement service or school, and the service or school also has the opportunity to say yes or no to your request once they have met you. Remember on the pre-visit to maintain the GTCS values of social justice, integrity and commitment. Don't comment negatively on what you see or on your own service.

If you do not usually do paid work in this authority, you need to get ready the latest copy of your Protection of Vulnerable Groups (PVG) certificate if you work in Scottish schools, or Disclosing and Barring Service (DBS) certificate if you work in the rest of the UK. Send it to the Placement Unit on this email: Placement.Unit@ed.ac.uk

The placement unit will check with your internal placement head of service if they are happy with the date of your most recent certificate. If not, they may request an update.

11. Preparing for the placements

Deaf children are placed in a wide range of provision and therefore each student's experience will be different. Guidance on what would be expected during a placement needs to be interpreted within a particular provision.

Internal placement: 20 days in your usual setting

This placement usually takes place at the end of the first year of the Diploma programme. This 20-day period of placement will take place in your usual local authority. In this first placement students are expected to show skills in all the areas identified for assessment. i.e. planning, assessment and recording, classroom communication skills, teaching skills, understanding of audiological issues and equipment, and professional qualities. You should show progression in all areas during the period of the placement. You should show sufficient knowledge, understanding and skills to become a teacher of deaf children, but would not be expected to yet have the same range of skills as an experienced QToD. For example, by the end of the internal placement we would not expect you to be able to work effectively with a deaf child who has serious language delay. If you do not have fluent BSL yourself, we would not expect you at the end of this placement to be able to teach a deaf child who is fluent in BSL yourself. You could be expected to work with a BSL/English interpreter with a child fluent in BSL.

The placement location and time should be negotiated between you and your line manager during the term before you expect to go on internal placement so that the mentor's timetable can be rearranged to allow time to work with you.

If this is not your usual workplace (e.g. for self funding students), before the start of the internal placement *you will visit at least once* to meet the mentor and other staff and to collect data on school / class organisation, teaching approaches, curriculum areas and individual or group needs. Remember this placement is allowing you in – please be respectful and learn from the staff you meet on the visit. The visit gives the service an opportunity to decide whether to definitely accept you on the placement.

When you start the internal placement, it is anticipated that you will observe the teacher of deaf children working for the first two days and will then assume responsibility for up to 70% of the timetable. This will generally begin with the opportunity to work with small groups and individuals and then with larger groups or the whole class, depending on the context.

It is important that you have the opportunity of observing qualified teachers of deaf children working; collaborative teaching often gives an ideal situation for professional development to take place. It is important that, if possible, you can observe a range of professionals working with the children and staff, such as different teachers, speech and language therapists, BSL tutors and educational audiologists. You will probably be liaising with class teachers about a deaf child in their class if you are doing in-class or tutorial work.

Contact with parents and third sector organisations is also welcome during the internal placement as it allows you opportunities to reflect on wider issues. Follow the local authority rules about contacting parents.

You will need the opportunity to familiarise yourself with audiological and other equipment used within the provision and would be expected to be carrying out routine testing.

The intention is for you to demonstrate your usual responsibilities as a teacher of deaf children. Sufficient non-contact time needs to be allowed for completion of university Tasks and for observation and planning.

Have a plan B

If you are planning to work with just one pupil, please make sure you have a Plan B in place, that is you have another deaf pupil for whom you have information in your file who you could arrange to visit at short notice if the first pupil is ill or off school.

12. Preparing for a visit of your university tutor

Visits will be face to face in 24-25 but occasionally may be virtual if your university visiting tutor asks for this. You will decide this with the placement head of service, the QToD mentor and the university visiting tutor. See notes at the end of this section about how to film a virtual observation session if this is necessary.

For the majority of face-to-face visits, arrange meeting times in advance. Book a room where the visiting university tutor can read the file interrupted for about half an hour or more if they ask. Arrange time for you two to talk after the lesson observation. And arrange a time for the tutor to meet the mentor. Usually there will be a final chat at the end, sometimes with the mentor there too, so you can receive some general feedback from the tutor. The tutor will then send you the report within the next week. What the tutor says in the feedback should be there in the report. They won't put in the grades till they write the report though, i.e. after having had time to reflect.

Arrange a way for your university tutor to see your file. Your mentor will also need access to this file throughout the placement. This year the file may be online – but make sure it is in a secure environment, such as OneNote in Office 365 behind a local authority password. Make sure you have arranged time to meet with your university tutor to discuss issues about your placement and find out initial feedback on the observation. That is, don't dash off to another pupil.

A week before the observation session, please send the placement tutor extracts from your Placement file so that she/he can contextualise your work and the group or child they will see on their visit. *It is essential that you provide this information before the tutor visit.* It is crucial that you complete the box at the top of the tutor observation form with information about the particular group or individual you are teaching in advance of the tutor's visit. This box should have the learning intentions you also have on your lesson plan for the session. Don't forget to show how the plan links to the deaf child's IEP (or other individual plan). Mention in this form if the child has an additional disability, how the child prefers to communicate and any other important issue which will help contextualise the visit for the tutor.

Discuss with your visiting tutor when the meetings with the mentor and you are going to take place and make sure they know where it will be. The observation of your teaching is usually 30 - 40 minutes. There will be a meeting between the university visiting tutor and the QToD mentor usually after the observation or after the visiting tutor has had a chance to watch the uploaded video. The head of service may also want time to talk to the university tutor at the end of their visit, so please ask them in advance if they would like to do this and arrange the time and place for them to meet, or access to a phone. Remember the visiting tutors have very busy schedules too. This is why we expect the Appendix 1 form to be uploaded to Turnitin at last one month before the internal placement starts. You should have negotiated the visit date before you upload the form.

Virtual visits (if needed – not likely in 2024-25)
For a virtual visit, in advance of the observation, arrange for someone to help you film 40 minutes of you teaching. If your teaching sessions are about 10 minutes (for example with lower primary) then film several, or perhaps you have set up play stations which last longer. It is important for us to see how the children are understanding you, so a fixed camera looking at heads is not very effective. Ask for help, maybe from your mentor. Remember not to film into the light. If you can't achieve support with filming, don't worry. The discussion with your university visiting tutor afterwards will focus on the learning that took place, the successes, the areas you would do differently, how you checked understanding, how you coped if a pupil had poor concentration, etc. The advantage of having a remote visit is that you can reflect on the video before you meet with the visiting university tutor.

If you are having a virtual observation, please also arrange Zoom or Teams meetings so your mentor can meet with your university tutor.

If you and your visiting university tutor decide on a virtual visit, well before the university tutor's observation, please gain permission from the parents for you to film their child on the agreed date. Remember your plan B and have a backup observation too. Use Appendix 3 and adapt it with your mentor to suit your placement authority. If the lesson is with a mainstream class, the camera may be located at the back so that there is a degree of anonymity. Parents need to know that the class is being filmed, but faces are not shown. The purpose of filming in a mainstream class is to focus on the deaf child and your support. More usually you will be teaching in a separate session with an individual or small group when faces can be shown, and permission gained from parents. It is important to try this out so that the actual day is not too much of a shock for everyone; the camera quickly becomes normal.

More on the observed session:

When you are being observed by your mentor or university tutor, we would expect this detail on the plan:

- Date and time of the session
- Details of the group or pupil
- Curriculum area with curriculum reference
- Individual relevant targets for children **from their IEP** or other plan and how they relate to this session.
- How you are going to record the pupils' learning and to what extent the learning outcomes have been achieved.
- Language targets, related to individual language assessments in English or BSL (this could be a function, a structure, vocabulary or all of these)
- Include time for audiological checks and planning for use of listening
- Space on the plan for your evaluation- what would you do differently next time?
- Space on the plan for you to record from pupils what they thought about the session.
- Space on the plan for identifying next targets

These last sections won't be filled in yet, but you may discuss them at the end with your visiting tutor and your mentor may follow up on them too to ask for them by email.

If you are teaching a *group* the plan would need *in addition:*
- Objectives and targets for the session
- Notes on linguistic access strategies / translanguaging approaches
- Outline of the session with sequence and timings
- A way of recording progress per pupil.

If you are taking a *support role* the plan would need in addition:
• identification of targets from pre-session information (if possible)
• description of the preparation undertaken, e.g. liaison with class teacher, with support workers
• description of the support approach to be taken (e.g. notetaking, interpreting, parallel teaching)
• identification of audiological issues and how these will be met
• identification of linguistic and curricular needs and how these will be met
• issues arising during the session and how these are dealt with
• information recorded for the pupil, other support staff or mainstream teacher
  and the teacher of deaf children and / or parents

Be ready to talk to your mentor or university tutor about the rationale for the language targets and how this session fits into a longer scheme of work.

There is an example session plan on Learn which you can use if you would like to.

The way you teach

See things from the deaf pupils' view – what is going to be relevant to their lives or motivating for them? Is the session really engaging and interesting for the children? How far are they actively involved? Can they have a say in the direction of the session? Did you include issues relating to deaf identities and other identities which may be important to those pupils?

Be fluent in whatever languages you use. Prepare BSL vocabulary with guidance from deaf tutors and/or the BSL Glossary in advance.

If possible, the session should include pair work or group discussion and active learning. Remember the principles of the Scottish curriculum.

Show you have high expectations in the way you teach.

After the teaching session
The tutor will ask you to explain why you taught a certain way. This is not meant to be threatening, but to explore your thinking about deaf education. To prepare for this discussion you could think about these questions:

- How did that session go? What would I do differently if I did it again? What will I do next with this pupil / these pupils?
- How good are my communication skills? Do I have a personal action plan for improvement?
- How well did I liaise with the mainstream teacher to find out what was going to be happening in class? Did I pre-teach anything in this session? How can I find out what the impact is on the pupil in class later?
- Why is group work so important for deaf pupils? What ways can I facilitate it?
- How did audiological issues arise during this session? Could I have used equipment more effectively?
- How does my record-keeping of achievement feed into the class teacher's records?

13. Tasks

Over most 10-credit courses there are written assignments of 2,000 words. For Internal Placement this is four tasks each of 500 words, excluding appendices and references.

You will choose Tasks relevant to your placement from this list. One Task is negotiable with the course co-ordinator, Imran Mulla. *One of these tasks is compulsory*, the one about a child with an additional support need other than deafness.

In all tasks we expect reference to your academic reading, that is *reflecting on theory, research and policy*. Be critical about how you use the policy sources, in particular. As in assignments, quote sparingly summarising more, cite all assertions of fact you make about deaf education, summarise and critically evaluate sources.

We expect you to independently find readings relevant to your placement. They may come from the Placement Learn site, from previous courses in the Diploma and also from Google Scholar or DiscoverEd searches. As far as possible, use sources from the last five years. Use academic sources for research. Use sources critically. Remember manufacturers and charities have a particular reason to appeal to readers, and their writing may be persuasive. Avoid persuasive sources. Charities such as NDCS produce a wide range of text types. Look for the research papers behind their publications and use their policy recommendations carefully.

There is more information on the Learn site to support these tasks. The criteria given at the end of each Task refer to the course assessment criteria from section 6.7 above. The letter names *and title of the task* are important in your submissions.

1. **Compulsory Task: Provide a short case study on a deaf pupil who has an additional / a number of additional issues.** Collect information on this pupil carefully and confidentially, with your service's permission, and comment critically. What would you do next to decide on a language programme / social skills programme / transition programme? Justify your recommendations. *Please do not choose the same pupil you used for the Language and Communication course. I will check!* Look particularly at criteria 1 & 5.

2. **Evaluate the effectiveness of your support in a mainstream class** with a deaf pupil or several deaf pupils. What linguistic access strategies did you use, and how effective were these? What preparation was needed with other members of staff to make the class go well? What explanation and questioning skills did you use in this class (if relevant)? How did the pupil evaluate the experience? Look particularly at criteria 1 – 3.

3. **Evaluate a recent interaction with a parent or a professional** working with deaf students (not from the education sector). What legislation or policy was relevant to your interaction? How successful were you at working collaboratively? What did you learn about the other person's perspective? How will this change your future practice? Look particularly at criterion 5.

4. **Video yourself teaching** for 10 minutes. If possible set up the camera so the stdents' faces can be seen as well as you. Use the forms in Appendix 2 of the placement handbook to gain agreement from parents/carers and pupils. Evaluate your teaching and communication skills critically. In addition to the commentary uploaded to Turnitin, upload the video clip to Media Hopper and share with Rachel. You can create a tiny url for the Media Hopper video and type this clearly in your task. Look particularly at Criterion 2.

5. **Film a deaf child who is fluent in BSL** for about 5 minutes signing a story from a picture prompt or similar. Do not choose a book with print as this is not meant to be an exercise in reading / translating. Provide a translation of this story. This means your English version will reflect the BSL accurately in accurate English. But if you see a

mistake in the BSL grammar, you could indicate this in the translation. Comment on the video to show examples of BSL *grammatical and/or sociolinguistic features*. It is essential to use the forms in Appendix 2 of the placement handbook to gain agreement to film from parents/carers and pupils. [You can upload the video clip to Media Hopper Create](), where you have a large space allocation for your videos. [Here is more guidance on how to use Media Hopper.]()

Click on Publish and choose Unlisted. Go to Share and copy the link. Insert the link into your assignment. ***Please** use a website such as to [shorten the url]() because the marker will need to copy it in. The link won't work from your submission to Turnitin.*

How to analyse the BSL: Use the Rachel Sutton-Spence and Bencie Woll book introduction pages on glossing on the Linguistics of British Sign Language (CUP, 1999), and the SignWorld website to comment on BSL features of the video. Only choose this task if you have done some BSL analysis work before, such as on the Language and Communication course or perhaps on an advanced BSL course. Not everyone has yet learnt the technical terms about BSL. To learn more, look at the [Sign World combined linguistics package]() which is £48. I regard these packages as very important professional development for ToDs. Many ToDs have never studied the way BSL actually works.

You might comment on some *grammatical features* such as – visual motivation; sign phonology, sign morphology, use of space (different types of space); role shift; first person to third person shifts; proforms; chaining.
And/ or *sociolinguistic features* such as: regional variation in BSL; young people's BSL; BSL from a particular sub-group of deaf communities; language change; translanguaging; language transmission.
Use minute and second information like this (3;2) to draw attention to a feature at a particular time point. Use the Sutton-Spence and Woll notation system, introduced at the beginning of their book, to discuss issues about particular utterances. That is, you will provide an English translation, but also a BSL gloss for parts so that you draw attention to BSL features.
Remember that the total word count of your commentary is only 500 words, so you are only going to choose a few features to comment on. Reference your sources. Don't include in your word count any references or the translation itself.

6. **Critically investigate the term 'inclusion'** for deaf students in your placement context. What does inclusive education mean for deaf children in this context? How will these thoughts from placement affect your future practice? You can draw on ideas from the Inclusive Pedagogy or Collaborative Working course, but also think beyond this to how the education system implements inclusion as a policy. Define inclusion using recent academic literature. Criterion 6.

7. **How has legislation had an impact** on your placement and the way it provides support to deaf learners and their families? What can you learn from the placement which may affect your own practice? The legislation you could investigate includes: Standards in Scotland's Schools etc Act 2000; Additional Support for Learning Act

2004 and as amended 2009; Equality Act, 2010; British Sign Language Act 2015; Education (Scotland) Act 2016; UNCRC Incorporation (Scotland) Act 2024. You don't have to investigate all these pieces of legislation – two would be fine. If you are from outwith Scotland, please discuss a relevant piece of legislation with the course co-ordinator before you start. Remember also international policy such as UNCRPD which has influenced legislation. Criterion 6.

8. **Analyse assessment processes** in your placement. This may be in relation to arrangements for exams for deaf candidates, the service use of national attainment test results and other data, and / or the analysis of national qualification results for the deaf cohort in a local authority or placement school. What new skills did you learn by comparing deaf pupils' data, local authority data and national data? Are benchmarks such as the Scottish Index of Multiple Deprivation (SIMD) and entitlement to Free School Meals used with assessment results in your local authority to track progress?

    If you are going to choose this task, explore your local authority SEEMIS data if you can and also have a look at the Scottish Government statistics. There is an annual spreadsheet called pupil census supplementary statistics here.
    Criteria 5 & 6.

9. **Deaf awareness for colleagues.** Plan, teach and evaluate a deaf awareness session for a particular audience (e.g. classroom teachers, subject teachers, pupil support assistants, parents). Include an appendix with your materials. Discuss the key considerations involved in planning this session for this particular audience. Evaluate how successful you think it was. Try to include the views of the participants possibly collected via a colleague so that they are more objective.

    Many local authorities have an often old Powerpoint they use for deaf awareness sessions. Don't use this. Create your own for a particular audience.

10. **Student devised task –** Please negotiate this task with the course co-ordinator in advance of the placement if it is your own workplace.

You will upload these Tasks to Turnitin. Where there is associated video material in Media Hopper, provide a weblink on the Task. As noted above, make a tiny url by using the university app or look on the Tinyurl website.

There is further information on the Placement Learn site about how to use Media Hopper and how to make sure your uploaded videos are unlisted, so they are shareable. Here is the link: You can upload the video clip to Media Hopper Create, where you have a large space allocation for your videos. Here is more guidance on how to use Media Hopper.

It is important to familiarise yourself with Media Hopper Create before your placement starts. For example, you could film yourself at home using PhotoBooth or your mobile, then upload the clip to Media Hopper, add the tags and permissions and save as unlisted.

When it asks about copyright, we usually list these videos as All Rights Reserved University of Edinburgh. Feel free to test the link with Imran or Rachel the first time you do it.

14.   Checklist from the start of the placement course

Explore the Learn site, study the handbook and make a start on reading relevant readings and watch the videos or download them as podcasts.

You will receive an email from Imran to allocate you a university placement tutor.

At least **three months in advance** of the internal placement, meet with your head of service and / or your own authority QToD mentor to discuss your internal placement.

Your head of service will usually contact the potential placement provider to see if a 4-week placement is possible in the time period you would like. Sometimes if Rachel or Imran has more knowledge of a placement they may make the initial contact, then hand over to your head of service / school. There are some placements we would not recommend because of past poor experiences for students.

Discuss the form with the internal head of service or QToD mentor. If this is not your usual workplace, go on a visit, ask questions, take notes etc., and check if they are happy to have you on placement. They may communicate the result via your head of service or to the course organizer. Don't assume you are automatically accepted – show an interest and ask questions of placement teachers.

Establish who is going to be your mentor. This person must be a qualified and experienced teacher of deaf children. Please liaise with Imran as course organiser if there is no suitable mentor apparently available. Note that the Appendix 1 form asks for year and university where the mentor was qualified.

Contact your university visiting tutor to negotiate the placement period and the visit date.

Upload Appendix 1 to Turnitin to set out the proposed dates of your placement. Include email addresses and phone numbers for yourself, your mentor and your head of service / head of school. This needs to be in place **at least one month** before the placement starts.

Set up introductions between the university tutor and your mentor and head of school or service if relevant by email; give appropriate contacts so they can contact each other. You can use Appendix 1 to do this.

Arrange a phone tutorial with Imran at least 2 weeks before the placement starts to confirm the details and your aims for the placement. This will last about 20 minutes. In this tutorial you will confirm the details and your aims for the placement. A note of this tutorial will be recorded on Euclid and it will trigger the fee request to your local authority.

Make sure your mentor can meet with your university tutor online or by phone before or after the observation.

Find out if the internal head of service / head of school would like to meet the visiting university placement tutor (often by phone) after they have observed your video observation. Check your placement file is accessible to your mentor and your visiting tutor.

Send your placement tutor some extracts from your working file to set the scene for the service / school and group / pupil you will be teaching. These should be sent at least a week before the visit. Remember to anonymise all pupils carefully.

Your QToD mentor will have 2 observations over the first three weeks of the placement. Give the mentor the right form to fill in, although this is also available to them on the website which the Placement Unit tells them about. They will return the feedback to you within a week and have a talk to you about the session. This feedback will have a balance of comments on it. Take these comments into account before you a final meeting with your mentor. You can also reflect in your file on discussions with your mentor over the placement.

A few days before the placement visit, email the visiting university tutor the details for the top of the observation form:

Observation of Teaching

The student should complete this section prior to the observation
Observer ………………………………………………… Date: ………………………
Specific context
Objective(s) & target(s) for session

Send your university tutor a few of your recent plans and self-evaluations of you teaching this pupil or group for the university tutor to refer to. What strategies do pupils use or has the local authority suggested? How do the targets relate to the pupils' IEPs (or other individual plans, i.e. related to assessments that have taken place about language(s) development). Does the child / children being observed have additional disabilities or additional support needs other than deafnes?

15. Audiology issues on placement

It is really important that you integrate ideas about audiology in the Tasks you do for the placement course, and that you incorporate a critical commentary on the documents you find on placement. Anonymising the audiological details is also very important. Remember years;months is always more useful and more anonymous than dates of birth.

Audiology checks at the start of an observed session are also important. If you are teaching children who don't use hearing aids, or if you are teaching in BSL without using speech, then make an opportunity to talk to the visiting university tutor about your involvement with audiological checks with other pupils in your placement. The tutor wants to see you are knowledgeable and confident about audiological issues.

Remember Ling sound checks should be done in a standard way ([see MedEl advice here](#)). The use of cards, pictures, lip patterns are not necessary, though they may be helpful to some children. What is necessary is that you know the child can hear and produce the sounds when they are presented as in speech. That is: no intonation patterns; short as in usual speech; at the usual loudness of speech; no lip patterns at least at first. You need a way of recording which has clearly been in use throughout the placement. What do you do when the results are unexpected?

Audiology issues are more than just audiograms and speech test results. They are issues brought up by the deaf child or the family or teacher about the listening and the visual environment at school or home. It could also be about listening at break time, at after school clubs. Often it will be about assertiveness and confidence of deaf young people in managing their hearing better and feeling able to discuss it with teachers and hearing classmates. In relation to post-covid measures which are sometimes still in place, what impact has a teacher refusing to wear a clear screen mask / visor or refusing to wear the radio mic had on the young person?

16. Using pupil files on placement

You will need to negotiate access to pupil records on placement. Please approach pupil records as documentary evidence and try to build up a picture of what the family and young person has been through in their relationship with the school, service or health service. Do not comment critically to colleagues on what you find – understanding pupil records is an important part of your professional development.

Find out if you can copy or summarise certain details for your Tasks. The IEPs, Child's Plan and CSPs will be particularly important to copy, but check that you can do so. Make sure that education plans are **fully anonymised.** You could find out what input parents or carers had and what input has the deaf pupil had to the planning process. Any pupil of P7 upwards should definitely be involved.

Talk to your QToD mentor or other colleagues about how the IEP, Child's plan or CSP was arrived at. What is the underlying direction of support for the child? Often IEP targets are quite small, measurable and specific, but there may be more information in teachers' heads about the justification for the direction in which support is going.

Examine the evidence that exists of regular monitoring of language(s) development in spoken or written English, home language and BSL. Use the experience of the Language and Communication course. Evaluate which assessments have given the most useful information to support planning for / with the child. Have all the participants understood the implications? Can you see carry over from the diagnostic language or speech assessments into plans and teaching? This is what you want to achieve in your own teaching. You can show this thinking in your placement file on post-it notes or short critical comments.

If the school or service agrees, make contact with the parents to ask them about their views. Evaluate what you have learnt from this approach to pupil records in a Task. How will your own practice change in relation to record keeping and creating pupil plans?

17. Advice from other students

This is a compilation of views from several students:

What went well? Clear instructions on Learn; Feedback from previous students' placements; Of all the courses, this was the easiest to cope with.
What would you do differently next time? Plan more in advance
What did you learn? Feedback from my university tutor has helped me identify my strengths and weaknesses and I have learnt the importance of being critical about everything I read, including children's files.
What would you improve? More opportunities to share/discuss with other students. More planning time with mainstream teachers and outside agencies eg; SLT / NDCS etc

What advice would you give to other students? Read the course handbook! Prepare well in advance. Keep up to date and be sceptical about everything you read in children's files!
Do the placement reading in advance of the placement starting.
Try to get your observation visit in the later weeks of the placement, not too early.
Arrange a pre-visit and get the dates for tutor visits set up well in advance

Please send in your views about what you learnt from being on the course so we can improve this section for next year.

18. Quality assurance on the placement course

The decision regarding grading is made by the postgraduate studies exam board at the university. The written evidence given by the mentor and the supervisor is very significant in this decision.

The university placement tutors have an annual meeting online at the end of May each year. At this meeting we discuss standardising issues, topics that have come up during the year and ways to improve the placement course experience for students and local authority services. The first part of this meeting also acts as the staff/ student liaison meeting.

We would like a student representative or two each year. The student reps attend for the first half of the meeting lasting one hour. This will be an online Zoom or Teams meeting.

Saturday 31st May 2025 10.30 am

We would like to find a representative early during 24-25 so that you can collect views from students during the year. Students may contact you via your student email account. **Please consider volunteering!** It could be a useful professional development experience as the information gained from attending the meeting could help you become a mentor in the future to other students.

19. Scottish Government Competences

The Requirements for Teachers (Scotland) Regulations came into force in September 2007. Reference: http://www.scotland.gov.uk/Publications/2007/01/29163203/2

We are expecting the Government to update these competences soon as they have not been reviewed for over a decade. We will incorporate them into the GTCS Professional Recognition system introduced in 2021 so that you can evaluate courses in the PG Diploma against these specialist competences as well as the Standards for Career-long Professional Learning. We expect this consultation from the government in November 2024.

Particular competences are targeted in each of the courses, although there is a great deal of overlap and some relate to a number of different courses. All the Government competences are listed here; the ones which are particularly relevant to the placements are in italics. You are expected to monitor your progress towards meeting these standards and to set personal targets within the competences during the placement. You can do this

by using the Competency profile which is a compulsory part of the final placement submission.

Students should demonstrate:

A. Assessment

A1 a critical knowledge of different types of linguistic and developmental assessments relevant to hearing impaired pupils, and *an ability to carry out a range of assessments,* and *to interpret and use assessment results effectively, applying them to the curriculum and to skills of daily living.*

B. Multi-agency/partnership working

B1 *an ability to interpret and evaluate audiological assessments, and provide professional advice and comment to parents, other professionals, and to the pupils concerned, on the implications of these assessments for pupil audition with amplification;*

B2 *an ability to plan, develop and evaluate their strategies for working with parents/carers, teachers and multidisciplinary teams in facilitating linguistic access for hearing impaired learners;*

C. Language and communication

C1 an understanding of the linguistic potential of hearing impaired pupils, of barriers to language and literacy acquisition which they may face, and an understanding of the approaches to and processes of language and literacy development;

C2 an understanding of key differences between signed and spoken languages and between BSL and various forms of manually coded English (e.g. Sign Supported English, Signed English, Cued Speech, Makaton, Signalong etc);

C3 *a knowledge of the full range of ways in which hearing impaired pupils access information and contribute in class, both through English (e.g. amplification, lipreading, reading/writing etc.) and BSL (direct or with interpretation);*

C4 a minimum level of competence in BSL, at least to BSL Stage 1, and a requirement to upgrade skills to meet pupil support needs.

D. Medical/disability related knowledge

D1 a knowledge of the processes involved in Universal Newborn Hearing Screening and the implications of early diagnosis for linguistic and cognitive development;

D2 an understanding of the different types of discourse associated with deafness, and different constructions of deafness (e.g. social and medical);

D3 *a knowledge of the impact on learning of specific medical conditions, syndromes and disabilities which can be associated with hearing impairment, including where hearing impairment arises as part of multiple and complex support needs.*

E. Specialised technology

E1 a knowledge of the range of aids to audition (including hearing aids, cochlear implants, radio aids and environmental equipment), and an ability to compare and critically evaluate their impact and effective use, in collaboration with the learner, whenever appropriate, within a range of settings in the school environment.

F. Specific legislation and policy

F1 an ability to reflect on the effectiveness of their practice in different contexts and roles, and on the level of their awareness of appropriate practices for learners with a hearing impairment from ages 0-18 years, in the context of current legislation, policies and advice for education and access, and local and national support provision.

G. Teaching and learning

G1 an understanding of cognitive/intellectual potential and diversity, both verbal and non-verbal, among hearing impaired pupils, and implications for learning;

G2 an understanding of the range of barriers hearing impaired learners face in accessing the curriculum and of the full range of strategies for facilitating linguistic access and educational support within different contexts;

G3 the capacity to facilitate the development of pupils' ability to understand, negotiate and manage their own linguistic access strategies;

G4 an understanding of the specific needs and issues which can arise with hearing impaired pupils at transitions to and from different stages of education and experience.

Please look on the Placement Learn site for a Word document you can use in your professional profile to self-evaluate your current skill level against the competencies. This is part of your professional profile. There is also an example of a completed profile so you can see the degree of detail needed.

20. Rest of UK competencies for teachers of deaf children

Students based in other parts of the UK will have received a set of the English government competences and they are also on the Learn site. These English competencies have recently been updated. See Annex A page 14 onwards from this link.

All these competences are relevant to the placement course, but do not feel you have to demonstrate every single one on placement, as there will be several other opportunities throughout the programme to show you are addressing each competence.

Appendix 1: Planning sheet for placement

Internal placement

I have completed two of the deaf education courses on the pathway.	Please type your name and which two deaf education courses you have completed.
Head of service of your internal local authority or school headteacher	
Email of head of service	
Head of service phone contact	
Local authority of internal placement	
Mentor name	
Mentor email	
Contact number for mentor	
Confirmation mentor is QToD – check with Head of service or see certificate. Which university? Name and date of award.	
Full postal address of possible place for visit, if known	
Proposed period of placement (20 days: start and end date)	
University visiting tutor	
Proposed visit date in week 4 agreed with university visiting tutor	
PVG / DBS certificate number and date of issue (only relevant if this placement is not your usual workplace).	

Appendix 2: Parental / carer permission for filming for the Tasks.

The form should be checked by your mentor and adapted to suit the placement requirements. It must be submitted with any video task (4 or 5 above).

I ……………….. (insert full name) give permission for my son / daughter

…………………… (name of pupil) to be filmed while …………….. (name of

teacher on placement) is on placement at ………………………. (name of

school) in …………………… (name of local authority) in (insert month and

year).

I understand that the filming will last no longer than 20 minutes. It may include my son/daughter's face and record their speech or signing. The clip will be edited and reviewed by the teacher on placement.

The final clip will be no more than 10 minutes and will be uploaded to Media Hopper, a secure site on the University of Edinburgh website. The clip will only be visible to the teacher (student on the postgraduate diploma in inclusive education, deaf learners), the course tutor, the course moderator, and the external examiner. All media in Media Hopper is by default confidential just to the student. The student (teacher on placement) has received training in how to check that it is shared just with the tutor team.

At the end of the student's time on the Postgraduate Diploma, usually within two years of filming, he/she guarantees to destroy the clip.

The teacher (student on placement) signs here to confirm these arrangements and not to share the video clip with anyone else:

Name printed:

Signature:

Date

The parent / carer signs here to confirm they understand and agree with the arrangements above.

Name printed:

Signature:

Date:

Appendix 3: Parental / carer permission for filming an observation

Dear,

I hope you are keeping safe.

(Name of student), Teacher of the Deaf, is currently undertaking the Postgraduate Diploma in Inclusive Education (Deaf Learners) at Edinburgh University.

As part of this mandatory course, they are required to complete a teaching placement. We would like to invite (name of child) to take part in an observed lesson in (name of school).

In this case the tutor from the university is not able to visit the school and so any lesson need to be recorded. For your reassurance the following safeguards will be put in place:

- All clips will be filmed on a (name of council) camera and uploaded from an encrypted (name of council) council laptop.
- The filming will last no more than 40 minutes. It may include the pupil's face and record their voice or signing.
- The clip will be reviewed and edited by (name of student).
- The final clip will last no more than 40 minutes and will be uploaded to Media Hopper, a secure site on the University of Edinburgh website.
- The clip will only be visible to (name of student), the course tutor, course moderator and the external examiner. (Name of student) has received training to ensure it is shared just with the tutor team.

The clip will be destroyed before or on (date – after the exam board held in February, June and October each year).

To comply with GDPR regulations we would ask that you email our service (service email address) to confirm you are happy for (name of child) to participate. You are entitled at any point to withdraw from the process by also contacting us via the same email address.

As always, we thank you for your time.

Yours sincerely,

Signature and job title of head of service for deaf children

Email probably has a footer about your service.

cc.   School

The parent / carer signs here to confirm they understand and agree with the arrangements above. Or please get a signature from your head of service to show you have received email agreement for permission to film. Or include an *anonymised* email or note from the parent.

Name printed:

Signature:

Date:

Agreement from the child

Under GDPR, we also need to collect agreement from the child. That means you need to show how you have independently asked the child for their agreement. This must be in a way the child can understand, for example plain English, a BSL video, a cartoon strip. The child, just like the parents, can withdraw their consent at any time. Please share examples of the way you have asked pupils for consent to film and use their data with other students. Send to Rachel who will anonymise. Check your QToD mentor is happy with the way you have asked parents, carers and children to use their data.

The mentor and the visiting university tutor will expect to see these completed forms in your placement file. You do not have to send them into the university.

Appendix 4: Mentor observation form

Please check your mentor knows about this. She/he needs to fill it in. You discuss the feedback and reflect on it. Then you plan the next observation. Repeat the process before the observation by the university visiting tutor. Show the visiting tutor the 2 observation sheets from the mentor before the tutor watches your final uploaded example of teaching.

Mentor Observation of Teaching **Internal placement**

Name of local authority where placement is: _____

Students: Remember it is essential you fill in this top box and send it to your mentor or tutor a few days before the observation!

---

*The student should complete this section **prior** to the observation*

Observer (QToD mentor or university tutor) …………………………………

Date: …………………………..

Specific context

Objective(s) & target(s) for session (remember language targets *based on assessed needs*)

These are targets as you write in your lesson plan, which will look different from success criteria that the pupil will understand. You will have particular language aims, a function (e.g. narrating in the past continuous), a structure (e.g. use of future sentences with will, going to and root verb), a pragmatic target (e.g. develop checking questions) and vocabulary. You don't have to do all four, but at least two would be good!

Observation Notes

 This is section that the mentor or university tutor will fill in. They make notes here.

Key points discussed following the session
The mentor writes or types this after watching you. Then gives you feedback face to face or on the phone shortly after the observation.

1. Planning assessment, recording

2. Classroom communication skills

3. Teaching skills

4. Use of audiological equipment

5. Professional Qualities

The balance of these strengths and weaknesses gives you as the student an idea of how you are doing on the placement and what your next steps should be. The mentor should be able to see progress next time when some weaknesses identified on the first observation are overcome by practice on the second. The student takes both these mentor reports to help prepare for the final observation from the university tutor. This takes place in the last week of the placement.

Identified strengths:

Identified areas for development

Signed: Student...

Mentor/supervisor …………….......................

This mentor report should come to you within a week of the observation so that you can use it to reflect on the areas you want to work on for the next mentor observation or the university visiting tutor observation.

Appendix 5: COURSEWORK COVER SHEET

Declaration of own work

This sheet must be filled in (each box marked with an X to show that the condition has been met), dated, and uploaded with the assessment. Work will not be marked unless this is done. You can use this for Assignment 1 (Observations) and Assignment 2 (Tasks).

Assignment 1 Observations Assignment 2 Tasks *Delete as appropriate*	**Student Exam number**	B
Course Code	Internal Placement EDUA11445	
University visiting tutor		

I confirm that all this work is my own except where indicated, and that I have:

Clearly referenced/listed all sources as appropriate	
Referenced and put in inverted commas all quoted text of more than three words (from books, web, etc)	
Given the sources of all pictures, data, etc., that are not my own	
Not made any use of the work of any other student(s) either past or present	
Not sought or used the help of any external professional agencies for the work or ChatGPT or similar AI.	
Acknowledged in appropriate places any help that I have received from others (e.g. fellow students, technicians, statisticians, external sources)	
Complied with any other plagiarism criteria specified in the Course handbook	

I understand that any false claim for this work will be penalised in accordance with the University regulations	
I understand that I am submitting via Learn – using my EASE username and password. This username and password has not been shared with anyone else.	
I understand that my work may be electronically checked for plagiarism and stored for future comparison	
Date:	

Please note: If you need further guidance on plagiarism, you can
1. Consult your course book
2. Speak to your course organiser or supervisor
3. Check out https://www.ed.ac.uk/academic-services/students/conduct/academic-misconduct/plagiarism

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