



University  
of Exeter

School Direct (Distance Learning) 2023-24

## GUIDANCE FOR UNIVERSITY VISITING TUTORS



@exeterpartner

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Every effort has been made to ensure that this handbook is accurate at the date of publication. The University of Exeter reserves the right to change this information if necessary. For the most up-to-date information please see ELE <http://ele.exeter.ac.uk/> or <https://education.exeter.ac.uk/partnership/>

The documents referred to in this handbook are either accessed through the IDP or available online at:

[https://education.exeter.ac.uk/partnership/mentor\\_zone/coursehandbooksanddocuments/](https://education.exeter.ac.uk/partnership/mentor_zone/coursehandbooksanddocuments/)

This section of the website is password protected and the username and password are both exeterpartner.

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# 1. SUMMARY OF UVT RESPONSIBILITIES

During the first week of the school term UVTs should contact the trainee using the suggested email wording available on the UVT page of the Mentor Zone on the Partnership website.

## **Before the first visit the UVT should:**

- Attend the UVT training session run by the University of Exeter
- Become familiar with the Programme Handbook, Guidance for UVTs, Teachers' Standards (for QTS) and information in Mentor Zone including the UVT section:  
[https://education.exeter.ac.uk/partnership/mentor\\_zone/uvts](https://education.exeter.ac.uk/partnership/mentor_zone/uvts)
- Contact the trainee to discuss the school-based work placement and to become familiar with their strengths/areas for development identified in the IDP.
- Contact the Lead School ITE Coordinator (ITEC) to arrange three UVT visits, one in each term. Contact should be made with the ITEC at least two weeks before the intended date, using the email pro forma (available in the UVT section of the Mentor Zone) and making clear that you will need an arranged timetable, to include opportunities to carry out the responsibilities listed below.
- Set up contact events with the trainee at approximately one-month intervals to discuss the school-based work placement and to become familiar with their strengths/areas for development; further details are contained later in this handbook.

Further to the above training over the course of the year UVTs should also attend:

- UVT Community of Practice Support Sessions during each UVT visit window
- the Mentor Community of Practice Training, Development and Consultation Sessions, once per term

## **During the placement the UVT should:**

Support and monitor the trainee's progress by:

- observing the trainee teaching jointly with the Lead Mentor, completing the observation template in the IDP (you may attach a paper observation form to the template if preferred, this is available in the UVT section of the Mentor Zone)
- monitoring the trainee's progress in relation to the phase they are in, using the Profile Descriptors, discussing the trainee's progress with the trainee and Lead Mentor and relating it to evidence in the IDP and teaching files.
- observing the Lead Mentor giving feedback to the trainee and adding to/supporting it where possible
- providing a written report for the trainee using the UVT Visit Record template contained in the IDP.
- keeping written records of discussions
- discussing the Individual Development Portfolio with the trainee
- meeting with the trainee to discuss progress and monitor school provision, including facilitation of Framework Reflections and other directed tasks as well as support for the trainee's development of subject-specific knowledge and pedagogical understanding
- ensuring that you read the Formative Reflection on Achievement and Progress (FRAP) once it has been completed in the IDP and following up if necessary.
- providing advice and support for a trainee following a fail decision at the APAC
- monitoring and supporting the auditing of trainees' subject knowledge
- notifying the Partnership Relations Manager by phone or email if there are serious concerns about the provision
- arranging an additional meeting/visit with the trainee and ITEC/Lead Mentor in the case of any significant difficulties, after discussion with a Partnership Relations Manager and approval by the Partnership Director.
- arranging a review meeting with the Programme Director where a trainee is considering interruption/withdrawal (bought in UVTs will arrange this through the Partnership Relations Manager (Gini for Secondary, Heidi for Primary))
- in collaboration with the Lead Mentor, issuing a Trainee Support Plan (TSP) or Cause for Concern (CFC) to a trainee not demonstrating sufficient progress or in need of additional support

Support and monitor school provision by:

- ensuring that the agreed support is being given by the school. This includes reviewing the implementation of the school's training plan, which needs to include subject-specific pedagogy as well as Professional Studies

- ascertaining that the partnership programme is being implemented fully, cross-moderating school provision with that of other partner schools and dealing with any reported difficulties or omissions. This includes the second school placement
- alerting the ITEC/Lead School to any shortcomings in the school provision and contacting the school later to check that the situation has been remedied
- notifying the Partnership Relations Managers via exeterpartner of any concerns

**After the placement the UVT should:**

- ensure that the Partnership Relations Manager is informed of the quality of the school's provision, including specific trainee concerns and in relation to other partner schools' provision, by completing a UVT evaluation form at the end of the academic year.
- if bought in, claim for the visit through e-claims (please see the guidance at the back of this handbook for more details). These amounts include a contribution towards travel time. If you are a full-time teacher released from your school for the visits, then the school will be paid a contribution towards supply. If you have any queries please contact the Partnership Office for further details
- with regard to expenses arising from the visits please see the guidance at the end of this handbook.

## 2. GUIDANCE FOR CONTACT EVENTS

In most cases, a UVT is also the trainee's Personal Tutor, with responsibility for pastoral and wellbeing support. Trainees should have regular contact with their UVT/Personal tutor. This contact should happen at least once a month and will depend on individual needs. Contact may include email exchanges, telephone conversations, UVT visits or assignment feedback.

### **Typical Contact pattern:**

At any point, trainees may contact their UVT with questions about the Exeter Model or training tools, to discuss their training in school, or to ask questions about the M level programme and assignments. The information here is not an exhaustive list of contact, but rather a guide to what would be a typical pattern of interaction between a trainee and UVT.

### **Autumn Term**

#### *September:*

- Establish contact protocol and share contact information including key personnel, establish expectations of regular contact
- Trainee ensures that key documents are uploaded to their IDP:
  - Trainee will upload a copy of their Lead School Curriculum Pack (provided by the Lead School) and timetable (including the equivalent of a day for the online M level course) to their School 1 Induction template
  - Subject Knowledge audits & English/Maths Fundamental Skills audits sit within their AP FRAP template.
  - Trainees complete a Safeguarding template for their home school.
- Trainees start to complete Exeter Model Training Tools near the end of the month. This process starts with their first Weekly Development Meeting which is scheduled for them in line with the AP FRAP deadline.
- UVT check that the placement school understands the Exeter Model and flag to the partnership office if there are any concerns.

#### *October*

- UVT to check a Demonstration & Agenda template in each trainee's IDP to check understanding and quality of evaluation
- UVT to check a completed framework Reflection (all will be uploaded to the Framework Reflections template by term).

### ***UVT 1 Visit will take place at some point between November – December, see handbook calendar for visit window***

#### *November*

- Feedback on formative SCS assignment (this may come from a different member of staff if the UVT is not marking assignments)
- Discuss any questions arising from the assignment feedback.
- Trainees complete BP FRAP

#### *December*

- Check submission details for the SCS assignment and understanding of referencing / plagiarism
- For trainees moving to their contrasting placement in January check that all arrangements are in place.

### **Spring Term**

#### *January*

- If in new placement, trainee will complete School 2 induction and Safeguarding template
- Check that placement school (if new) understands the Exeter Model, if not flag to exeterpartner and Lead School.
- Discuss jobs / employability support, and procedure for references ([ed-references@exeter.ac.uk](mailto:ed-references@exeter.ac.uk))

***UVT 2 Visit will take place at some point between January – February, see handbook calendar for visit window.***

*February*

- Feedback on formative EPS assignment (this may come from a different member of staff if the UVT is not marking assignments)
- Discuss any questions arising from the assignment feedback.

*March*

- Any questions relating to EPS assignment or CP FRAP

**Summer Term**

*April*

- Check understanding of Focused Reflections.

***UVT 3 Visit will take place at some point between April – May, see handbook calendar for UVT visit window.***

*May*

- Any questions relating to DI FRAP and extension/enrichment if applicable.

*June*

- Trainee alerts UVT once they have completed their PGCE to ECF Transition Document in the IDP. UVT to review document and provide brief feedback.

## **2.1 THE ONLINE MODULES**

UVTs need to monitor the trainee's engagement with the online modules and support them in doing so. Discussions about a trainee's Masters level work will form part of the UVT visit as well as some contact events. A summary of the online resources and tasks can be found on ELE.

Please note that the curriculum maps for both primary and secondary School Direct Distance trainees are on the Partnership website in the Curriculum Packs and we would ask that you familiarise yourself with these as relevant.

## **2.2 ASSIGNMENT INFORMATION**

All School Direct trainees will complete the same assignments with a focus appropriate to their phase or subject. Full details of each formative and summative assignment, including submission dates, are available on ELE. If you need any assistance in accessing these please contact the Partnership Office. Submission dates are also contained in the School Direct Distance Handbook.

Most School Direct UVTs will be responsible for marking formative and summative assignments and guidance will be provided for this. Please see also the primary and secondary assessment policy documents.

## 3. GUIDANCE FOR UVT VISITS

### 3.1 GENERAL

A key role of the UVT visit is quality assurance (checking that the school provision meets all requirements). The aim is to help schools get better at what they do, if necessary, rather than to criticise existing provision. The more energy we invest in this, the better the experience for our trainees. If anything is not being provided, such as demonstrations, weekly meetings or reflective conversations, this must be raised with the relevant school staff promptly, yet diplomatically. The visits are also an opportunity to improve the training provided in a supportive way, by modelling effective training and assisting teachers to see how they can help in more explicit and constructive ways.

Try to see the Lead and Reflective Mentors and ITEC if possible, but don't worry if you can't see all three. In many cases the ITEC role is undertaken by the Lead School so this may not be possible. The Lead Mentor must be seen and takes a crucial role in the visit. Remember that whilst the Lead Mentor will be able to talk about the classroom progress, the Reflective Mentor will be better able to talk about the trainee's ability to reflect on their progress. The ITEC will be able to provide an overview of the training.

The visits are important to the trainee. The aim is to leave the trainee feeling good, with a clear sense of what is going well, as well as a focused sense of what to work on next. Avoid giving too much feedback (the Lead Mentor should be giving the most feedback) but make what feedback you do give very sharply targeted.

**It is important that the Lead Mentor is observed giving feedback, both as a way of monitoring the provision as they are the person doing this most regularly.** There is advice for them on how to do this on the Partnership pages of the website:

[https://education.exeter.ac.uk/partnership/mentor\\_zone/practical\\_support/](https://education.exeter.ac.uk/partnership/mentor_zone/practical_support/)

If they are new to the role they might ask you to model giving feedback on the first visit. Experienced Lead Mentors will be able to ensure that you and they give feedback together.

The visit record prompts careful monitoring of provision and reminds UVTs of what to look for. If the trainee is well organised much of this checking will not take a great deal of time and establishes good routines. If the checking process is taking you a lot of time make sure the trainee realises the need to be well-organised in advance of your next visit.

If the visit record raises issues, these must be followed up. This is explained on the record.

Any additional visit must be approved by the Partnership Director so that budgets can be effectively managed, with the Programme Director kept fully informed. If you make an additional visit, please use the Additional Visit Record Form in place of the usual UVT Visit Record.

### 3.2 PLANNING THE VISITS

Precise scheduling of the visits will inevitably vary due to timetables and geography, but they should be during the weeks specified in the handbook, with the summer term visit taking place before the DI FRAP deadline.

Where a UVT has many trainees to visit, those where there are concerns over their progress should be targeted for an early visit. An extra visit can be requested through the Partnership Office if necessary.

Visits **must** be booked through the lead school ITEC. It is **crucial** to contact the ITEC well in advance (at least two weeks). You might like to email the trainee as well to let them know in case the information does not filter down. Failure to inform the school in advance, or to book through the ITEC, often leads to a complaint from them. Trainees should be encouraged to arrange timetables for visits and, ideally, all trainees will adopt a professional and organised attitude towards them.

If you need to book a hire car for the visit(s) then please email [exeterpartner@exeter.ac.uk](mailto:exeterpartner@exeter.ac.uk) who will be able to book this for you. You will need to confirm:



- Contact telephone number
- Delivery and collection address
- Hire start date and time
- Hire end date and time

### **3.3 AT THE END OF THE VISIT**

The UVT visit record in the IDP should be completed at the time of the visit or, if not possible, as soon as possible thereafter (and within two working days).

### **3.4 AFTER THE VISIT**

In cases where the UVT and Personal Tutor roles are split, please send the trainee's Personal Tutor a brief summary of your visit. **Please let the Partnership Relations Manager and the trainee's Personal Tutor know of any major problems immediately.**

If there are any issues raised during your visit, or any incomplete documentation, it is important that this is followed up; for example, if the Reflective Conversations have not been scheduled, phone the ITEC a few days later to check it is in place or, if the trainee had been writing ineffective agendas, check the trainee's IDP the following week to see if there has been any improvement. This kind of follow-up is crucial in ensuring the training provision meets trainees' needs. The UVT visit record 'follow up of issues' tab will remain open after the visit record has been submitted and must be updated and completed within two weeks.

You should familiarise yourself with the School Direct (Distance Learning) Programme Handbook before starting your visits and check that you are familiar with, and know how to use, the relevant documents and training tools.

## 4. TRAINEE'S FILE ORGANISATION

### 4.1 TEACHING FILE

The (paper or electronic) teaching file(s) will contain:

- Background information about the school
- Class lists and timetables
- School Schemes of work and medium-term plans
- Episode and lesson plans, including evaluations, arranged by subject or chronologically
- Resources cross-referenced to the relevant lessons or units of work
- Prior assessment records from the school and SEND records
- Class records and individual/group work records

### 4.2 INDIVIDUAL DEVELOPMENT PORTFOLIO

Please ensure that the trainee's IDP is up to date and that the relevant school staff have been granted access. Access is granted by the Partnership Office.

## 5. TRAINEE VISITS

### 5.1 CHECKS FOR ALL UVT VISITS

For all UVT Visits you will need to check:

- that you make the request for a joint observation clear on the visit notification
- that the timetable details are correct and that the trainee is not teaching too much or too little
- that the Teaching File is well-organised, looking particularly at:
  - lesson/weekly plans – clarity of learning objective selected, relationship with lesson content and structure of lesson;
  - understanding of frameworks within which planning is set e.g. National Curriculum for subject; primary curriculum guidance documents
- that lesson observations are being carried out by the Lead Mentor
- that Reflective Conversations are timetabled
- that there are systems in place to monitor and develop trainees' subject knowledge and understanding of subject-specific pedagogy

A joint observation with the Lead Mentor should be arranged as it provides an opportunity to achieve consistency of judgments across schools. Following the observation, the UVT will observe the Lead Mentor giving feedback or, with new Lead Mentors, model good feedback.

On each UVT Visit Record you will be asked to make a judgment about how well the trainee is progressing against the phase. This is a 'moment in time' judgment and contributes to an overall profile of the trainee's performance. The Programme Handbook contains some criteria for helping you to make the judgement.

### 5.2 THE AUTUMN TERM VISIT – OCTOBER/NOVEMBER

School Direct (Distance Learning) UVT visits last three hours. You should aim to establish the content and format of this element of the visit prior to the meeting so that you can respond to the individual needs of your trainee.

The purpose of this visit is to check that the trainee and school fully understand the system and that any issues raised during telephone and email contact have been resolved. The visit is an opportunity for you to provide targeted support and feedback to both the trainee and the Lead Mentor.

Check:

- that the Weekly Development Meeting is timetabled and that the trainee is completing the Weekly Development Meeting Record. Check particularly that the content is focused and the targets set are appropriate and realistic
- the implementation of demonstration and modelling and that the trainee has opportunities to observe across the curriculum
- the quality of the annotated agendas, with particular reference to the selection of an area of classroom work that the trainee needs to develop; also check whether the annotation is non-evaluative
- the trainee evaluation of agendas particularly looking for critical reflection upon the focus and analysis rather than a narrative
- that the trainee's Weekly Reflection on the Weekly Development Meeting Record is reflective, critical and forward looking and makes reference to their training curriculum/input so they can link theory and practice
- that the school's training adequately addresses both the Professional Studies Programme and subject-specific pedagogy
- that the IDP is being kept up to date. This should be checked prior to the visit
- that trainees are aware of the need to complete the online module tasks, time is allocated for this, and there are plans to ensure that the work is carried out
- trainees are clear about, and are working on, the formative and summative assignments

### 5.3 THE SPRING TERM VISIT – JANUARY/FEBRUARY

The purpose of this visit is to continue to monitor school training provision and to provide targeted support and feedback to both the trainee and the Lead Mentor. This visit is also important for checking that the trainee is progressing at a rate appropriate to their individual needs and to ensure that the documentation is both stimulating and recording this progression.

Check:

- that the IDP is developing appropriately (this should be checked prior to the visit) with a particular focus on annotated Agendas, especially that they are distinct from lesson plans, as at this stage some trainees still confuse the two, and that they are sufficiently challenging the trainee's thinking.
- that lesson observations are being undertaken and that informal and formal feedback is taking place. The formal observation feedback should take place at least twice a week during the CP phase on the lesson observation form
- that trainee reflections on the Weekly Development Meeting Record are reflective, critical and forward looking
- that demonstrations are targeting appropriate areas for development at this stage of the course
- that training provision is meeting individual needs: look at how choices for agendas and demonstrations and target setting on Weekly Development Meeting records are directly related to your trainee's development. Make sure that trainees are being given sufficient opportunities for independence where appropriate and that their targets are focused on progress against the Profile Descriptors
- that your trainee is completing the online module tasks and is being allowed sufficient time to do so (equivalent to one day per week)
- that your trainee is fully prepared for the second assignment and has made plans to fit this in around any contrasting school placement arrangements
- that your trainee is aware of the Interpreting Data framework reflection and the requirement to complete it this term as quality assurance of their fundamental maths
- arrangements for the contrasting school placement.

### 5.4 THE SUMMER TERM VISIT – APRIL/MAY

The purpose of this visit is to continue to monitor school training provision and to provide targeted support and feedback to both the trainee and the Lead Mentor. This visit is also important for checking that the trainee is progressing at a rate appropriate to their individual needs and to ensure that the documentation is both stimulating and recording this progression.

This visit is also important in determining whether the trainee is on track to meet the Developing Independence Phase and, if they are, to discuss what appropriate enrichment opportunities will be provided.

With struggling trainees it is important to identify development needs and training opportunities to ensure success, wherever possible.

Check:

- that the IDP is developing appropriately (this should be done prior to the visit), with a particular focus on:
  - Focused Reflections, these should be completed as soon as the trainee is in the Developing Independence Phase and are contained within the Weekly Development Meeting in the DI phase template;
  - Weekly development meeting in the DI phase template - that the reflections are clear and precise and that the target setting is useful
- that lesson observations are being undertaken and that informal and formal feedback is taking place. The formal observation feedback should take place at least once a week during the Developing Independence phase.
- that the Professional Studies activities have been completed
- that the feedback on lessons and target setting in Weekly Development Meetings is sufficiently challenging for all trainees, sufficiently focused and supportive for struggling trainees, and provides evidence of impact of trainee's teaching on pupils' learning
- that Focused Reflections are reflective, critical, forward-looking, and focused on pupils' learning. You might wish to suggest some more challenging questions to be considered in evaluations by able

trainees

- that demonstrations are continuing as part of Focused Reflections and pitched at the appropriate level. These may involve seeing demonstrations in lessons outside of the trainee's timetable, including possible demonstrations in other subjects. These should remain focused on a particular skill, or group of skills, and are distinct from observation opportunities
- training provision is meeting individual needs. Look at how choices for Focused Reflections, and target setting on Weekly Development Meeting records, are directly related to your trainee's development
- that the trainee has completed the Interpreting Data framework task
- that the trainee moves on to the Extension and Enrichment phase if the DI phase has been met
- that the trainee and the school are aware of the PGCE to ECF Transition Document and the procedures for its completion

## 6. GUIDANCE FOR SUPPORTING A TRAINEE IN DIFFICULTY

The UVT is usually the key person involved in dealing with trainee difficulties and in negotiating with schools. Below is procedural information about how to handle difficulties in line with agreed procedures. If anything arises which is not covered here please consult the Partnership Relations Managers and the Programme Leader. Our first responsibility is to the welfare of the trainee and our priority is to ensure success, wherever possible. Weak and struggling trainees do not necessarily make weak teachers as so much is context dependent. If, however, a trainee is not suited to the classroom our role is to support the process of acceptance and withdrawal as best we can. Most UVTs will not need the information below in relation to their trainees but it is important that you know what the various procedures are.

In some circumstances an additional UVT visit may be helpful to the trainee and the school. This must be discussed and agreed by the Partnership Director beforehand.

Please note that greater detail about the processes, procedures and documents mentioned below is available in the Programme Handbook.

### 6.1 TRAINEE SUPPORT PLAN (TSP)

Some trainees benefit from some targeted support, particularly if they have been absent for several days or have a recurring target on their WDM record. The Trainee Support Plan (TSP) is a short-term action plan, lasting for a maximum of two weeks, which describes what needs to be done and what additional support is going to be put in place to help the trainee achieve this.

The additional support will normally be resource neutral and might include opportunities to observe additional demonstrations, direction towards further reading, teaching from existing lesson plans, joint lesson planning and team teaching etc. The TSP is drawn up by the UVT, Lead Mentor, and the trainee.

At the end of the specified time frame the Lead Mentor evaluates the targets against the evidence (with UVT support) and if they have been met the TSP is concluded. If they have not been met, then the Cause for Concern (CFC) process should be initiated.

A TSP will not normally be used for issues of professionalism as these are an immediate cause for concern and will be addressed through that process. If there are concerns near the end of the course (around DI FRAP) about a trainee's ability to meet the Standards then a CFC will be issued.

### 6.2 CAUSE FOR CONCERN (CFC)

If a trainee is failing to make the required progress or meet the required standards the UVT should be involved in writing a CFC (and its action plan) in conjunction with the teachers working with the trainee in the school and the trainee themselves. This should not be seen as a negative thing, but rather as an entitlement for the trainee and a way of focusing the trainee and the school on what needs to be done to improve the situation.

**It is the UVT's responsibility to check in with the school and review the CFC after two weeks and to update the Partnership Office.**

Please ensure that you are up to date with the most recent CFC process, as described in the programme handbook. Trainees should be involved in the drafting of the CFC and it should not be issued without the trainee having had the opportunity to discuss the issues first.

Please feel free to contact the Partnership Office about any situation regarding trainee progress. The Partnership Relations Manager will be able to advise if a TSP or CFC is appropriate. :

[https://education.exeter.ac.uk/partnership/mentor\\_zone/practical\\_support/](https://education.exeter.ac.uk/partnership/mentor_zone/practical_support/)

### 6.3 CAUSE FOR CONCERN AFTER DI FRAP

Please contact the Partnership Relations Managers urgently if a CFC is required after the DI FRAP deadline.

If a trainee is deemed to have met the DI FRAP but then prior to the FSR behaves unprofessionally, the school has the right to raise this within a CFC. If the matter remains unresolved the school can submit an FSR deeming the trainee to have failed to meet the relevant personal attribute standards.

### 6.4 UNSATISFACTORY STUDENT PROGRESS AND ENGAGEMENT

Trainees who fail to address the issues in the CFC and its action plan, or fail to maintain their progress with those issues, will be issued with a further CFC as described above. Please inform the Partnership Relations Managers in this instance so that further action can be taken. In addition, the Programme and Partnership Directors will consider whether the issues fall under 'Unsatisfactory Student Progress and Engagement' and may initiate this procedure, which might ultimately lead to the trainee being withdrawn from the programme.

### 6.5 INTERRUPTIONS

If the trainee is having severe personal difficulties (e.g. serious health problems, unanticipated personal circumstances etc.) but is otherwise in good standing with the university, partner school and the programme, it **may** be possible for the trainee to interrupt their course and resume at some mutually convenient time in the next two years. Trainees who are experiencing stress or anxiety due to the course are not eligible for an interruption, but it is important that, if a trainee is in this position, they are advised to seek professional support from a doctor and/or from the university's counselling service. **UVTs should not suggest to any trainee that an interruption will be agreed.** This should be discussed with the Personal Tutor (if different) and the Partnership Relations Manager. The trainee should complete an interruption request form, along with providing medical evidence (where appropriate). Please also note that trainees awaiting a decision following an interruption request should remain in their placement school until permission has been received.

### 6.6 WITHDRAWALS

Trainees who feel unable to continue their studies or who no longer feel teaching is an appropriate career for them may wish to withdraw. However, UVTs should be wary of giving any advice that could be construed as encouragement to withdraw.

If a trainee expresses a wish to withdraw, UVTs should first try to offer appropriate support and encouragement to help the trainee come to a well-considered decision about whether to remain in training.

Should the trainee decide that a withdrawal is their considered choice, they will need to complete an online withdrawal form. Trainees should remain in school whilst considering their options because to withdraw from a school placement is to withdraw from the course. Please see the relevant pages in the programme handbook for details.

### 6.7 SCHOOL WITHDRAWALS

A school should not decide that they do not want to work with the trainee anymore (other than for gross misconduct in which case the Partnership Director will be involved). If a school suggests that they do not want to continue in the training partnership, the UVT should reassure them that it is fine for the teacher to take back control of the class and for the trainee to return to teaching episodes or acting as a teaching assistant until further notice. The UVT should suggest that the school contacts the Lead School to discuss this further and should inform the Partnership Office of the issues as soon as possible.

### 6.8 ABSENCE

Trainees who are absent from school-based work due to illness need not feel that 'failure' is inevitable. The UVT and school based personnel should work together on an action plan to offer every opportunity for the trainee to be able to meet the standards. There is no requirement for the individual trainee to spend any set time in school: although there is a requirement that the course provides 120 days in school.

## **6.9 FAILING TRAINEES**

Failing trainees should be given every opportunity to succeed and should not regard themselves (or be regarded by others) as having failed until after the APAC has made that decision. Even after the Final Summative Report, there is still time prior to the APAC for some progress towards the Standards to be made. If a UVT feels the school is pre-determining failure it is crucially important that the UVT stresses that every effort should be made to support a trainee and no trainee fails until the APAC meets. If they have any concerns in this respect they should be discussed with the Partnership Relations Manager.

## **6.10 MODERATION VISITS**

Trainees who fail to meet the required standards at FSR will receive a moderation visit prior to the programme level APAC.

## **6.11 ABSENCE WITHOUT LEAVE**

Trainees who absent themselves from school-based work without permission will be deemed to have left the course and will not normally be allowed to return.

## **6.12 ALLEGATIONS OF ABUSE**

There is guidance available on the Partnership website, or from the Partnership Director, for trainees having difficulties due to an allegation of abuse.

## **6.13 COMPLAINTS AND APPEALS**

Trainees who feel there have been procedural irregularities in judgments made, or that inappropriate advice has been given have the right to appeal against the Assessment, Progression and Awarding Committee (APAC) decision; and trainees who feel there have been shortcomings in the university or school training provision have a right to complain. These are formal procedures, and their existence emphasises the importance of the role of the UVT in providing fair and well-informed support.

Full details of the Academic Appeals Procedure are available online:

<https://www.exeter.ac.uk/students/administration/complaintsandappeals/academicappeals/>

Full details of the Complaints Procedure are published in the University Calendar:

[\(http://www.exeter.ac.uk/staff/policies/calendar/part1/\)](http://www.exeter.ac.uk/staff/policies/calendar/part1/)



**PROMPT QUESTIONS TO SUPPORT REFLECTION ON THE IMPACT OF TRAINEES' TEACHING ON PUPILS' LEARNING<sup>i</sup>**

**You may wish to select target pupil(s)/ group(s) for the focus of your observation and use some/all of these prompt questions as appropriate.**

**How well did the pupil(s)/group(s):**

Succeed in meeting the objectives of the lesson?	To what extent did all pupils meet the lesson objectives? Were lesson objectives differentiated? And if so how? To what extent were the lesson objectives appropriate for this lesson? To what extent were all pupils provided with opportunities to show that they had met the objectives?
Apply skills, knowledge or understanding to meet the lesson objectives?	How did the pupils use prior knowledge and/or skills/knowledge learnt in the lesson to meet the objectives? How did pupils show that they had understood new knowledge? What evidence is there to suggest that this lesson was pitched correctly? How did the pupils respond to questioning? Did pupils use higher order thinking skills? If so, how?
Engage with the lesson?	Were the pupils able to follow instructions? Did the pupils work enthusiastically? Were they active or passive in the lesson? Were they on task? Were pupils keen to ask questions? Comment on the type of questions asked. Did they work independently? Did they work co-operatively? Did the pupils listen intently to the teacher/each other? Did their behaviour meet expectations? Did they maintain an appropriate pace? Could all the pupils engage equally? Comment on how the episode /lesson was differentiated to meet individual pupils' needs.
Use classroom resources including adult support to improve their learning?	How well did the pupils learn from the Interactive Whiteboard? Were they able to choose resources independently? How did they use books, ICT equipment, displays to support their learning? Did they use peer support? How? Were they able to access the teacher or classroom assistant for support?
Use self/peer assessment to improve their own learning?	Did pupils have opportunities to assess their own learning? How did pupils use peer or self-assessment to assess their own learning? Did the pupils consolidate their learning during plenaries? Did the pupils have a sense of how the lesson fitted into previous and future lessons? How did pupils show that they had an accurate sense of their achievements and what they needed to do to improve their learning further?
Other	

**INFORMATION FOR BOUGHT IN UVTs ON CLAIMS, EXPECTATIONS OF ENGAGEMENT, COMMUNITIES OF PRACTICE AND EXPENSES**

UVTs can claim an amount per term for their role and are paid for all UVT activity during that term. It is important for UVTs to attend all activity in order to be prepared for their role, the termly payment includes time for all the elements listed below.

**Claim codes for e-claims: 3053.** Please ensure you add a description as to what you are claiming for, not doing so can cause delays to your payments.

**AUTUMN EXPECTATIONS AND CLAIM AMOUNTS**

<b>Requirement of role</b>	<b>Description</b>	<b>Claim amount</b>
TRAINING AND COMMUNITIES OF PRACTICE	Attend the UVT Training on 8th November 2:30pm – 4:30pm Watch the video in the Mentor Zone called <a href="#">‘Introduction to the IDP – tutors and mentors’</a> then spend some time exploring the IDP after watching the video Engage with any additional reading or watching of videos introduced at the UVT Training. It is particularly important to understand the trainee curriculum Read the Guidance for University Visiting Tutors Read the Tutor Bulletin per phase, received by email Attend the autumn term UVT Community of Practice Peer Support Session, an invitation will be sent for this Attending any optional drop-in sessions for UVTs Attend TD&C as part of the Mentor Community of Practice (Secondary UVTs can attend parts of the seminar day input where relevant). Engage with the Curriculum Blogs in the Mentor Zone	£142.22
UVT AND PT ROLE	UVT Visit: 3 hr visit (plus 1.5 hours prep including arranging the visit, looking at IDP, additional support outside of the visit including supporting school with action plan writing, plus 1.5 hours travel time) 2 hours autumn term personal tutoring  <b>Please note:</b> The 3 hours per trainee allocated for prep, looking at their IDP, additional support and travel should be viewed as a combined amount across your trainees. Some trainees will need very little support, others will need extra support such as those on an action plan. If you feel you are working more than your total amount of hours allocated, please do contact your Partnership Relations Manager to discuss	£175.04 per trainee
ADDITIONAL VISITS	UVTs can do additional visits where a trainee has been issued with a CFC. This must be approved by the Partnership Director before the visit can be arranged.	£131.28 per visit
NEW UVTS	Attend an additional 1 hour ‘Introduction to UVT role’ session Spend time looking at Trainee Programme Handbook and exploring website (particularly the Mentor Zone and UVT section)  A shadowing visit with an experienced UVT	£43.76  £65.64

## SPRING AND SUMMER EXPECTATIONS AND CLAIM AMOUNTS

Requirement of role	Description	Claim amount
TRAINING AND COMMUNITIES OF PRACTICE	Ongoing training and understanding of trainee curriculum: Watch any new webinar content related to the IDP on the Mentor Zone ' <a href="#">IDP User Guides and Training Videos</a> ' section Attend the spring / summer term UVT Community of Practice Peer Support Session, an invitation will be sent for this Attending any optional drop-in sessions for UVTs Attend TD&C as part of the Mentor Community of Practice (Secondary UVTs may attend parts of the seminar day instead where relevant). Engage with the Curriculum Blogs in the Mentor Zone Read the Tutor Bulletin per phase, received by email	£87.52
UVT AND PT ROLE	UVT Visit: 3 hr visit (plus 1.5 hours prep including arranging the visit, looking at IDP, additional support outside of the visit including supporting school with action plan writing, plus 1.5 hours travel time) 1 hour autumn term personal tutoring  Please note: The 3 hours per trainee allocated for prep, looking at their IDP, additional support and travel should be viewed as a combined amount across your trainees. Some trainees will need very little support, others will need extra support such as those on an action plan. If you feel you are working more than your total amount of hours allocated, please do contact your Partnership Relations Manager to discuss	£153.16 per trainee
ADDITIONAL VISITS	UVTs can do additional visits where a trainee has been issued with a CFC. This must be approved by the Partnership Director before the visit can be arranged.	£131.28
MARKING	Some UVTs also undertake marking, please claim an additional 6 hours per trainee once all is complete	£131.28

## EXPENSES CLAIMS

If you are contracted to the university then you will need claim your expenses through the T1 system.

If you are a bought in UVT you will need to claim for expenses by completing the form on the UVT section of the Mentor Zone, and then emailing to [exeterpartner@exeter.ac.uk](mailto:exeterpartner@exeter.ac.uk)

Please note that in each instance, with the exception of mileage claims, you will need to make sure that you keep the receipts as evidence of the expenses is required.

Full details of the university expenses policy can be found at:

<https://www.exeter.ac.uk/departments/finance/buying/expenses/>

### Travel Claims

If using your own vehicle mileage is claimable at the rate of 45p per mile for the first 100 miles travelled in a day and then 25p per mile thereafter.

When using a hire vehicle you will need to claim for the petrol rather than the mileage. Enterprise always ask that the hire vehicle is returned with a full tank of fuel so, when you fill up at the end of the hire, please make sure that you keep the receipt.

If you are using public transport to get to your visits this can be recovered in full but please once again make sure that you keep any receipts.

**Please note that university policy is that travel should be claimed from the university. Obviously given the nature of UVT visits this is not always possible/feasible. Therefore, as long as the distance from your home is**

**not more than it would be from the university please do claim from there.**

**However, if the distance from your home address is greater than from the university then you will need to claim as if travelling from the university.**

Should both be roughly equidistant than please do feel free to claim from your home address even if this mileage is slightly higher.

In the case of claims for petrol the same principle will apply and the reimbursement would be on a proportional basis.

If you are in any doubt as to what you should claim then please do contact [exeterpartner@exeter.ac.uk](mailto:exeterpartner@exeter.ac.uk).

### **Accommodation**

There are occasions when it might be necessary to stay overnight to accommodate UVT visits. Such instances are likely to fall into two categories:

- When getting to the school in time for the visit (or returning afterwards) would necessitate travelling outside the university core hours of 7am to 7pm
- When you are visiting a number of trainees out of area and it is more economical to stay overnight than to travel back and forth.

**In each of these instances permission should be sought prior to the visit via the UVT Accommodation Request Form that is available on the Mentor Zone. For information a copy of this is also on the following page of this handbook.**

Once completed this should be sent to exeterpartner who will send to the Senior Administrator or Partnership Director for approval.

Please note that the university limits for accommodation claims per night are as follows:

GUIDELINE		
Overnight rates (including breakfast)	UK	London
Staying with Friend and Family	£25	£25
Standard Rate (inc VAT)	£125	£180 Or London Paddington

### **Subsistence**

UVTs may also claim subsistence costs up to the maximum rates below:

Over 6 hours but less than 9 hours            £10.00  
Over 9 hours    £40.00

These daily limits cover breakfast, lunch and dinner and will need to be evidenced by receipts.

Please note that claim for teas, coffees and light refreshments that do not accompany breakfast, lunch or dinner are not permissible.



# University of Exeter

## UVT Accommodation Request Form

Name:

Address:

Reason accommodation required:

- Travelling to placement necessitates travel outside core hours of 7am to 7pm.
- or
- Visiting a number of trainees in the same area over a number of days

Please provide details of the visit(s) below:

School Name(s)	Date and time of visit(s)

Signed:

Date:

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### Partnership Office Approval

*I can confirm that the above request for overnight accommodation for UVT visits is approved subject to the daily limits contained in the university expenses policy.*

Signed:

Date:

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