



University  
of Exeter

Programme Handbook  
Postgraduate Certificate in Education

# SCHOOL DIRECT DISTANCE LEARNING ROUTE 2023-24



#exeterpartner

© University of Exeter 2023  
School of Education  
Faculty of Humanities, Arts and Social Sciences  
St Luke's Campus  
Heavitree Road  
Exeter EX1 2LU  
[exeterpartner@exeter.ac.uk](mailto:exeterpartner@exeter.ac.uk)

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 <http://socialsciences.exeter.ac.uk/education/partnership/>

# Index

WELCOME .....	5
PROGRAMME AIMS .....	6
1. CONTACT DETAILS & COURSE DIARY .....	8
1.1 KEY PERSONNEL AT SCHOOL OF EDUCATION .....	8
1.2 2023-24 COURSE DIARY .....	11
1.3 SCHOOL DIRECT PROGRAMME TERM DATES 2023-24 .....	13
1.4 LOCAL AUTHORITY TERM DATES 2023-24.....	14
1.5 TRAINEE REPRESENTATION: STAFF AND STUDENT LIAISON COMMITTEE MEETINGS .....	14
1.6 INDUCTION DAY AND ONLINE SEMINAR DAYS .....	15
1.7 SCHOOL DIRECT PGCE PROGRAMME MODULES .....	15
1.8 STAYING IN CONTACT .....	15
1.9 iEXETER.....	15
1.10 VIRTUAL LEARNING ENVIRONMENT (ELE).....	15
1.11 ITE PARTNERSHIP WEB-PAGES .....	16
1.12 UNIVERSITY OF EXETER REGULATIONS.....	16
2. <b>PROFESSIONAL LEARNING</b> .....	17
2.1 BECOMING A TEACHER.....	17
2.2 DEVELOPING SKILLS AS A PROFESSIONAL LEARNER IN ACADEMIC WORK.....	17
2.2.1 DEVELOPING SKILLS AS A PROFESSIONAL LEARNER THROUGH SCHOOL BASED WORK .....	17
2.3 PROFESSIONAL CONDUCT .....	18
2.4 IF THINGS GO WRONG.....	19
2.5 PROFESSIONAL CONDUCT WARNING.....	19
2.6 SAFEGUARDING .....	20
2.6.1 TRAINEE HEALTH, SELF-DISCLOSURE AND DBS RESPONSIBILITIES .....	20
2.6.2 DEALING WITH A CHILD PROTECTION ISSUE DURING SCHOOL BASED WORK .....	20
2.6.3 CYBERBULLYING .....	20
2.6.4 PREVENT STRATEGY .....	20
2.6.5 TRAINEES PROTECTING THEMSELVES .....	21
2.7 ETHICS FOR SCHOOL-BASED TASKS & ASSIGNMENTS.....	22
2.8 DATA PROTECTION .....	23
3. <b>THE EXETER MODEL OF TEACHER EDUCATION</b> .....	24
3.1 PHASES OF DEVELOPMENT.....	24
3.2 PROFILE DESCRIPTORS.....	27
3.3 THE EXETER MODEL TRAINING TOOLS .....	27
3.3.1 LESSON/EPISODE PLANNING GUIDANCE .....	27
3.3.2 DEMONSTRATIONS AND AGENDAS .....	28
3.3.3 OBSERVATIONS OF TRAINEES' TEACHING .....	31
3.3.4 THE EXETER MODEL FRAMEWORK .....	32
3.4 EXETER MODEL TRAINING TOOLS IN THE DEVELOPING INDEPENDENCE AND EXTENSION AND ENRICHMENT PHASES .....	34
3.4.1 FOCUSED REFLECTIONS IN THE DEVELOPING INDEPENDENCE AND EXTENSION AND ENRICHMENT PHASES .....	34
3.4.2 MEDIUM TERM PLANNING .....	36
3.5 LEARNING CONVERSATIONS.....	36
3.5.1 WEEKLY DEVELOPMENT MEETINGS.....	36
3.5.2 REFLECTIVE CONVERSATIONS .....	36
3.5.3 UNIVERSITY VISITING TUTOR VISITS .....	37
3.6 ASSESSMENT OF PROGRESS IN THE EXETER MODEL .....	37
3.6.1 INDIVIDUAL DEVELOPMENT PORTFOLIO .....	37
3.6.2 TEACHING FILES .....	38

	3.6.3 PERSONAL FILE.....	38
	3.6.4 FORMATIVE REFLECTION ON ACHIEVEMENT AND PROGRESS .....	38
	3.6.5 FINAL SUMMATIVE REPORT (FSR).....	39
3.7	PGCE TO EARLY CAREER FRAMEWORK TRANSITION DOCUMENT.....	39
3.8	CAUSE FOR CONCERN PROCESSES .....	39
	3.8.1 TRAINEE SUPPORT PLAN .....	39
	3.8.2 CAUSE FOR CONCERN .....	40
	3.8.3 UNSATISFACTORY STUDENT PROGRESS AND ENGAGEMENT.....	40
<b>4.</b>	<b>ROLES AND RESPONSIBILITIES .....</b>	<b>41</b>
	4.1 TRAINEE.....	41
	4.2 ITE COORDINATOR.....	41
	4.3 MENTORING ROLES IN THE EXETER MODEL .....	43
	4.3.1 DEFINING THE ROLE OF MENTOR .....	43
	4.3.2 MENTORING ROLES IN THE EXETER MODEL.....	44
	4.3.3 THE LEAD MENTOR .....	44
	4.3.4 THE REFLECTIVE MENTOR.....	45
	4.4 UNIVERSITY VISITING TUTOR.....	46
	4.5 UNIVERSITY PERSONAL TUTOR.....	46
<b>5.</b>	<b>SCHOOL-BASED WORK .....</b>	<b>48</b>
	5.1 PLACEMENTS.....	48
	5.2 INDUCTION CHECKLIST .....	49
	5.3 MOVING BETWEEN SCHOOLS.....	50
	5.4 SCHOOL-BASED TASKS .....	50
	5.5 SCHOOL-BASED PROFESSIONAL STUDIES PROGRAMME .....	50
<b>6.</b>	<b>THE PROGRAMME &amp; WORKING AT MASTERS LEVEL .....</b>	<b>55</b>
	6.1 SUBJECT AND CURRICULUM STUDIES (SCS) MODULE .....	55
	6.2 EDUCATION AND PROFESSIONAL STUDIES (EPS) MODULE .....	55
	6.3 ONLINE LEARNING PROGRAMME.....	56
	6.4 WRITTEN ASSIGNMENTS: GENERAL INFORMATION .....	56
	6.5 WORD LENGTH FOR ASSIGNMENTS .....	57
	6.6 PLAGIARISM AND ACADEMIC CONDUCT.....	57
	6.7 PRESENTATION OF WORK.....	58
	6.8 THE APA METHOD OF BIBLIOGRAPHIC REFERENCING.....	58
	6.9 WORKING AT MASTERS LEVEL: GUIDANCE FOR TRAINEES.....	58
	6.10 PROFESSIONAL LEARNING MODULE .....	58
<b>7.</b>	<b>ASSESSMENT OF MASTERS LEVEL ASSIGNMENTS &amp; MODERATION OF SCHOOL-BASED WORKS</b>	<b>59</b>
	7.1 ASSIGNMENT SUBMISSION DATES .....	59
	7.2 HANDING IN ASSIGNMENTS .....	59
	7.3 REQUESTS FOR AN EXTENSION.....	60
	7.4 STUDY SUPPORT.....	60
	7.5 PGCE GENERIC ASSESSMENT CRITERIA .....	60
	7.6 FAILED ASSIGNMENTS .....	61
	7.7 FINAL AWARDS.....	61
	7.8 EXAMINATION OF THE PGCE PROGRAMME: MODERATION OF SCHOOL-BASED WORK.....	61
	7.9 EXTERNAL EXAMINATION OF THE SCHOOL DIRECT PGCE PROGRAMME.....	70
	7.10 RECOMMENDATION TO FAIL SCHOOL-BASED WORK.....	70
	7.11 FACULTY ASSESSMENT, PROGRESSION AND AWARDING COMMITTEE (APAC) .....	71
	7.12 RESIT ARRANGEMENTS AND COSTS .....	71
	7.13 APPEALS .....	71
	7.14 AWARDS: THE TED WRAGG AWARD .....	72
<b>8.</b>	<b>TRAINEE SERVICES, SUPPORT &amp; WELFARE .....</b>	<b>73</b>
	8.1 ACCOMMODATION.....	73

8.2	CAMPUS MAPS.....	73
8.3	EQUALITY, DIVERSITY AND INCLUSION .....	73
8.4	RACE EQUALITY.....	73
8.5	DIGNITY AND RESPECT.....	74
8.6	UNIVERSITY OF EXETER STUDENTS' GUILD .....	74
8.7	INTERNATIONAL STUDENT ADVICE .....	74
8.8	IT SUPPORT .....	74
8.9	LIBRARY SERVICES .....	74
8.10	MEDICAL SERVICES .....	74
8.11	MULTI-FAITH CHAPLAINCY TEAM.....	75
8.12	PRINT SERVICES.....	75
8.13	STUDY AREAS AT ST LUKE'S CAMPUS.....	75
8.14	STUDY SKILLS SUPPORT: STUDENT ENGAGEMENT AND SKILLS HUB.....	75
8.15	WELLBEING .....	75
8.16	DISABILITY SUPPORT (SPECIFIC LEARNING DIFFICULTIES, PHYSICAL DISABILITIES/HEALTH CONDITIONS) AND WELLBEING SERVICES.....	75
8.17	FITNESS TO TEACH .....	76
<b>9.</b>	<b>CAREERS AND EMPLOYABILITY.....</b>	<b>78</b>
9.1	EMPLOYABILITY.....	78
9.2	APPLYING FOR A TEACHING JOB.....	78
9.3	APPLYING FOR JOBS RESOURCES ON ELE.....	78
9.4	INTERVIEWS .....	79
9.5	TEACHER REFERENCE NUMBER (TRN).....	79
<b>10.</b>	<b>ATTENDANCE, ABSENCE, INTERRUPTION OR WITHDRAWAL FROM THE PROGRAMME.....</b>	<b>80</b>
10.1	ATTENDANCE REQUIREMENTS AND MONITORING .....	80
10.2	LEAVE OF ABSENCE REQUESTS .....	80
10.3	EARLY TEACHING CONTRACTS AND ECT INDUCTION.....	81
10.4	UNANTICIPATED ABSENCE.....	81
10.5	ABSENCE DUE TO ILLNESS.....	81
10.6	ABSENCE DUE TO SEVERE WEATHER.....	81
10.7	EXTENDED ABSENCE .....	81
10.8	UNAUTHORISED ABSENCE .....	82
10.9	WITHDRAWAL FROM THE PROGRAMME.....	82
10.10	REQUESTING AN INTERRUPTION FROM THE PROGRAMME.....	82
10.11	FITNESS TO PRACTISE.....	84
<b>11.</b>	<b>PROGRAMME EVALUATION &amp; QUALITY ASSURANCE.....</b>	<b>86</b>
11.1	TRAINEE EVALUATIONS .....	86
11.2	ITE COORDINATOR EVALUATIONS.....	86
11.3	STAFF/STUDENT LIAISON COMMITTEE .....	86
11.4	RESOLVING CONCERNS INFORMALLY .....	86
11.5	FORMAL COMPLAINTS PROCEDURE.....	87
11.6	SUPPORT DURING A COMPLAINTS PROCEDURE .....	87
<b>12.</b>	<b>PROFILE DESCRIPTORS &amp; TEACHERS' STANDARDS .....</b>	<b>88</b>
12.1	PROFILE DESCRIPTORS.....	88
12.2	TEACHERS' STANDARDS.....	93
<b>13.</b>	<b>ACRONYMS &amp; GLOSSARY .....</b>	<b>95</b>



# University of Exeter

## WELCOME

On behalf of the university, the School of Education and our Partnership Schools we offer you a warm welcome. We hope that you will find your time with us both challenging and rewarding and that you will take away with you memories of good times, both social and professional.

Initial Teacher Education at the University of Exeter has a long and proud history of excellence. The tutors working on the programme are excellent practitioners within their field and use research to inform and develop their teaching.

You have been recruited onto the School Direct PGCE programme because your school and the university have already recognised your teaching potential and your academic capabilities. In partnership with schools it is our aim to develop you as teachers who will have a high impact on students' learning. We view the PGCE as the first stage of your professional development as a teacher. Using the Exeter Model of Initial Teacher Education, and with your hard work and commitment, we hope that you will develop into teachers who go on to take advantage of further professional learning opportunities and thus enhance the life chances of the children and young people that you teach over the course of your career.

Although you are a 'distance learner', we hope that you will feel part of the university. Do remember that you are a registered student of the University of Exeter and therefore entitled to make use of all its facilities, including libraries and support services.

We look forward to working with you!

**Bryan Smith**

School Direct Distance Programme Lead

**Harriet White**

School Direct Distance Primary Module Lead

**Dr Laura Guihen**

School Direct Distance Secondary Module Lead

**Dr Thomas Ralph**

Head of Initial Teacher Education

**Corinne Greaves**

Partnership Director



# University of Exeter

## PROGRAMME AIMS

Education is a complex and intellectually challenging process, the fundamental purpose of which is to prepare young people to take a full part in a changing, pluralist and democratic society. Good teaching promotes effective learning. Throughout the PGCE year trainees will develop a personal and professional rationale for teaching and learning. The programme enables trainees to acquire the values, commitment, knowledge, understanding and skills that all teachers need. It also offers trainees opportunities for the development of personal transferable skills (self-management, learning skills, communication, teamwork, problem-solving and data-handling skills) and will provide them with the first stages in their profile of continuing professional development as a teacher.

The programme contributes to both trainees' immediate and their continuing professional education. The programme comprehensively includes all aspects of the DfE's Core Content Framework for ITT and goes well beyond these, ensuring trainees receive a strong grounding in their knowledge and understanding of the subject and phase they will be teaching. At the end of the programme trainees should be effective classroom teachers, well prepared for their continued development as an early career teacher through the Early Career Framework (ECF), well able to demonstrate their competences and to become integrated members of the school community wherever they work. Trainees will be equipped to work collaboratively and independently, with commitment to the all-round education of children. In the longer term, the PGCE course lays the foundation for lasting professional development. The School Direct PGCE programme has been designed to meet the requirements for Initial Teacher Education as set out in the *Core Content Framework for ITT* (DfE, 2010), *Teachers' Standards* and (DfE 2012) and ITT Criteria (DfE 2020). Copies of these can be accessed at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974307/ITT\\_core\\_content\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework.pdf)

<https://www.gov.uk/government/publications/teachers-standards>

<https://www.gov.uk/government/publications/initial-teacher-training-criteria>

The course develops all trainee teachers to enable them to meet the Teacher's Standards against which they are assessed at the end of the course. There is a copy of the Teachers' Standards in [Section 12](#) of this handbook.

### **The aims of the University of Exeter School Direct PGCE Programmes are to:**

- develop knowledge and understanding of how children learn and develop, and of the factors that can impact on their learning
- develop and extend knowledge and understanding of the school curriculum, effective pedagogies and assessment strategies
- support the development of specialist subject knowledge and pedagogy to enable trainees to confidently teach their subject across the relevant age range
- provide trainees with opportunities to engage with current research and debates in the field and consider the relationship between theory and practice
- develop knowledge and understanding of the teachers' roles and responsibilities
- enable trainees to achieve the standards necessary to qualify as a teacher as identified in the Teachers' Standards (2012)
- develop understanding of how to plan and sequence teaching to ensure progression and continuity across the curriculum area(s) and between phases

- provide advice and support to colleagues on curriculum content, pedagogy and assessment within a selected specialist subject or age-phase
- develop the skills of reviewing, monitoring and evaluation in order to contribute creatively and confidently as a new colleague in school, and to work successfully across multi-professional teams
- help trainees to recognise the importance of continuing professional development to supporting critical thinking, reflective practice and informed decision-making
- develop the ability to teach with imagination, enthusiasm and courage, and respond creatively to change.
- Secondary trainees only: enable trainees to gain QTS and have done so by meeting the standards for QTS in the 11-16 age range and also to have had some additional experience of post 16.
- It is important to remember that the PGCE at the University of Exeter is a Masters level qualification and therefore differs in its expectations from other professional certificates of Education. Tutors will offer further and subject specific guidance on how to study and write at Masters level, but one of things trainees can do straight away is familiarise themselves with what it means to be engaged on a Masters level teacher training programme. A number of books were included on the reading list in the Pre-course Information sent out prior to the course. This list, together with additional reading material and other resources, is now available on School Direct ELE, our virtual learning environment.

### **Covid-19**

The training year, as outlined here, may be adapted as necessary to account for any disruption related to Covid-19. University facilities and services may also be subject to change. The University of Exeter is committed to following UK Government (and Department for Education) guidelines in order to safeguard our communities and those of the schools we are in partnership with. Any such changes will aim to maintain the quality of our provision and the training experience, although they may be at short notice and vary across the programmes and the partnership region.

# 1. CONTACT DETAILS & COURSE DIARY

## 1.1 KEY PERSONNEL AT SCHOOL OF EDUCATION

### Location key for St Luke's Campus:

BC = Baring Court; NC = North Cloisters; SC = South Cloisters

<b>Dr Alexandra Allan</b> Head of the School of Education	Room BC116 01392 722881 <a href="mailto:a.j.allan@exeter.ac.uk">a.j.allan@exeter.ac.uk</a>
<b>Dr Karen Walshe</b> Director of Education and Student Experience (until December 2023)	Room NC138 01392 724983 <a href="mailto:k.s.j.walshe@exeter.ac.uk">k.s.j.walshe@exeter.ac.uk</a>
<b>Dr Annabel Watson</b> Director of Education and Student Experience (from January 2024)	Room: BC117 01392 722899 <a href="mailto:a.m.watson@exeter.ac.uk">a.m.watson@exeter.ac.uk</a>
<b>Dr Thomas Ralph</b> Head of Initial Teacher Education	Room BC117 01392 724762 <a href="mailto:t.ralph@exeter.ac.uk">t.ralph@exeter.ac.uk</a>
<b>Bryan Smith</b> Deputy Head of Initial Teacher Education, Mentoring Lead and School Direct Distance Programme Lead	Room NC 136 01392 724964 <a href="mailto:b.p.smith@exeter.ac.uk">b.p.smith@exeter.ac.uk</a>
<b>Harriet White</b> Primary SCS and EPS Module Lead	Room BC118 01392 724786 <a href="mailto:h.white@exeter.ac.uk">h.white@exeter.ac.uk</a>
<b>Dr Laura Guihen</b> Secondary SCS and EPS Module Lead	Room BC210 01392 724886 <a href="mailto:l.guihen@exeter.ac.uk">l.guihen@exeter.ac.uk</a>
<b>Corinne Greaves</b> Partnership Director <i>Overall responsibility for all partnership matters</i>	Room: SC G04a 01392 722834 <a href="mailto:c.b.greaves@exeter.ac.uk">c.b.greaves@exeter.ac.uk</a>
<b>Lisa Fripp</b> Initial Teacher Education Programme Manager <i>Responsible for administrative work related to ITE</i>	Room: SC G02 01392 724868 <a href="mailto:l.m.fripp@exeter.ac.uk">l.m.fripp@exeter.ac.uk</a>
<b>Fiona Bosley</b> Partnership Relations Manager <i>Manages school-based work</i>	Room SC G01  <a href="mailto:f.bosley@exeter.ac.uk">f.bosley@exeter.ac.uk</a>
<b>Gini Williams</b> Partnership Relations Manager <i>Manages school-based work</i>	Room SC G03 01392 724714 <a href="mailto:g.williams6@exeter.ac.uk">g.williams6@exeter.ac.uk</a>
<b>Heidi Long</b> Partnership Relations Manager <i>Manages school-based work</i>	Room: SC G03 01392 724842 <a href="mailto:h.long@exeter.ac.uk">h.long@exeter.ac.uk</a>



**SECONDARY TUTORS**

Luke Graham	Seminar Day Tutor	NC125	01392 724789	<a href="mailto:l.graham@exeter.ac.uk">l.graham@exeter.ac.uk</a>
-------------	-------------------	-------	--------------	--

**PRIMARY TUTORS**

Rob Bennett		Off campus	<a href="mailto:r.bennett2@exeter.ac.uk">r.bennett2@exeter.ac.uk</a>
Sarah Calder		Off campus	<a href="mailto:s.calder@exeter.ac.uk">s.calder@exeter.ac.uk</a>
Mary-Anne Crafter		Off campus	<a href="mailto:m.crafter@exeter.ac.uk">m.crafter@exeter.ac.uk</a>
Ruth Flanagan	BC107	01392 724871	<a href="mailto:r.flanagan@exeter.ac.uk">r.flanagan@exeter.ac.uk</a>
Dr Taro Fujita	BC206	01392 724807	<a href="mailto:t.fujita@exeter.ac.uk">t.fujita@exeter.ac.uk</a>
Dr Emese Hall	BC215	01392 724883	<a href="mailto:emese.hall@exeter.ac.uk">emese.hall@exeter.ac.uk</a>
Will Katene	BC124	01392 724756	<a href="mailto:w.katene@exeter.ac.uk">w.katene@exeter.ac.uk</a>
Debi Lomax		Off campus	<a href="mailto:d.lomax@exeter.ac.uk">d.lomax@exeter.ac.uk</a>
Alexandra Parks		Off campus	<a href="mailto:a.parks@exeter.ac.uk">a.parks@exeter.ac.uk</a>
Dinah Warren	BC104	01392 724831	<a href="mailto:d.warren@exeter.ac.uk">d.warren@exeter.ac.uk</a>
Harriet White	BC118	01392 724786	<a href="mailto:h.white@exeter.ac.uk">h.white@exeter.ac.uk</a>
Dr Anthony Wilson	BC205	01392 724924	<a href="mailto:a.c.wilson@exeter.ac.uk">a.c.wilson@exeter.ac.uk</a>
Anita Wood	BC210	01392 724786	<a href="mailto:a.c.wood@exeter.ac.uk">a.c.wood@exeter.ac.uk</a>

## ADMINISTRATION

### **Info at St Luke's, ground floor of South Cloisters**

All taught course initial queries  
Reporting absence  
Requests for leave of absence  
Assignment submission and queries  
Registration issues  
Expenses claims  
First contact for all information

Phone: 01392 724837

Email: [info.stlukes@exeter.ac.uk](mailto:info.stlukes@exeter.ac.uk)

[ed-absence@exeter.ac.uk](mailto:ed-absence@exeter.ac.uk) (to report or request absence from any aspect of the course)

Open 8.15am – 5pm, Monday to Friday

### **Student Information Desk (SID), within Info at St Luke's on St Luke's Campus and at the Forum on Streatham Campus**

- IT support
- Appointments with AccessAbility & Wellbeing
- Unicards
- Online registration
- Fees & funding
- Accommodation
- Certificates & transcripts
- Bank/council tax letters

**(see section 8 for more details)**

Phone: 0300 555 0444

SID online -

<http://www.exeter.ac.uk/students/services/sid/>

### **ITE Partnership Office (ITEPO) SC G01**

- School based work questions
- Formative Reports and assessment of School-based work
- School-based emergencies

Phone: 01392 724841

Email: [exeterpartner@exeter.ac.uk](mailto:exeterpartner@exeter.ac.uk)

Address: ITE Partnership Office, South Cloisters G01, School of Education, St Luke's Campus, Heavitree Road, Exeter, EX1 2LU

## 1.2 2023-24 COURSE DIARY

1. Placement 2 will be a minimum of 6 weeks and will take place as arranged by the lead school. Trainees should ensure that their UVT knows when it is so they can arrange their visit accordingly (UVTs might visit trainees in school 2 or visit at a different time in the home school placement)

2. Also see [Section 7.1](#) for Assignment submission dates. Dates for Reflective Conversations and UVT visits are for guidance only

Week	Events: The school will have a programme for trainees. In addition:-	Meetings with Mentors/Tutors	Assessment Deadlines (formative & summative)
<b>AUTUMN TERM 2023 Primary Maths week this term (or spring)</b>			
04 Sep to 08 Sep	Induction, meet classes Commence online study. <b>08 Sep: Induction Day at St Luke's</b>		
11 Sep to 15 Sep			
18 Sep to 22 Sep	Schools to complete AP FRAP <b>(Primary)</b>	First Weekly Development Meeting with Lead Mentor (Primary)	<b>Deadline: Primary AP FRAP to be submitted by Friday 22 Sep</b>
25 Sep to 29 Sep	<b>Beginning Practice</b> phase – see profile descriptor for expectations of the phase  Lead Mentor, Reflective Mentor and ITEC will all engage in the BP FRAP process, submitting once the phase has been achieved <b>(Primary)</b>  Schools to complete AP FRAP <b>(Secondary)</b>	First Weekly Development Meeting with Lead Mentor (Secondary)	<b>Deadline: Secondary AP FRAP to be submitted by Friday 29 Sep</b>
02 Oct to 06 Oct	<b>Beginning Practice</b> phase – see profile descriptor for expectations of the phase  Lead Mentor, Reflective Mentor and ITEC will all engage in the BP FRAP process, submitting once the phase has been achieved <b>(Secondary)</b>	Reflective Conversation 1 with Reflective Mentor	
09 Oct to 13 Oct			<b>Subject and Curriculum Studies Formative Assignment to be submitted 13 Oct (to tutor)</b>
16 Oct to 20 Oct			
<b>HALF TERM 23 Oct to 27 Oct (Local dates may apply, see 1.4 below)</b>			
30 Oct to 03 Nov			<i>Subject and Curriculum Studies Formative Assignment email feedback from tutors by 03 Nov</i>
06 Nov to 10 Nov		UVT1 visit window opens 06 Nov  Reflective Conversation 2 with Reflective Mentor	<b>BP FRAP Deadline Friday 10 Nov</b> ITEC to approve by the deadline or initiate TSP

13 Nov to 17 Nov	<b>Consolidating Practice</b> phase – see profile descriptor for expectations of the phase. Trainees enter this phase once BP FRAP has been submitted.  Lead Mentor, Reflective Mentor and ITEC will all engage in the CP FRAP process, submitting once the phase has been achieved		
20 Nov to 24 Nov			
27 Nov to 01 Dec		<b>UVT1</b> visit window closes 01 Dec	
04 Dec to 08 Dec	University Term ends 08 Dec	Reflective Conversation 3 with Reflective Mentor	
11 Dec to 15 Dec	Term end date at discretion of school		
<b>CHRISTMAS HOLIDAY (Local dates may apply)</b>			
<b>SPRING TERM 2024</b> Primary Maths Week in this term if not completed in autumn term			
01 Jan to 05 Jan	Bank Holiday 01 Jan		<b>Subject and Curriculum Studies Summative Assignment to be submitted 2pm on 04 Jan</b>
08 Jan to 12 Jan		Reflective Conversation 4 with Reflective Mentor	
15 Jan to 19 Jan		<b>UVT2</b> visit window opens 15 Jan	
22 Jan to 26 Jan			<i>Subject and Curriculum Studies Summative Assignment feedback by 25 Jan</i>
29 Jan to 02 Feb		Reflective Conversation 5 with Reflective Mentor	<b>Education &amp; Professional studies Formative Assignment to be submitted 29 Jan (to tutor)</b>
05 Feb to 09 Feb			
<b>HALF TERM: 12 to 16 Feb</b> (local dates may apply)			<i>Education &amp; Professional Studies email feedback (tutor) by 12 Feb</i>
19 Feb to 23 Feb		<b>UVT2</b> visit window closes 23 Feb	
26 Feb to 01 Mar		Reflective Conversation 6 with Reflective Mentor	<b>CP FRAP Deadline Thursday 29 Feb</b> ITEC to approve by the deadline
04 Mar to 08 Mar	<b>Developing Independence</b> phase – see profile descriptor for expectations of the phase. Trainees enter this phase once CP FRAP has been submitted.  Lead Mentor, Reflective Mentor and ITEC will all engage in the DI FRAP process, submitting once the phase has been achieved		

11 Mar to 15 Mar			
18 Mar to 22 Mar			
25 Mar to 29 Mar	Bank Holiday 29 Mar		
<b>EASTER: 30 Mar to 14 Apr (Local dates may apply)</b>			

<b>SUMMER TERM 2024</b>			
15 Apr to 19 Apr		UVT3 visit window opens 15 Apr  Reflective Conversation 7 with Reflective Mentor	<b>Education &amp; Professional Studies Summative Assignment to be submitted 2pm on 16 Apr</b>
22 Apr to 26 Apr			
29 Apr to 03 May			
06 May to 10 May	Bank Holiday 06 May		<i>Education &amp; Professional Studies Summative Assignment feedback by 08 May</i>
13 May to 17 May		UVT3 visit window closes 15 May (Secondary) 17 May (Primary)  Reflective Conversation 8 with Reflective Mentor	<b>DI FRAP and CfC Deadline</b> <b>Secondary: 15 May</b> <b>Primary: 17 May</b> ITEC to approve by deadline or initiate CFC
20 May to 24 May			
<b>HALF TERM: 27 May to 31 May (Bank Holiday 27 May)</b>			
03 Jun to 07 Jun		UVT additional visits	
10 Jun to 14 Jun		Reflective Conversation 9 with Reflective Mentor  UVT additional visits Moderation visits	<b>FSR Deadline</b> <b>Secondary: 12 Jun</b> <b>Primary: 14 Jun</b>
17 Jun to 21 Jun		Moderation visits	
24 Jun to 28 Jun	<b>Primary</b> External Examiners & Discipline Level APAC 24 to 25 June <b>Secondary</b> External Examiners & Discipline Level APAC 26 to 27 June	PGCE to Early Career Framework Transition Document Deadline Primary: 27 Jun Secondary: 28 Jun	<b>University Registration Ends:</b> <b>Primary: 27 Jun</b> <b>Secondary: 28 Jun</b>
01 Jul onwards	Term end date at discretion of school		

### 1.3 SCHOOL DIRECT PROGRAMME TERM DATES 2023-24

School Direct distance learning course dates are in line with the term dates for the placement schools. Trainees are expected to attend training days and other school directed dates as agreed with the school.

After **Thursday 27 June 2024 (Primary)** and **Friday 28 June 2024 (Secondary)** trainees cease to be registered at the University of Exeter. Trainees may remain by prior agreement with the school and may have made such an arrangement with the school at the start of the year. Schools will make individual arrangements with trainees regarding leave of absence to visit employing schools after the end of university registration.

**TRAINEES REMAINING IN SCHOOL DO SO UNDER ARRANGEMENTS DIRECTLY WITH THE SCHOOL (INCLUDING INSURANCE AND DBS ETC)**

**1.4 LOCAL AUTHORITY TERM DATES 2023-24**

Local Authority term dates may vary from the table shown below, and from the course diary, and trainees are advised to check their websites for information. Individual schools may also vary these dates so trainees should check with their school as well.

<b>County Council/Unitary Authority Term Dates 2023-24</b>		
<b>Authority</b>	<b>School Term Dates</b>	<b>Half-term</b>
<b>Bournemouth and Poole</b>	01 Sep – 15 Dec 2023 02 Jan – 28 Mar 2024 15 Apr – 23 Jul 2024	23 Oct – 27 Oct 2023 12 Feb – 16 Feb 2024 27 May – 31 May 2024
<b>Cornwall</b>	04 Sep – 19 Dec 2023 04 Jan – 28 Mar 2024 15 Apr – 24 Jul 2024	23 Oct – 27 Oct 2023 12 Feb – 16 Feb 2024 27 May – 31 May 2024
<b>Devon</b>	04 Sep – 15 Dec 2023 02 Jan – 28 Mar 2024 15 Apr – 26 Jul 2024	23 Oct – 27 Oct 2023 12 Feb – 16 Feb 2024 27 May – 31 May 2024
<b>Dorset</b>	01 Sep – 15 Dec 2023 02 Jan – 28 Mar 2024 15 Apr – 23 Jul 2024	23 Oct – 27 Oct 2023 12 Feb – 16 Feb 2024 27 May – 31 May 2024
<b>Plymouth</b>	04 Sep – 19 Dec 2023 03 Jan – 28 Mar 2024 15 Apr – 23 Jul 2024	23 Oct – 27 Oct 2023 12 Feb – 16 Feb 2024 27 May – 31 May 2024
<b>Somerset</b>	04 Sep – 15 Dec 2023 02 Jan – 28 Mar 2024 15 Apr – 24 Jul 2024	23 Oct – 27 Oct 2023 12 Feb – 16 Feb 2024 27 May – 31 May 2024
<b>Torbay</b>	04 Sep – 15 Dec 2023 02 Jan – 28 Mar 2024 15 Apr – 26 Jul 2024	23 Oct – 27 Oct 2023 12 Feb – 16 Feb 2024 27 May – 31 May 2024
University term dates 2023-24 are available at: <a href="http://www.exeter.ac.uk/undergraduate/questions/termdates/">http://www.exeter.ac.uk/undergraduate/questions/termdates/</a>		

**1.5 TRAINEE REPRESENTATION: STAFF AND STUDENT LIAISON COMMITTEE MEETINGS**

The PGCE Staff/Student Liaison Committee (SSLC) consists of trainee representatives from all PGCE subjects, a School Direct representative and staff representatives from the programme, the Library and the Partnership Office. The Committee meets three times per year and is chaired by one of the trainee representatives who is elected by the Students' Guild. Matters arising from the SSLC feed into the termly PGCE Management Committee meetings. SSLC meetings will be held between 13:00 -14:00 on the following dates:

<b>Primary PGCE SSLC</b>	<b>Secondary PGCE SSLC</b>
Friday 20 October 2023	Monday 23 October 2023
Friday 9 February 2024	Friday 02 February 2024
Friday 26 April 2024	Friday 10 May 2024

One primary and one secondary School Direct (distance learning) trainee will be elected to represent the School Direct (distance learning) programme and will attend the appropriate SSLC meetings. Schools will be asked to allow trainees time out of school to attend these meetings.

## 1.6 INDUCTION DAY AND ONLINE SEMINAR DAYS

In order that trainees can meet other trainees working on the School Direct (distance learning) course and tutors and also deal with any outstanding admin and registration matters, there will be an **Induction Day on Friday 08 September 2023** at St Luke’s Campus and delivered by university staff. School Direct Schools will enable trainees to attend.

School Direct trainees will also take part in online seminar days throughout the training year. More information will be provided on the Induction Day.

**Primary online seminar days:** 02 Oct, 06 Nov, 11 Dec, 29 Jan, 25 Mar, 13 May

**Secondary online seminar days:** 13 Oct, 10 Nov, 08 Dec, 26 Jan, 22 Mar, 10 May (this last one is on campus)

## 1.7 SCHOOL DIRECT PGCE PROGRAMME MODULES

The School Direct Distance Programme has the following modules:

School Direct Distance PGCE 2022/23 Module Codes	
Professional Learning (School Direct)	EDUM030
<b>+ for Primary School Direct Distance trainees:</b>	
Primary Subject and Curriculum Studies (School Direct)	EDUM063
Primary Education and Professional Studies (School Direct)	EDUM065
<b>and for Secondary School Direct Distance trainees:</b>	
Secondary Subject and Curriculum Studies (School Direct)	EDUM064
Secondary Education and Professional Studies (School Direct)	EDUM066

## 1.8 STAYING IN CONTACT

It is very important that we have secure and reliable means by which to contact trainees so trainees must ensure that the university has up-to-date contact details. Trainees can change their home/term-time address via **iExeter** (see [Section 1.9](#)) and must remember to do so if they move accommodation during the course.

Email is the most used form of communication. All students have a university email address which can be accessed through **iExeter** and it is university policy that e-mail communication with students can only be conducted via their university address. Therefore it is very important that trainees check their university email regularly.

Trainees may wish to set up a forwarding service to their personal email account.

## 1.9 iEXETER

**iExeter** is the University of Exeter’s student portal and is accessed (including via mobile devices) from <https://i.exeter.ac.uk/>.

## 1.10 VIRTUAL LEARNING ENVIRONMENT (ELE)

Exeter’s Virtual Learning Environment (ELE) is the repository for course resources where tutors upload and maintain resources during the academic year. Please see the section ‘*PGCE School Direct Distance Core*

Documents' (<http://ele.exeter.ac.uk/course/view.php?id=10655>). ELE is accessed with the university student login.

ITE Coordinators in School Direct Lead Schools may also access School Direct ELE pages as "Associates" of the university. To arrange access please contact the Partnership Office at [exeterpartner@exeter.ac.uk](mailto:exeterpartner@exeter.ac.uk)

### **1.11 ITE PARTNERSHIP WEB-PAGES**

<https://education.exeter.ac.uk/partnership/>

This web-page provides information to schools about the Exeter Model of ITE and working in partnership.

### **1.12 UNIVERSITY OF EXETER REGULATIONS**

Trainees should familiarise themselves with all the information in this Handbook and also refer to these university, Faculty and School of Education web pages:

- Student Information Desk at <http://www.exeter.ac.uk/students/services/sid/>
- University rules and regulations for taught students at <https://www.exeter.ac.uk/students/administration/rulesandregulations/>
- The Teaching Quality Assurance Manual is a resource for staff and students containing the processes which underpin the quality of teaching and learning at the University of Exeter. Further details can be found at <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/>



## 2. PROFESSIONAL LEARNING

### 2.1 BECOMING A TEACHER

The journey to becoming a teacher begins formally during the PGCE training programme. During the course of this year trainees will face challenges which will test all of their resources and faculties. We design our course on the premise that every trainee is unique and will respond to different demands in different ways. We expect all trainees to engage with all aspects of the course in such a manner that will maximise the opportunity of personal and professional development that this programme offers. Some of the challenges faced will be new (e.g. lesson observations, behaviour management) and some will be more subtle (e.g. how to engage with and work alongside colleagues).

### 2.2 DEVELOPING SKILLS AS A PROFESSIONAL LEARNER IN ACADEMIC WORK

In many respects it is unhelpful to distinguish between the academic and school based work aspects of the training year as both are inextricably linked. The reason for distinguishing between them at this point is to highlight that part of working at Masters level and part of developing skills as a professional learner is being able to see the links between the two. The academic work will provide trainees with an understanding of the theories of teaching and learning in relation to their subject/phase specialism that underpins much of the classroom practice they will observe in school. Understanding the relationship between theory and practice is central to becoming an effective and reflective practitioner. Indeed, many of the tools trainees will use as part of the Exeter Model of Initial Teacher Education, such as the Exeter Model Framework and Demonstrations/Agendas, are designed specifically to help make those connections.

Trainees develop their skills as professional learners by taking responsibility for their own learning and making the most of available opportunities. For instance, as well as accessing the online modules specifically designed for School Direct, trainees are encouraged to take the opportunities to use resources available on the other PGCE virtual learning environment (ELE) pages. University tutors can direct trainees to these or they can be accessed by using the search facility.

Taking responsibility for learning also means making the most of the library facilities, in particular, online access to journals. There is information on ELE, including tutorials, about how to access the online library. Trainees should make sure they know how to access these and how to search online databases for articles that are relevant to for assignments. There is also a digital reading list on the School Direct ELE pages.

Developing skills as a 'critical' reader is essential for working at Masters Level. Trainees should make the most of opportunities available within their own cohort. Participating in online discussion groups with others in the cohort is a great way of developing critical reading skills as each person will understand an article or an issue in a slightly different way. This is also a requirement of the course.

One of the hallmarks of being a professional learner is the ability to cast the net wide. Trainees should make sure that they keep up to date with the wider contexts, such as current debates in education in general, as well as in their subject discipline.

Trainees should seek to make connections at all times between what they have read, what they have seen when observing other teachers, and their own classroom practice. It is the ability to critique practice in the light of theory and vice versa that characterises a professional learner and effective practitioner.

#### 2.2.1 DEVELOPING SKILLS AS A PROFESSIONAL LEARNER THROUGH SCHOOL BASED WORK

To gain as much as possible from every Weekly Development Meeting and Reflective Conversation we encourage trainees to develop the following professional learning skills:

- **respond proactively to modelled expertise** to acquire and adapt new knowledge
- **respond positively to questions** and suggestions from Lead and Reflective Mentors
- **take an increasingly active role** in constructing their own learning programme

- **observe, analyse and reflect** upon their own and their Lead Mentor's practice and make this explicit
- **think and act honestly** on their developing skills and understanding.

## 2.3 PROFESSIONAL CONDUCT

Maintaining high standards of professional behaviour is important both during the PGCE training year and as a teacher. The need to maintain positive and respectful relationships with all members of university and school based staff, and with peers, is paramount. There are Teachers' Standards to be met regarding different aspects of professionalism. Please also see [2.5 Professional Conduct Warning](#).

Here are some recommendations to help avoid difficult situations and escalating problems, again focused on school based work but equally appropriate for the university course.

### CREATING THE RIGHT IMPRESSION

Trainees should

- Arrive on the first day at school dressed 'as if for interview', then assess the school's dress code for future reference, remember that it is important to appear professional. (Please be aware that professional and appropriate dress is a requirement of Ofsted inspections relating to trainees and ECTs).
- Establish what time they are expected to be in school (lateness always creates a bad impression and punctuality is one of the professional and personal conduct standards).
- Ensure that they have a phone number for the school so that, even on the first day, they can make contact if there is a problem with their arrival time.
- Ensure that they understand the school's policy about being on-site and follow the appropriate protocol if they need to leave the school site. This is likely to vary between schools, so trainees should check this in each placement.

### WHAT SHOULD TRAINEES DO IF.....?

- If a parent approaches a trainee out of school about a matter to do with their child the trainee should ask them to arrange a meeting to discuss the matter formally in school.
- If a parent (or pupil) is aggressive to a trainee either in or out of school the trainee should speak immediately to their ITE Coordinator and contact the Partnership Director (01392 722834 or [c.b.greaves@exeter.ac.uk](mailto:c.b.greaves@exeter.ac.uk)). This is serious and should not be ignored.
- If trainees encounter discrimination of any sort against them or others, they should not ignore it. The issue should be discussed with the ITE Coordinator and the Partnership Director so that the issue can be appropriately addressed. Issues of racism can be discussed, confidentially, with the Race Equality Resource Officer. Please see the section on [Race Equality](#) in this handbook for further details.
- If trainees encounter something that they consider to be a child protection issue they should refer to the relevant page in the Safeguarding section of this handbook for details of how to proceed.
- If a pupil asks a personal question then trainees are entirely at liberty not to answer, but as many are being inquisitive rather than rude trainees might try answers such as: 'Let's focus on the work.' 'No personal questions, please.' 'I know you aren't being rude, but I don't answer questions about matters like that. I'm sure you understand.'

### THE RIGHT WORD AT THE RIGHT TIME

- Trainees shouldn't use inappropriate language to, or in front of, a pupil, member of staff or parent. If this does happen, trainees should be proactive in discussing it with the ITE Coordinator. Please note that colloquialisms and 'slang' are often viewed as inappropriate by schools and pupils.
- Trainees should never criticise a member of staff in front of pupils, parents, visitors or other colleagues, or by email or on social media.
- Trainees should ensure that the language, images or humour that they use do not convey prejudice or stereotypical assumptions about people.

## AVOIDING PROBLEMS:

### (a) *In school*

- Trainees should not disclose any confidential information that is shared with them and they should ensure that they follow the school's code of practice on data protection, particularly with regard to storing data electronically.
- At the end of placement trainees should ensure that they have not taken any confidential data with them at all, including lists containing pupils' names.
- If trainees smoke they should not smoke on school premises or in the vicinity.
- Trainees should remind themselves of the digital literacy (sometimes called e-safety) and personal conduct advice in the section on safeguarding in this handbook

### (b) *Outside school*

Trainees may be living in the area near to their school. They should avoid potentially unprofessional/embarrassing situations by:-

- Not mentioning pupils/staff by name outside of the school grounds: no matter how 'funny the story'.
- Having regard to their alcohol intake if they might encounter pupils on leaving the pub.
- Knowing what to do if trainees find a pupil whom they know to be 'under-age' in an age restricted environment.

## 2.4 IF THINGS GO WRONG

If trainees are unhappy with any aspect of their training they should contact their ITE Coordinator, Lead School, personal tutor, UVT, Programme Director or the Partnership Office as appropriate so that we can address the issue. Please do not wait until a difficulty escalates. Problems are invariably easier to deal with at an early stage.

- If trainees feel that they have a major issue related to their training approaching a teaching union representative about it is NOT usually the best way to resolve the problem. The representative may not be versed in the Exeter Model of Initial Teacher Education and such an approach almost always leads to difficulties between trainees and the colleagues involved in school. We would advise trainees to follow the routes above, and note that they will have an opportunity to feed back on the quality of support whilst on placement and to evaluate the course as a whole. If trainees feel this is insufficient, there is guidance on making a formal complaint in the Programme Evaluation and Quality Assurance section of this handbook. **Please note** that this comment is not intended in any way to question the professionalism of teaching union representatives, who trainees may well find helpful regarding all sorts of issues and particularly for questions about employment terms and conditions.
- Accepting criticism, however constructively given, is always difficult. Trainees should do so as graciously as they can. The person giving advice will be doing so in order to improve the trainee's teaching.
- If trainees need additional help please refer to the [Trainee Services](#) section of this handbook. Trainees can also contact Info at St Luke's or SID and ask for specific information.

Sections 2.3 and 2.4 are by no means exhaustive and we encourage trainees to take careful note of the Teachers' Standards regarding *Professional Attributes* to ensure they cover all that is required. Clarification about any professionalism issues is always available from University Tutors, the Programme Director, the ITE Coordinator or the Partnership Office. For further information about the role of the trainee teacher during school based work please see the [Roles and Responsibilities](#) section of the handbook.

## 2.5 PROFESSIONAL CONDUCT WARNING

The need to maintain positive and respectful relationships with all members of university and school based staff, and with peers, is paramount. If trainees are perceived to be disrespectful to any member of staff then they may be issued with a professional conduct warning. This will be placed on the trainee's file and notified to their personal tutor. More than two such warnings, or less if the issue is considered to be more serious, will start the university Fitness to Practise process. Details can be found at:

<http://www.exeter.ac.uk/students/administration/complaintsandappeals/fitnesstopractice/>.

If trainees are perceived to be disrespectful to one of their peers then a member of staff witnessing this, or having it reported to them, can issue a professional conduct warning as above. Such warnings may also be issued if trainees are not meeting the Teachers' Standards regarding professionalism.

Part two of the Teachers' Standards describes the professional conduct expected of teachers and trainees. Trainees failing to uphold these standards may find their registration at the university and their future ability to train as teachers in jeopardy. Schools have justifiably high expectations of professionalism and trainees will need to seek out, and demonstrate, their school's expectations.

## **2.6 SAFEGUARDING**

### **2.6.1 TRAINEE HEALTH, SELF-DISCLOSURE AND DBS RESPONSIBILITIES**

The university is intent on doing all it can to proactively safeguard and promote the welfare of children. Trainees will already have been subject to various rigorous safeguarding processes including a fitness to teach assessment, self-disclosure and the DBS disclosure and their registration on the course is subject to the university being satisfied with the content of these.

If an incident or change in their health occurs whilst they are registered on the PGCE course that may compromise our decision under these safeguarding processes, trainees are obliged to tell us so we can investigate and consider accordingly. Failure to inform us of something that we are later told officially may result in removal from the course (please also see [Fitness to Practise](#) section for further details). Trainees' agreement to comply with this forms part of the online registration process at the start of the year.

### **2.6.2 DEALING WITH A CHILD PROTECTION ISSUE DURING SCHOOL BASED WORK**

If trainees witness an incident that they feel may involve a child protection issue they should report this to the school's Safeguarding Officer and the school will deal with the matter. If the trainee remains concerned they should also send an email account of it to the Partnership Director, who will be responsible for following this up with the Headteacher of the school and/or the Local Authority Safeguarding Team as appropriate.

If a child discloses something to a trainee, they must pass it on to the school's Safeguarding Officer immediately. Trainees should never promise confidentiality to a child.

Trainees should familiarise themselves with the Government document 'Keeping Children Safe in Education' (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>). Trainees should also refer to the Child Protection Resources on ELE.

### **2.6.3 CYBERBULLYING**

Trainees should make sure that they follow school policies on how to protect children against cyberbullying and that they also know how to report incidents if they are targeted by cyberbullies. The child protection information and links above are also relevant here.

### **2.6.4 PREVENT STRATEGY**

PREVENT is one part of the government's counter-terrorism strategy and it aims to stop people becoming terrorists or supporting terrorism. The university is committed to ensuring that it remains a safe and secure place of study where debate and free speech can prosper, and safe campus communities can thrive.

It is also the responsibility of all teachers and trainees (and included in Part 2 of the Teachers' Standards) to promote British values and to 'prevent' young people from becoming radicalised. Useful resources and information regarding this can be found on ELE.

If trainees are concerned, however slightly, about a peer or pupil in this regard they should speak to the safeguarding officer in school or to the Partnership Director (in the first instance).

## 2.6.5 TRAINEES PROTECTING THEMSELVES

Trainees should take care to protect their own safety and to reduce the chance of being the subject of false allegations of abuse.

Any trainees encountering any such issues should immediately contact the Partnership Director by phone (01392 722834) or by email at [c.b.greaves@exeter.ac.uk](mailto:c.b.greaves@exeter.ac.uk).

**Teaching Unions often offer free membership to trainee teachers and are an excellent source of advice and legal representation in cases where trainees find themselves accused of misconduct.**

A useful source of information about teachers' statutory responsibilities can be found in the 'Bristol Guide', published by the University of Bristol. This can be previewed and purchased online at <http://www.bristol.ac.uk/education/expertiseandresources/bristolguide/>

Some of the ways that trainees can protect themselves include:

### **Digital Literacy (sometimes referred to as -E-safety)**

- Trainees should ensure that their web presence does not contain any inappropriate material about either themselves or the school and ensure that social networking sites are secure and do not contain information that could compromise the trainee with pupils. Please be aware that an appropriate standard of professional conduct, including conduct on the use of social media, is a requirement of Ofsted inspections relating to trainees and ECTs.
- Trainees should not use social media to contact pupils or accept 'friend' requests from them.
- Trainees should not use school networks to access any 'adult' sites or for any personal use. School networks should only be used to check school and university email accounts and for lesson preparation and PGCE related research.
- Trainees should not under any circumstances, however well intentioned, lend their own personal computer equipment to pupils to use. This applies even within a lesson and under supervision.
- If trainees take their own computer/laptop into school (at own risk) they should ensure that it does not contain any 'adult' material and that all files are password protected. In the event of theft it is important to safeguard pupil data. Trainees should make sure that they follow the school's policy on this.
- If trainees take a mobile phone to school it should be 'locked' and on silent at all times. Trainees should ensure that it does not contain any 'adult' material and that the ringtone (although on silent) is neutral.
- Trainees should ensure that they are familiar with, and implement, school policy regarding videoing, recording, photographing and emailing pupils.

### **Body language and physical contact – trainees should:**

- Avoid physical contact.
- Ensure that they respect people's personal space
- Ensure that their eye contact is appropriate.
- Be careful regarding 'leaning over' someone. Care should be taken not only to ensure pupil's personal space but also to protect themselves from touching them or 'looking down their top' etc.
- Talk with the school about their guidelines on physical contact (whether teachers should ever initiate such contact and if so, in what circumstances and how; and also how a trainee should respond if a pupil initiates contact).

### **Health and Safety**

On placement schools will inform trainees about health and safety and fire drill procedures. Trainees should make sure they are clear about them and where to find additional information if necessary.

### **Alone with classes**

Safety regulations require a teacher who would normally be qualified to teach the following lessons to be present with the trainee if they are involved in a Physical Education lesson (even when large apparatus is not being used), and during practical Design and Technology and Science lessons which involve the use of potentially dangerous equipment. When teaching other subjects, as trainees progress through the year, and develop independence,

the teacher may leave them alone from time to time but should make it clear where they are should the trainee need assistance. Trainees should not be left with sole responsibility for a group of pupils. This includes the supervision of pupils on out of school visits.

**Trainee teachers should not be used as a member of staff for the purposes of achieving required staff:pupil ratios for out of school activities. Trainees should participate in any out-of-school activity as an additional adult, in a role similar to that of an accompanying parent.**

**We would also advise trainees against using their own car to transport pupils.**

#### **Alone with a pupil**

Wherever possible trainees should avoid being alone with a pupil. If it is unavoidable then they should ensure that the door is open and that they would be in clear sight of anyone passing the room. Trainees should make sure that they and the pupil have free access to the door.

## **2.7 ETHICS FOR SCHOOL-BASED TASKS & ASSIGNMENTS**

Many of the directed study tasks that trainees will undertake during the course of the year will have enquiry based learning at their heart. Enquiry Based Learning is a term used to describe a method of teaching and learning based on self-directed enquiry or research. The Education and Professional Studies assignment in particular has been designed to provide an opportunity for trainees to develop skills of systematic review and evaluation by selecting a key issue related to teaching and learning in their specialist subject or phase to explore in detail.

Most importantly, before collecting any form of data for assignments or tasks trainees will need to be aware of a number of important ethical issues as outlined below.

The ethical position of the School of Education is based on the principle that in all research, teaching, training and professional activity, the interests and rights of others must be respected and protected. The 'others' whose interests and rights need protection include children, adults, other sentient beings, and institutions such as schools or colleges with which we have professional contact. The kinds of ethical issues that arise for the School of Education usually concern the exercise of power in professional relationships, such as those between adult and child, or between teacher and student, as well as those arising from privileged access to confidential information about individuals or institutions. Institutional approval has already been given for the tasks and assignments that trainees will undertake during the course of this year. These tasks and assignments should only include activities that come under the heading of 'normal teaching functions', such as gathering evidence of pupils' attainment, learning, misconceptions, motivations etc; in other words, gathering evidence from routine engagement with pupils. Many of the tasks (e.g. the SEN and EAL tasks) will have Enquiry Based Learning at their heart. Enquiry Based Learning is a term used to describe a method of teaching and learning based on self-directed enquiry or research. The School Direct Distance PGCE does not require trainees to conduct any formal research, but they must be aware of the following ethical considerations:

#### **Lack of Harm, Detriment or Unreasonable Stress.**

Any procedure carried out should not result in any risk of harm, detriment or unreasonable stress to participants. Educational interventions should not result in any educational disadvantage or loss of opportunity. Strong medical guidelines exist where physical risk issues are involved. Where there is any doubt, all action should cease until full consultation and reassurance is given by the appropriate authorities.

#### **Confidentiality and Non-Identifiability**

Trainees must make sure that they avoid using the real names of individuals, groups or schools in ALL assignments and tasks. Pseudonyms may be used if necessary.

#### **Education and Professional assignments**

During the spring placement trainees will develop their Masters-level EPS assignment. This assignment is likely to involve gathering evidence of pupils' attainment, learning, misconceptions, motivations etc. The time and manner in which trainees can collect their evidence will need to be discussed with Lead Mentors. They should also refer to the information below relating to data protection. The nature and scope of the EPS assignment will

be discussed fully with the trainee's university tutor and/or module lead. There is further general information about assignments in sections 6&7 of this Handbook, and specific assignment information is available in the Module Guide.

## **2.8 DATA PROTECTION**

Trainees should have a secure place in which to record the attainment data of the classes that they teach, together with any SEN information about pupils in those classes. Trainees should remember at all times that this is sensitive and confidential data. Trainees should follow the data protection policy and procedures of the school in which they are working. Please remember that schools are increasingly data-rich environments and, ethically and professionally, trainees are expected to treat this data with complete confidentiality, only discussing it in a professional context.

However, trainees may also have data stored electronically, such as assessment and performance data, which the school has provided. In line with the requirements of data protection legislation trainees must delete any electronic data about pupils that is stored on their own computer when the placement is complete.

The university GDPR privacy notices for trainees and schools can be found at <https://education.exeter.ac.uk/partnership/>

### 3. THE EXETER MODEL OF TEACHER EDUCATION

The process of learning to teach at Exeter is supported by a model of learning which recognises that effective professionals think critically about their teaching, and evaluate their own performance in order to move forward. It also recognises that learning to teach is a situated process, influenced by the school context and by trainees' own values and beliefs. Throughout their training, trainees will be encouraged and assisted to become a confident, reflective professional. The University of Exeter's *deliberative* approach to learning to teach reflects the view that teaching is complex and intellectually challenging. All staff, both in schools and at the university, who are involved in Initial Teacher Education use the Exeter Model of Teacher Education as a shared framework for their work with trainees.

The Exeter Model of Teacher Education uses a series of tools to help trainees develop as a teacher. Trainees will use these tools in dialogue with teachers in schools, university tutors and their peers to help them think about their teaching and the impact they are having on pupils' learning. Alongside and as part of good teaching, each subject has specific approaches to pedagogy – for example, becoming an excellent teacher of science means getting to grips with particular ways of using practical work, addressing misconceptions and using models to teach abstract concepts; becoming an excellent teacher of maths means being able to help children form abstract concepts from concrete reality, generalise from these and use them to break down difficult problems into questions they can answer; becoming an excellent teacher of English means knowing how to support language development through talk, reading and writing, while understanding how these skills interrelate. Becoming an excellent primary teacher requires learning how to teach across all of the subjects in the curriculum.

As trainees use the tools in the Exeter Model, dialogue with teachers who are experts at *subject* teaching will use a shared understanding of language related to that subject, which means that you will develop their pedagogy with respect to that subject as well as more generally. (For primary trainees the subject they are being trained in is 'primary' and this incorporates the whole of the primary curriculum.) Thus, many of the Exeter Model tools may have observations and reflections that are couched in generic terminology, but that trainees and their subject tutors will interpret in a subject specific way. In the Weekly Development Meetings trainees will identify and record some explicit subject specific targets for developing their teaching. A full description of the roles and responsibilities of trainees, university tutors and Lead and Reflective Mentors is given in [Section 4](#).

#### 3.1 PHASES OF DEVELOPMENT

We believe strongly that learning to teach is a developmental, incremental process. Accordingly, the Exeter Model curriculum has five phases of development to support trainees' learning and identification of needs. The successful completion of the Developing Independence phase indicates that trainees have met the Teachers' Standards.

The Teachers' Standards can be found in full at [www.gov.uk/government/publications/teachers-standards](http://www.gov.uk/government/publications/teachers-standards)

The following phase descriptors are applicable.

##### **Anticipating Practice**

This is the initial, preparatory period of training, starting with the subject knowledge audit and/or initial needs analysis related to the interview, pre-course tasks and the first weeks in school placement. At this stage, trainees will be principally engaged in induction and familiarisation with school processes and practices, introduction to educational theory and pedagogy, and subject knowledge development.

*Anticipating Practice* takes place right at the start of the academic year after which trainees will submit a Formative Reflection on Achievement and Progress (Anticipating Practice FRAP).

##### **Beginning Practice**

In this phase trainees work alongside teachers in their home placement school, observing teaching, assisting in class and beginning to teach episodes in lessons. At this stage trainees follow the overall planning and teaching of the class teacher, but will be expected to plan in detail for their own teaching episodes. Trainees will be in class for 8 -10 hours per week.



Beginning Practice provides opportunities for trainees to:

- develop in line with the profile descriptor
- learn about the school as an educational institution and to examine how schools match their own philosophy with regard to community needs and the needs of the children
- develop an understanding of whole school policies, for example safety, discipline, assessment and special needs in the context of their first placement
- observe experienced teachers demonstrate teaching in their main subject, and start to engage in dialogue with teachers about professional issues such as teaching methods, class management and discipline
- observe pupils learning and develop an awareness of the individuality of children and the need to make professional judgements about their learning accordingly
- have direct experience of working with pupils, teach some short episodes and work with the teacher concerned to commence the demonstration and modelling phase of development
- generally become familiar with both the school as a whole and with the particular context of their subject department or phase

During the *Beginning Practice* phase trainees will be working within their Lead Mentor's (and other teachers') lessons and a teacher must be in the classroom at all times. Trainees should plan to complete the tasks that are scheduled for this period. Trainees may take on more responsibility with some classes than with others. Lead Mentors will use their professional judgement and negotiate the best ways of implementing this phase with trainees. Demonstrations of teaching should take place throughout the school placement but as trainees gain in confidence they should be given greater responsibility.

Trainees submit the Beginning Practice Formative Reflection on Achievement and Progress (BP FRAP) once they have met the requirements of this phase, following discussions with their Lead Mentor and Reflective Mentors. Please see the [course diary](#) for the final deadlines for FRAPs to be submitted to the university.

The progress of any trainee who is not working consistently in the *Beginning Practice* phase, and therefore not in a position to meet the phase profile descriptor by the FRAP deadline, must be reviewed and an action plan issued.

### **Consolidating Practice**

Consolidating Practice leads on from *Beginning Practice*. During this phase, trainees continue to work in classes alongside teachers who will be reducing their role as the trainee takes on increasing responsibility. Trainees will be in class for 10- 12 hours per week and will be gradually increasing the responsibility they have within these lessons. Trainees will start to plan independently and teach whole lessons. Lead Mentors (and other teachers) are also required to continue with demonstrations of teaching episodes, to observe trainees teach and provide them with appropriate feedback, using the lesson observation form. Trainees should plan to complete the tasks that are scheduled for this period.

*Consolidating Practice* provides opportunities for trainees to:

- take increasing responsibility for planning, teaching and assessment for learning in whole lessons, as and when their tutors judge that they are ready
- continue to observe experienced teachers demonstrate teaching strategies and approaches on which trainees can model their own practice
- develop an increasing awareness of the individual needs of pupils and their learning achievements
- begin to learn about methods of assessment both of and for learning
- take increasing responsibility for their own professional development.

Trainees will submit the Consolidating Practice Formative Reflection on Achievement and Progress (CP FRAP) by the end of this phase, following discussion with the Lead Mentor and the Reflective Mentor in the Reflective Conversations.

The progress of any trainee who is not working consistently in the *Consolidating Practice* phase, and therefore not in a position to meet the phase profile descriptor by the FRAP deadline, must be reviewed and an action plan issued.

CP FRAP deadline dates are shown on the [course diary](#).

### **Developing Independence**

At this stage trainees are leading the teaching over sequences of lessons and taking responsibility for the planning, teaching and assessment. Trainees will be expected to demonstrate an ability to work with medium term plans.

*Developing Independence* leads on from *Consolidating Practice*. This phase is essentially about establishing the trainee's independence in the classroom, but this should not mean that they are left alone in the classroom until the Lead Mentor feels they are both confident and competent to be so (in some subjects such as PE, D&T or Science health and safety regulations require a qualified teacher to be in contact with the class at all times and trainees should not be left entirely on their own). Demonstrations of teaching continue to be an essential aid to their development at this stage as they work to improve specific competencies. *Developing Independence* provides opportunities for trainees to:

- plan, teach and assess pupils' learning in whole lessons and sequences of lessons
- continue to observe experienced teachers demonstrate teaching strategies and approaches on which they can model their own practice
- develop higher levels of teaching skills in areas where they have already shown proficiency such as question-and-answer techniques, approaches to formative assessment, managing group work or using ICT to enhance learning
- develop a pro-active and independent approach to their own professional development.

Fee paying trainees will be engaged in **a minimum of 12 hours and a maximum of 15 hours of contact time per week**. The increased timetable of 15 hours contact time should be given only to those trainees who are making secure and confident progress. Trainees should be planning independently and teaching sequences of whole lessons. Annotated Agendas should still be used as a basis for critical reflection, but as part of the Focused Reflections where trainees select the Exeter Model tools most appropriate to them. Trainees will meet with their Reflective Mentor for three Reflective Conversations during the Summer term.

Developing Independence Formative Reflection on Achievement and Progress (DI FRAP) must be submitted by the end of the phase, but can be submitted early provided trainees have evidenced the phase profile descriptor. Trainees must have experienced two contrasting placements in order to meet the DI phase requirements.

In this case, trainees will be able to progress into *Extension and Enrichment*. Please note that not all trainees will move into this phase.

The progress of any trainee who is not working consistently in the *Developing Independence* phase, and therefore not in a position to achieve the requirements of the phase profile descriptor by the FRAP deadline, must be reviewed and an action plan issued.

If the trainee's rate of progress is such that there are concerns over their ability to meet the requirements of the Developing Independence Phase by the FSR deadline then a Cause for Concern will be issued with a related Action Plan to help them to address the areas that need attention.

In this case, the UVT must be kept informed of the situation and be fully involved in the process.

### **Extension and Enrichment**

When trainees can demonstrate to those working with them that they consistently meet the Developing Independence Phase Profile Descriptor, they will move into the final phase of training in the Exeter Model. During Extension and Enrichment the focus will be either on developing teaching competences to a higher level, or negotiating opportunities for enrichment through alternative educational activities. Those trainees that have not yet met the DI profile descriptor use the Extension and Enrichment phase to continue working towards this. For those trainees that have met the DI phase profile descriptor at the DI FRAP deadline, Extension and Enrichment enables these faster developers to continue to make progress in their training and to maximise the use of their PGCE year.

Trainees should discuss with their Lead and Reflective Mentor how they can use the remaining training time in school most productively. These discussions should consider the trainee's own individual training needs and interests and any opportunities that may be available to address these. They may have areas of practice that will benefit from further extension and/or they may have specific teaching skills or interests that they would like to develop further in a specific context. The programme will depend on the opportunities available in school or locally and must be set alongside any constraints that there may be on timetabling or teaching in order to ensure continuity of learning for the classes for which trainees are responsible.

- All trainees are expected to be in their placement school on the dates of External Examination (see course diary).
- Extension and Enrichment phase activities should be instead of, not in addition to, trainee workload. It may be that trainees reduce their teaching commitments slightly in order to create time for this. Trainees may, of course, decide to pursue extension and enrichment phase activities whilst continuing to teach all or the majority of their classes.
- It is expected that training continues to follow the Exeter Model while in Extension and Enrichment, including Weekly Development meetings and Focused Reflections. Trainees should choose their focus to fit with the areas that they wish to develop.
- If trainees have opted to follow the leadership strand they should complete the Leadership Framework Task during Extension and Enrichment
- If trainees undertake Extension and Enrichment activities in another setting this should be in agreement with the placement school, (and Lead School for School Direct) and in line with the selected area for development identified in the Focused Reflection.

## **3.2 PROFILE DESCRIPTORS**

The Exeter Model has a scaffolded, phased curriculum using profile descriptors for each phase. The [Profile Descriptors](#) describe what trainees are expected to have an opportunity to learn during each phase of the course. These ensure that trainees exceed the minimum knowledge set out in the Core Content Framework (CCF). Each phase is assessed formatively by the completion of a Formative Reflection on Achievement and Progress (FRAP). Each descriptor is broken down into the 5 Early Career Framework (ECF) themes so that as well as completing their PGCE, trainees are preparing for being an Early Career Teacher (ECT). Achievement of the Teachers' Standards is assessed summatively at the end of the course.

## **3.3 THE EXETER MODEL TRAINING TOOLS**

Trainees will find templates for each of the Exeter Model tools in their IDP, the templates contain explanatory guidance. Trainees will also find Word documents of certain tools in the documents section of the IDP in case it is more practical for schools to complete them offline. These can then be scanned and uploaded to the appropriate IDP template by the trainee.

### **3.3.1 LESSON/EPISODE PLANNING GUIDANCE**

When trainees teach an episode (a small part of a lesson) or a whole lesson they must carefully plan what it is they are going to do, what the pupils will learn, and how this fits into the context of any medium term plans or schemes of work.

There are planning templates for trainees to use available in the IDP. In the Beginning Practice and Consolidating Practice phases planning will need to be quite detailed as trainees learn the skills of the teacher. They must complete a separate plan for every episode and lesson that they teach.

As trainees move into the Developing Independence Phase they may move to planning sequences of lessons with less specific detail about individual lessons, but this must be in agreement with the teaching staff supporting them.

In order to complete the Weekly Reflection we suggest that trainees annotate their lesson plan with any evaluative notes.

### 3.3.2 DEMONSTRATIONS AND AGENDAS

A demonstration is a planned-for modelling of good practice. The focus for a demonstration is selected from the Learning Focuses for Agendas (see table), or a focus specifically related to the trainee's training needs, and should be identified in the Weekly Development Meeting. Trainees could watch several teachers in one week demonstrating the same thing, such as *'involving learners in reflecting on their own learning'*: this allows trainees to see that there are a variety of ways to achieve the same goals. Alternatively, it might be one demonstration of a particular focus. In the later phases of training the demonstration might involve the class teacher demonstrating a particular focus by taking an appropriate episode from the trainee's lesson plan.

The central feature of a demonstration is that it is **planned** and both the trainee and the teacher are clear about the learning focus for the demonstration. The trainee should make notes during the demonstration using the Demonstration and Agenda template, (**found in the Exeter Model Tools in the electronic IDP**), keeping in mind the learning focus, using the Exeter Model Framework to prompt their thinking about what they are seeing, and to support them in the writing of any subsequent Agenda.

Having watched experienced teachers demonstrate the particular aspect of teaching, the trainee will now try this out for themselves in an Agenda.

The Agenda focuses on the trainee's learning about how to teach and is a central element of the learning process embedded in the Exeter Model. It is used to support their thinking about, and reflection upon, a specific aspect of their classroom practice and it is intended to help them to become an independent critic of their own teaching, rather than being dependent on others to give feedback.

**An Agenda is not the same as a lesson plan.** The Agenda focuses on what **the trainee will learn** rather than what pupils will learn; it develops understanding of specific skills involved in teaching. In preparing an Agenda, trainees should consider **how** they will teach, rather than **what** they will teach or what activities pupils will undertake in the lesson (this is planned for in their episode or lesson plan).

The focus for an Agenda should always address a trainee's learning needs and should always make them think! If writing an Agenda feels too easy, then trainees have probably not challenged themselves sufficiently or have selected an Agenda focus which they have already mastered. In the Weekly Development Meeting, trainee and Lead Mentor should identify appropriate Agenda focuses for the coming week which relate specifically to the trainee's training needs. This might be from the list of Learning Focuses for Agendas, or, with support from the Lead Mentor, tailored specifically to address aspects of practice that would benefit from an Agenda focus.

#### TO PREPARE AN AGENDA TRAINEES SHOULD

- First, write the episode or lesson plan, outlining what pupils will learn and do.
- Write the focus for the Agenda on the agenda template (using the list of Agenda Focuses below).
- Note down clearly and carefully the intentions in relation to the Agenda statement. Include full details of intended words and/or actions. Lists and bullet points may be useful. Add estimated timings if appropriate.

An observer (usually the Lead Mentor) then makes notes, or annotations, on the form, as an objective record of events relating to the chosen Agenda focus. This record should be factual and non-judgmental. In this way, the sequence of the planned actions in class is matched with a record of exactly what happens during the lesson. The trainee now has an annotated Agenda. Any evaluative comments that the observer wishes to make on the teaching should be written separately and given to the trainee **after** they have reflected on their teaching and written the Agenda evaluation.

#### EVALUATING THE AGENDA

The annotated Agenda is evaluated via a **written reflection with respect to the chosen focus**. The *Exeter Model Framework* can be used when reflecting to help trainees think about wider issues of teaching when evaluating the chosen focus (see section 3.3.5).

Trainees should reflect on positive outcomes as well as any problems that arose during their teaching. We all tend to be very aware of what did not go quite to plan, and sometimes forget to celebrate success. Trainees

should think not only about **what** happened, but also about **why** this happened. This should be related to what trainees have learned about theories of teaching and learning. For example, if the Agenda focus was '*employing interactive teaching methods*', they might reflect on how well the pupils engaged with their learning? How was this shown? Was pupil engagement because the trainee transmitted their own enthusiasm and interest in the topic to them? Was it because they deployed tactics specifically derived from literature on interaction? What were the levels of participation in interaction? Did the trainee follow the Agenda plan? Finally, what effect did the teaching actions have on pupils' learning?

The evaluation should be structured around the following headings using bullet points:

- **Explanation:** summarise why things happened the way they did; here trainees might find it helpful to use the *Exeter Model Framework*. Was, for example, anything that occurred related to the trainee's subject knowledge or to the values and beliefs of pupils? How did the teaching affect the children's learning and what evidence is there to support this?
- **Reformulation:** What has been learned from this teaching episode and how will future teaching change because of this?

## LEARNING FOCUSES FOR AGENDAS

*Agenda focuses are designed as a bank of learning focuses from which trainees and Lead Mentors select according to individual learning needs. It is **not** a required list to work through. Use a different agenda focus from those listed here if it is relevant to a trainee's individual learning needs.*

<p><b>Behaviour Management</b></p> <ul style="list-style-type: none"> <li>. Using inclusive language</li> <li>. Establishing ground rules and clear expectations</li> <li>. Giving manageable, specific and sequential instructions</li> <li>. Using affirmative language</li> <li>. Using intentional and consistent language that promotes challenge and aspiration</li> <li>. Sharing realistic and aspirational targets for learning with the class and/or individuals</li> <li>. Positive use of names</li> <li>. Establishing a constructive and purposeful learning environment</li> <li>. Establishing an environment where making mistakes and learning from them is part of the daily routine</li> <li>. Demonstrating professional behaviour and respect</li> <li>. Developing a rapport with a range of pupils</li> <li>. Modelling good learning habits</li> <li>. Operating established procedures for starting and/or ending lessons</li> <li>. Gaining and holding whole class attention</li> <li>. Managing learners' behaviour constructively</li> <li>. Dealing with low-level disruptions</li> <li>. Using voice constructively</li> <li>. Developing an assertive presence</li> <li>. Using consistent language and non-verbal signals for common classroom directions</li> <li>. Promoting self-control and independence</li> <li>. Promoting the need for effort and perseverance</li> <li>. Using the school reward system to motivate learners</li> <li>. Encouraging participation and contribution</li> <li>. Promoting independent learning</li> </ul>	<p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>. Giving clear task instructions</li> <li>. Giving clear explanations of concepts and ideas</li> <li>. Breaking complex material into smaller steps</li> <li>. Managing whole class discussion</li> <li>. Using questioning effectively</li> <li>. Using appropriate subject specific language</li> <li>. Building on prior knowledge in the lesson</li> <li>. Generating high levels of participation</li> <li>. Listening to learners' answers and responding appropriately</li> <li>. Making learning objectives clear to learners</li> <li>. Managing collaborative group work</li> <li>. Motivating reluctant learners</li> <li>. Encouraging learner reflection</li> <li>. Promoting independent learning</li> <li>. Removing scaffolding to develop challenge as learners' knowledge becomes more secure</li> <li>. Involving learners in reflecting on their own learning</li> <li>. Supporting learners in setting targets for improvement</li> <li>. Making cross-curricular connections during the lesson</li> <li>. Demonstrating appropriate pupil progress</li> <li>. Managing out-of-classroom learning spaces</li> <li>. Addressing health and safety issues</li> <li>. Setting homework</li> <li>. Employing interactive teaching methods</li> <li>. Using initial episode to set the learning context for the lesson</li> <li>. Adapting teaching appropriately for all pupils in class using yourself as a key source of support and challenge</li> <li>. Using tasks or resources which support pupils with EAL</li> <li>. Adapting teaching for the needs of those with SEND</li> <li>. Managing distribution, use and collection of resources</li> <li>. Managing group or pair work effectively</li> <li>. Managing transitions between lesson activities</li> <li>. Managing timing</li> <li>. Modelling high quality oral language</li> </ul>
<p><b>Professional Behaviours</b></p> <ul style="list-style-type: none"> <li>. Managing the work of teaching assistants during whole class input</li> <li>. Managing the work of teaching assistants during individual/pair/group work</li> <li>. Working constructively with other adults in the classroom</li> <li>. Engage parents and carers by proactively highlighting successes (e.g. making a phone call home)</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>. Encouraging pupils to share emerging understanding so that misconceptions can be addressed</li> <li>. Assessing learning during the lesson by using questioning, observation or plenary activities</li> <li>. Monitoring engagement with learning during lessons</li> <li>. Giving constructive oral feedback</li> <li>. Creating effective contexts for peer and self-assessment</li> <li>. Using knowledge of pupils drawn from assessment/pupil data to target interventions in lessons</li> <li>. Including a range of types of questions in class discussions to support, extend and challenge pupils</li> </ul>
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>. Teaching key words via phonics</li> <li>. Establishing clear literacy strand links</li> <li>. Establishing clear mathematics strand links</li> <li>. Introducing 'thinking skills'</li> <li>. Addressing subject-specific misconceptions</li> <li>. Demonstrating secure subject knowledge</li> <li>. Explicitly teaching unfamiliar vocabulary</li> <li>. Using school curriculum materials and resources effectively</li> <li>. Making links between new content and core concepts and principles in the subject</li> </ul>	

### 3.3.3 OBSERVATIONS OF TRAINEES' TEACHING

Trainees are given written feedback on their teaching by whoever is observing (often the Lead Mentor), using the Lesson Observation Form. Lesson observations can be completed directly into the IDP, or written on the printable form found in the IDP documents section. Trainees should reflect on their lesson and use this to prepare for their Weekly Development Meeting.

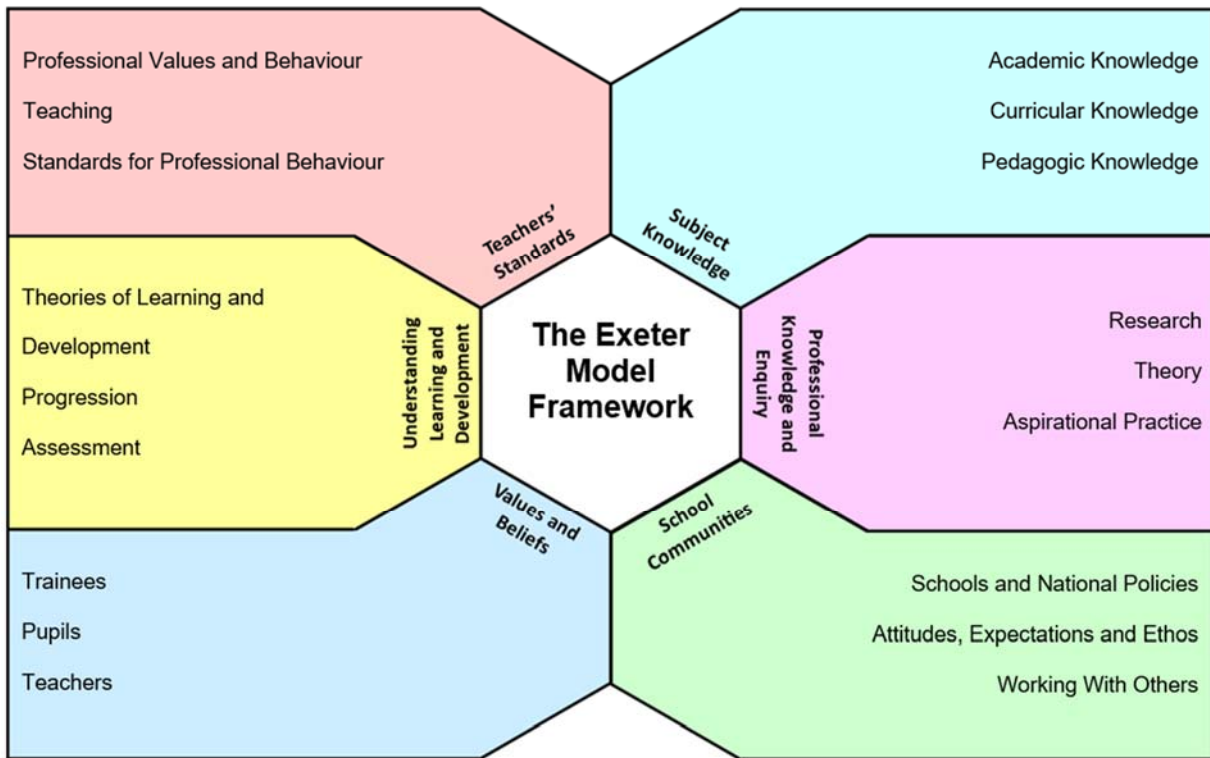
Trainees should be formally observed twice each week in the Beginning and Consolidating Practice Phases. In Developing Independence and Extension and Enrichment trainees must be observed at least once per week. The prompts here will help with considering the impact of the teaching on pupil learning.

PROMPT QUESTIONS TO SUPPORT REFLECTION ON THE IMPACT OF TRAINEES' TEACHING ON PUPILS' LEARNING	
<b>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.</b> <b>How well did the pupil(s)/group(s):</b>	
Succeed in meeting the objectives of the lesson?	To what extent did all pupils meet the lesson objectives? Were lesson objectives adapted? 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 adapted 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? How?
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?

### 3.3.4 THE EXETER MODEL FRAMEWORK

At the heart of the Exeter Model reflective process is the *Exeter Model Framework*. This indicates a number of influences which bear upon, and may affect, planning, teaching and assessment. Its purpose is to encourage critical conversation about classroom practice and to support trainees in the process of reflective evaluation.

The Exeter Model Framework can also be used to inform independent critical reflection and to identify areas which need development, either through practice or through reading.



The Framework also gives structure to the Framework Tasks which form part of the online modules and school-based work.



### **Subject Knowledge**

This addresses all aspects of the trainee's subject knowledge and encompasses:

**Academic knowledge** – knowledge, understanding and skills of the subject

**Curriculum knowledge** - the relevant Foundation Stage/National Curriculum, National Strategies, frameworks, and examination specifications

**Pedagogic knowledge** - how to teach the subject

### **Professional Knowledge and Enquiry**

This addresses the ongoing pursuit of improving professional practice and might include consideration of:

**Research** - accounts of research studies, and how these can inform practice

**Theory** - understanding theories of teaching and learning, for example, theories of motivation or identity

**Aspirational practice** - best practice, including striving towards ideal practice

### **School Communities**

This addresses the contextualised nature of teaching and learning through considering:

**School and national policies** - how members of the school community interpret national policies and how the values of society impact on the school

**Attitudes, expectations and ethos** - understanding the ethos of the school and the part that pupils, teachers, governors and parents play in creating this

### **Values and Beliefs**

This addresses the complex ways in which underlying values and beliefs influence approaches to teaching and learning with respect to:

**Trainees** – for example, assumptions about expectations according to class or gender

**Teachers** – for example, assumptions about pupil learning or behaviour

**Pupils** – for example, assumptions about particular subjects

### **Teachers' Standards**

These should be exemplified throughout the framework. Dialogue should consider:

**Professional values and behaviour** – understanding how to be a professional and the requirements of professional behaviour.

**Teaching** – relationships with children and young people, setting high expectations and motivating learners; pupil progress; subject and curriculum knowledge and pedagogy; effective classroom practice; diversity and special needs; assessment for learning; managing behaviour; the wider professional role of the teacher

**Standards for professional and personal conduct** - professional attributes and suitability to teach

### **Understanding Learning and Development**

This addresses how children learn and develop and encompasses:

**Theories of learning and development** - including understanding the significance of personal, emotional, social, cognitive, linguistic and cultural influences

**Progression** – helping pupils to broaden and deepen their understanding, including support for individual needs

**Assessment** – understanding the purposes and application of formative, diagnostic and summative assessment

### **Using the Exeter Model Framework**

The Exeter Model Framework should be used:

- in the discussions about Demonstrations by school mentors
- in the evaluation of Agendas
- to guide trainee weekly reflection
- in discussions with the Lead Mentor in Weekly Development Meetings
- in discussions with the Reflective Mentor in Reflective Conversations
- in discussions with the University Visiting Tutor

### **3.4 EXETER MODEL TRAINING TOOLS IN THE DEVELOPING INDEPENDENCE AND EXTENSION AND ENRICHMENT PHASES**

Once trainees move into the Developing Independence Phase they will continue to use all of the Exeter Model training tools. However, they will have more autonomy over which tools they use each week. The IDP and Weekly Development Meeting Record for the Developing Independence and Extension and Enrichment Phases will help guide how to plan which tools to use.

#### **3.4.1 FOCUSED REFLECTIONS IN THE DEVELOPING INDEPENDENCE AND EXTENSION AND ENRICHMENT PHASES**

Having previously used Agendas to focus on very specific aspects of their practice, in the Developing Independence phase trainees will start to think about their classroom practice in a more holistic and challenging way and begin to make stronger connections between theory and practice. We expect trainees to broaden and deepen their focus and widen the evidence they gather to inform their critical evaluation.

Trainees will select one of the 'Learning Focuses for Focused Reflections in the DI and EE phases' and this will become the focus of their attention for two weeks. There will be one focused observation each week in which a teacher observes the trainee teach. Alongside this trainees should choose at least two other training tools each week to develop the focus area of practice. At the end of this period trainees will write one synoptic evaluation, drawing on all the training tools that they have used as well as their academic reading on the selected theme.

The Focused Reflection replaces the Weekly Reflection in this phase that is completed before each Weekly Development Meeting. As Focused Reflections take two weeks, trainees should discuss their progress with their Lead Mentor during the weeks inbetween.

The Focused Reflection will follow the same structure as an Agenda evaluation, with Explanation and Reformulation the principle focus but academic citations should also be included.

## LEARNING FOCUSES FOR FOCUSED REFLECTIONS IN THE DEVELOPING INDEPENDENCE (DI) AND EXTENSION AND ENRICHMENT (EE) PHASES

*During these phases trainees will select a focus for two weeks and use a range of Exeter Model tools to support their learning. It is **not** a required list to work through. Use a different focus from those listed here if it is relevant to a trainee's individual learning needs.*

<p><b>Behaviour Management</b></p> <ul style="list-style-type: none"> <li>• Have consistently high expectations and understand a range of strategies to promote positive behaviour</li> <li>• Work within the school's framework for behaviour management with appropriate use of praise, sanctions and rewards and apply rules and routines consistently and fairly</li> <li>• Manage pupil behaviour so that learners display very high levels of engagement, courtesy, collaboration and co-operation.</li> <li>• Establish and maintain a safe and stimulating environment for pupils, rooted in high levels of mutual respect.</li> <li>• Constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning</li> <li>• Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> <li>• Promote pupil's resilience, confidence and independence</li> <li>• Set high expectations which inspire, motivate and challenge pupils</li> <li>• Generate high levels of enthusiasm, participation and commitment to learning</li> </ul>	<p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Encourage high quality interactions that build on prior knowledge</li> <li>• Plan effective teaching and learning activities which create opportunities for independent and autonomous learning</li> <li>• Support pupils to reflect on their learning and identify their progress and emerging learning needs</li> <li>• Demonstrate your understanding of how a range of factors can inhibit pupils' ability to learn by personalising learning, using and evaluating adaptive teaching approaches to engage and support the strengths and needs of all pupils including high prior attainers, those with special needs or those with EAL</li> <li>• Show good understanding of the challenges and opportunities of teaching in, and for, a diverse society</li> <li>• Plan and teach lesson sequences that use a range of well-chosen teaching strategies to scaffold and develop pupil learning, appropriately removing scaffolds as pupils learn across the sequence</li> </ul>
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Make good use of your secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions</li> <li>• Have an in-depth knowledge of all relevant curricula, frameworks and initiatives and use this to stimulate and capture pupils' interest</li> <li>• Develop pupils' conceptual understanding through appropriate explanations, questioning and discussion</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Use your accurate knowledge of your pupils (for example through appropriate use of formative and summative assessment information) to inform teaching, evaluate the effectiveness and impact of your teaching, monitor progress of those you teach and raise levels of attainment</li> <li>• Assess pupils' attainment accurately against national benchmarks</li> <li>• Make accurate and effective use of assessment and give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to that feedback</li> </ul>
<p><b>Professional Behaviours</b></p> <ul style="list-style-type: none"> <li>• Work constructively as a team member and deploy support staff effectively</li> <li>• Plan and teach a sequence personal, social, health and economic education</li> <li>• Plan and teach a sequence of relationships and sex education</li> </ul>	<ul style="list-style-type: none"> <li>• Systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed</li> <li>• Plan for, and set, homework and other out of class activities to consolidate and extend pupils' knowledge and understanding where appropriate</li> </ul>

### 3.4.2 MEDIUM TERM PLANNING

When trainees are in the Developing Independence and Extension and Enrichment Phases they can move to medium term planning, rather than planning each lesson in detail. This must be in agreement with the Lead Mentor and some lessons can still be planned individually if this is most appropriate. Trainees can use their school planning template for medium term planning if this is suitable, or the Developing Independence Lesson Plan template available in the IDP.

## 3.5 LEARNING CONVERSATIONS

### 3.5.1 WEEKLY DEVELOPMENT MEETINGS

In addition to regular daily contact, trainees will meet with their Lead Mentor once a week to discuss progress and plan ahead. Prior to these meetings trainees should complete a Weekly Reflection (replaced by a Focused Reflection in the DI and EE phases), reflecting on their development in the previous week, referring to the Exeter Model tools completed (including any Agendas and Observations) and all teaching completed. The weekly meetings are a dedicated, scheduled time of approximately one hour in which trainees and their Lead Mentor:

- review targets achieved since the previous weekly meeting
- discuss the demonstrations, Agendas and evaluations completed in the previous week using the *Exeter Model Framework*
- discuss feedback from observations
- discuss trainee progress and include subject specific contexts where appropriate
- review progress against the profile descriptors for the FRAP
- identify weekly targets that focus on an aspect of practice, some of which are subject specific
- decide which episode(s)/lesson (s) will be the subject of the written observation in the week ahead
- agree appropriate demonstrations and Agendas to be carried out in the week ahead or, if the trainee is in the DI or EE phase, decide which Exeter Model tools will be used for the Focused Reflection
- trainees should record the outcomes of the meeting on the Weekly Development Meeting record (**there is a different WDM record for the Developing Independence and Extension and Enrichment Phases**)

### 3.5.2 REFLECTIVE CONVERSATIONS

The Reflective Conversation- Primary Trainees

Trainees meet with Reflective Mentors for three meetings each term. The meetings should last one hour and allow trainees to critically reflect on their development.

In these meetings trainees should:

- Show their RM the relevant Phase Profile Descriptor section of the IDP, explaining the evidence they have linked so far (this evidence is used to write the FRAP)
- Talk about an evaluated agenda (or Focused Reflection in DI/EE) to show what they have learned and where they want to focus next
- Demonstrate that they have taught across the primary curriculum, if any subjects have not been covered trainees should ask their RM how they might do this
- Demonstrate that they have experienced (or planned to experience during the placement) all of the year groups within their key stage
- Trainees should choose two foundation subjects (different subjects in each meeting) and talk in detail about how they are teaching these, trainees can show lesson plans to support this discussion
- Discuss the wider professional context of being a teacher, including career planning, and exploring cross departmental links
- draft the PGCE to Early Career Framework transition document in the final Reflective Conversation.
- Trainees should be making notes during the meeting on the Reflective Conversation template in the IDP (notes should be in bullet points)

After the meeting the RM will agree that the notes reflect the discussion, will tick to confirm curriculum and year group coverage, and will note down any actions required.

## The Reflective Conversation- Secondary Trainees

Trainees meet with Reflective Mentors for three meetings each term. The meetings should last one hour and allow trainees to critically reflect on their development.

In these meetings trainees should:

- Show their RM the relevant Phase Profile Descriptor section of the IDP, explaining the evidence they have linked so far (this evidence is used to write the FRAP)
- Talk about an evaluated agenda (or Focused Reflection in DI/EE) to show what they have learned and where they want to focus next
- Demonstrate that they have experienced (or planned to experience during the placement) a breadth of experience across KS3 and KS4 and post 16 (if available)
- Discuss the wider professional context of being a teacher, including career planning, and exploring cross departmental links
- Trainees should be making notes during the meeting on the Reflective Conversation template in the IDP (notes should be in bullet points)
- Draft the PGCE to Early Career Framework transition document in the final Reflective Conversation.

After the meeting the RM will agree that the notes reflect the discussion, will tick to confirm year group coverage, and will note down any actions required.

These are in-depth discussions between the trainee and Reflective Mentor. The Reflective Mentor will discuss the FRAP and a selected Agenda/ Focused Reflection and lead the trainee in critical thinking. The conversation aims to support trainees to articulate and reflect upon their teaching in order to realise the steps which need to be taken to progress. The Reflective Mentor will model the process of critical reflection through using the Exeter Model Framework. The Reflective Mentor will also want to discuss the trainee's Teaching File(s) and Individual Development Portfolio which should be fully up to date.

### **3.5.3 UNIVERSITY VISITING TUTOR VISITS**

University Visiting Tutors visit trainees on placement. At this visit they will observe the trainee teach and will have a Learning Conversation with the trainee to discuss their progress using the evidence in the IDP. UVTs will also look at trainees' teaching files and speak to their Mentors.

### **3.6 ASSESSMENT OF PROGRESS IN THE EXETER MODEL**

The process of assessing trainees' progress aims to engage them in critical reflection to promote professional development. At the heart of this is their classroom practice and the wider development of professionalism within the curriculum, whole school community and physical contexts. Assessment of a trainee's competence is shared by the school and the University Visiting Tutor. No trainee can qualify for QTS until they fulfil all the requirements of the Teachers' Standards (for QTS) which is confirmed at the end of the course.

Assessment is based on performance in the classroom and engagement as a teacher, supported by evidence in the Individual Development Portfolio, Teaching Files and Personal File.

#### **3.6.1 INDIVIDUAL DEVELOPMENT PORTFOLIO**

The Individual Development Portfolio (IDP) is a record of progress and development. This both guides the training and acts as a repository for evidence over the course of the year. It is therefore critically important that trainees engage with it and ensure it is kept up to date. Trainees drive the training process and so they are responsible for supporting mentors to engage with the IDP. University tutors and school mentors will have access to the IDP and will refer to it to support and evaluate progress.

## How to log on

Trainees will be sent an email from the Partnership Office (exeterpartner@exeter.ac.uk) with details of how to log on, and information on how to use the IDP will be provided on the SDD induction day on 8th September. School staff including Lead Schools/ITE Coordinators, Lead Mentors and Reflective Mentors, and university staff including University Visitors Tutors / Personal Tutors / Programme Directors will all be sent individual log in details by the Partnership Office. Each user has different permission settings, so it is important that users are logged in using their own log in details in order to complete certain processes, this is particularly important for the FRAP process.

### Guidance

Trainees will be getting used to using their IDPs during the autumn term, initial tasks, assessment points and tools will be programmed on the timeline. Trainees do not need to use their IDP before they are introduced to it on the SDD Induction Day on 8th September. There will also be guidance videos available on ELE. The *Phase Instructions and Profile Descriptors* document also explains the use of the IDP during each phase, with instructions telling trainees what they need to programme onto the timeline during their placements. The IDP welcome page is updated for each phase and Exeter Partner send bulletins at the start of each training phase with key information.

### 3.6.2 TEACHING FILES

The IDP is where trainees save their best teaching examples to use as evidence towards the profile descriptors. Trainees should also set up a teaching file (this can be electronic) to store all of the day to day teaching resources that they are using. The teaching file could include:

- Data and contextual information (subject to school procedures; data must be kept securely)
- Medium term plans or units of work
- Lesson plans for each episode or lesson that they teach, with accompanying resources
- Any evaluative notes from any teaching episodes to support weekly reflection
- Assessment records.

These files may be maintained electronically or on paper. Trainees should be mindful of data protection in how and where they store information about students. Teaching files are public documents, open to inspection by the school and university personnel. All files should be available for inspection at Weekly Development Meetings, Reflective Conversations, University Visiting Tutor visits and at External Examinations, where applicable, and should be organised in a systematic structure which will enable tutors to navigate them.

### 3.6.3 PERSONAL

### FILE

Trainees can also set up a Personal File to store all documentation which is not part of the Individual Development Portfolio or teaching files. It could include:

- Documents such as Curriculum documents or Government policy documents
- Bibliography
- Notes from seminar days, the online programme and Lead School training sessions

As above, this file may be in electronic or paper format, but should be maintained consistently and with a systematic structure.

### 3.6.4 FORMATIVE REFLECTION ON ACHIEVEMENT AND PROGRESS

Each phase in the Exeter Model is assessed by a Formative Reflection on Achievement and Progress. Trainees collect evidence against a profile descriptor for each phase. FRAPs can be submitted whenever the trainee is demonstrating consistency within the phase and the trainee move into the next phase of their learning.

For progress to be considered satisfactory at each Formative Reflection on Achievement and Progress trainees should be working comfortably and consistently, with appropriate progress in respect of the relevant profile

descriptor for that phase. Opportunities within schools vary, as do rates of learning. The Lead and Reflective Mentors will support trainees to identify the learning opportunities they require to progress through the phase.

Completing the FRAP is an ongoing process, so trainees should view it as a live document. At each Reflective Conversation with the Reflective Mentor the FRAP and the evidence linked to the profile descriptor will be looked at to indicate progress within the phase. This supports trainees to know when they have met the requirements of the phase and are therefore ready to submit the FRAP with the agreement of the Lead Mentor and ITEC.

Should trainees not have met the phase requirements by the FRAP deadline an action plan will be created to support them moving to the next phase. Should there be concern that a trainee would not meet the standards by the FSR deadline a Cause for Concern would be issued.

### **3.6.5 FINAL SUMMATIVE REPORT (FSR)**

The Final Summative Report indicates whether or not trainees have evidence of achievement of the Developing Independence Profile Descriptor which means that they have met the Teachers' Standards and that trainees can be recommended for QTS by the final awarding committee.

**The Final Summative Report must be completed by the date indicated in the course diary.**

If the FSR indicates that a trainee has not achieved all of the Developing Independence Profile Descriptor they should still continue to address any outstanding areas and the ITEC should contact the Partnership Office for advice.

The trainee will have a moderation visit and should keep collecting evidence as the moderator can reassess them as having met the Profile Descriptor and therefore the Teachers' standards if they have made enough improvement.

Should the moderator decide that there is still insufficient evidence the trainee should still continue to address these standards so that if they are offered an additional placement they will have more experience to draw on.

More about failure and consequences can be found in [section 7.10](#).

### **3.7 PGCE TO EARLY CAREER FRAMEWORK TRANSITION DOCUMENT**

In the final Reflective Conversation trainees will discuss their strengths and areas to develop with the Reflective Mentor using the PGCE to Early Career Framework Transition Document. The document is designed to support the transition from ITE to the Early Career Framework (ECF). It helps schools understand a trainee's strengths and experiences at the end of ITE, and to make connections between induction, professional development and performance management.

### **3.8 CAUSE FOR CONCERN PROCESSES**

If trainees are not progressing as expected then there are the following support plans available to structure improvement:

#### **3.8.1 TRAINEE SUPPORT PLAN**

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 trainees to achieve this. The additional support normally will be resource neutral and might include things such as opportunities to observe additional demonstrations, direction towards further reading, teaching from existing lesson plans, joint lesson planning, team teaching etc. The Trainee Support Plan can be drawn up by the Lead or Reflective Mentor in conjunction with the ITEC and with advice from the UVT. Trainees should be involved in setting up a TSP.

At the end of the specified time frame the Lead Mentor evaluates the targets against the evidence and if they have been met the TSP is concluded. If they have not been met then a Cause for Concern should be issued (see below).

- 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.
- A TSP cannot be issued less than two weeks before the Summer half term break. Any such issues occurring then will indicate a concern about achieving the standards and so a CFC will be issued.
- A Cause for Concern can be issued without a preceding TSP and for any reason, including absence.

### **3.8.2 CAUSE FOR CONCERN**

It is essential that trainees demonstrate evidence for all Teachers' Standards in order to be awarded Qualified Teacher Status. A Cause for Concern (CFC) may be issued if trainees are failing to make expected progress at any stage during their training. The CFC identifies concerns about a trainee's progress under the following four headings and sets a supportive and constructive action plan with targets that are related to the Standards and are **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-related.

- Absence of more than 10 days from the programme
- Failure to meet deadlines for university directed tasks or assignments
- Insufficient progress towards meeting the Standards
- Professional engagement with the course.

The CFC is usually issued by the Lead Mentor/ITEC and University Visiting Tutor jointly.

The final deadline for issue of a CFC is indicated in the course diary and is set to give time to address these concerns and improve before the Final Summative Report. Should issues come to light after this deadline trainees may still be issued with a CFC and so fail to meet the Teachers' Standards.

### **3.8.3 UNSATISFACTORY STUDENT PROGRESS AND ENGAGEMENT**

Trainees who fail to make the progress required by their Cause for Concern targets may be issued with a further CFC. If they continue to be unable to meet the targets required, consideration will be given to whether they are able to meet the Teachers' Standards and they will be required to attend a meeting at the university to discuss the next steps. The outcome of this meeting may lead to instigation of the University's Fitness to Practise procedure (detailed in Annex 6 of the procedure) which could ultimately lead to the termination of their registration on the course.



## 4. ROLES AND RESPONSIBILITIES

It is the responsibility of all involved in the trainee's professional development to follow the principles and requirements of the Exeter Model of ITE. The roles are very similar for primary and secondary schools.

The Head Teacher is responsible for the welfare of pupils at all times.

### 4.1 TRAINEE

The trainee must be familiar with all the requirements of the PGCE programme outlined in this Handbook, and must engage fully with the programme.

In addition to the terms and conditions agreed to when registering on this course, it is the responsibility of the trainee to:

- follow the advice on expectations of professional behaviour as outlined in this section of the Handbook;
- engage fully with all aspects of the online course and assignments, including Framework Tasks
- engage fully with the training programme provided by the school
- bring photographic ID with them when starting in their main and contrasting placement
- when on placement, arrive at school by 8.00 a.m. at the latest, and remain in school at the end of the day long enough to tidy up, make preparations for the following day, meet with their Lead Mentor and others;
- become familiar with pupils' names, class routines and curriculum early in the placement, in preparation for teaching;
- prepare plans for episodes, lessons and sequences of lessons (depending on the phase);
- submit episode/lesson plans to the Lead Mentor at least 24 hours in advance. Plans must be submitted in advance so that Mentors have the chance to look at plans and make any suggestions. Mentors can negotiate with trainees plans being submitted more than 24 hours in advance to support part time working or working with shared classes
- take evaluative notes from any teaching episodes to support Weekly Reflection
- follow the Exeter Model using the tools described in section 3;
- prepare for Weekly Development Meetings with the Lead Mentor, Reflective Conversations with the Reflective Mentor;
- accept constructive criticism professionally and act on advice and help from the tutors;
- maintain an Individual Development Portfolio and Teaching File, following the guidance provided in section 3;
- complete a critical self-assessment of their progress against the appropriate Profile Descriptor using the *Formative Reflection on Achievement and Progress* prior to Reflective Conversations as appropriate;
- attend staff meetings, staff training and development sessions, parent consultations, extra-curricular activities, as appropriate;
- discuss with their Lead/Reflective Mentor any problems they encounter;
- contact University Visiting Tutor/University Personal Tutor/Partnership Relations Manager if there are unresolved concerns;
- follow the absence procedure (see section [10.4](#)) and maintain a log of absence in the Individual Development Portfolio;
- set appropriate work for classes for absences from school for whatever reason.

### 4.2 ITE COORDINATOR

The school's ITE Coordinator is responsible for managing the school's involvement with the University of Exeter in Initial Teacher Education, overseeing communication with the university and monitoring the quality of in-school provision for trainees. For School Direct Partnerships, the Lead School often takes the ITE Coordinator role. The Lead School is responsible for sourcing all placements and informing the Partnership Office of the details.

The ITE Coordinator should ensure that the Partnership Office receives an evaluation of the quality of university support for the school, in partnership, by completing the ITE Coordinator school-based work evaluation form at the end of the academic year.

It is the responsibility of the **ITE Coordinator** to:

***Before the placement:***

- be familiar with the National Mentor Standards for ITT ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536891/Mentor\\_standards\\_report\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf)) and ensure any school based staff working with trainees meet the criteria
- ensure that all school personnel have been properly prepared to work with trainees (including receiving training in the Exeter Model of ITE)
- Support all mentors to engage with the Mentor Training and Self Evaluation Record
- coordinate the induction programme for all trainees, including pre-course tasks and support
- ensure that the programme of professional development is provided for all trainees and that this involves auditing and reviewing trainees' subject-specific knowledge as appropriate
- ensure that the training programme is provided for all trainees, including the coordination of support for Framework Tasks. This training plan should incorporate the school based Professional Studies topics and training in phase and subject specific pedagogy, and should be shared with the university
- negotiate an appropriate timetable and workload for each trainee including:
  - For all trainees: teaching PSHE (however this is taught in the school), access to SEND provision and advice, opportunities to work with EAL pupils where possible. Trainees should be timetabled 8-10 hours per week in the Beginning Practice phase, 10-12 hours in the Consolidating Practice phase and 12-15 hours in the Developing Independence Phase.
  - For Primary: placing the trainee in a class of the appropriate age range and ensuring opportunities for trainees to experience all year groups in the key stage.
  - For Secondary: work with post-16 courses, and being attached to a tutor group. Tutor group time should be in addition to the contact hours.
- ensure opportunities to use ICT in teaching are available, with access to ICT equipment and advice
- provide advice on travel and accommodation for trainees who need to move to the area and to give pastoral support as necessary
- liaise with the university through the Partnership Director, Partnership Relations Manager or University Visiting Tutor, as necessary
- coordinate arrangements for trainees' induction and training needs in the second placement school

***During the Placement:-***

- use the Induction Checklist to welcome the trainees
- check that schemes of work are available
- ensure trainees have access to pupil data and know how to safeguard it
- quality assure the Exeter Model of training provided in the school, including where possible an observation of Lead Mentors giving feedback
- ensure that a cover teacher is provided if the Lead Mentor is absent for any reason
- provide support for trainees in preparing for job applications and interviews, and by writing references
- approve the completion of the FRAP once submitted by the trainee

**Ensure that trainees:**

- take part in school and departmental staff meetings
- take part in the cross-curricular and extra-curricular life of the school (e.g. sports days, visits)
- take part in parents' evenings as available.

The ITE Coordinator should ensure that trainees are using their time fruitfully. Trainees need opportunities to prepare lessons, to reflect on their teaching, to discuss their progress and to carry out tasks set by the Reflective and Lead Mentors. In addition they will have tasks from the online learning modules and preparation for written

assignments. They should be directed to appropriate facilities for carrying out this work, such as a staff workroom. Timetabling trainees for blocks of lessons, where possible, rather than just single lessons, gives them time to work uninterrupted on these other tasks. When not teaching, trainees should remain on school premises, as the school would expect of its full time teaching staff.

### 4.3 MENTORING ROLES IN THE EXETER MODEL

#### 4.3.1 DEFINING THE ROLE OF MENTOR

In the context of education, mentoring is frequently used to describe a combination of coaching, counselling and assessment where a classroom teacher in a school is tasked with the responsibility for assisting a pre-service or newly qualified teacher in their professional development.

In considering the mentoring relationship within HEI ITE provision it is unsurprising that we see varying representations and interpretations of what mentoring is. There are many interpretations of mentor roles, by researchers, teacher educators and mentors, described in the literature. As a consequence, and despite the plethora of models in literature, the concept of mentoring remains elusive (Roberts, 2000). In the mentoring literature reviewed by Mullen & Klimaitis (2019), they note that many definitions of mentoring exist, and that these definitions, like its practices, are changing as well as expanding. Indeed, “competing definitions of mentoring have been advanced; over a decade ago, it was found that the definitions reflected ill-defined roles for mentors and mentees, and unclear expectations”. Broad agreement, however, is that mentoring “is relational and developmental,” has career (instrumental) and psychosocial (relational) functions, and “includes phases and transitions,” (Kochan, 2017)

Perhaps the single most significant piece of work in this area was the research of Furlong and Maynard (1993). In their qualitative research Furlong and Maynard considered the stages of development experienced by a student teacher in their journey through learning to teach and played no small part in the development of reciprocal models of mentoring.

The developmental mentoring relationship's phases are initiation, cultivation, separation, and redefinition. *Initiation* involves engaging in sufficient interaction to assess the possibility of a productive mentee–mentor match. *Cultivation*, the most intensive and sustained phase, is where mentoring functions (career and psychosocial) are performed, and mentor and mentee engagement peaks. During *separation*, the nature and intensity of the relationship shifts, with significant role alterations; a structural and psychological change occurs such that interactions decrease as the mentee's autonomy increases. In *redefinition*, the relationship has either run its course or shifted into collegial friendship, characterized by a peer bond, informal contact, and mutual support. Because expectations and circumstances (personal and professional) change, transition is integral to the mentoring cycle).

Toward reaching a definition of mentoring, additional specifics are:

- Guidance is sought or extended for purposes that vary in these interpersonal relationships
- Long term and intense, mentoring is a close, meaningful relationship that is formal or informal and occurs in academic or professional contexts.
- A goal-oriented, results-driven intervention at the level of relationships, mentoring assumes one or more configurations between or among individuals (such as dyadic and group peer mentoring).
- It is recognized that trust, values, respect, empathy, and control are all essential to mentoring, in addition to a feeling of belonging and connectedness, and that relationships are unique.
- Relational mentoring processes involve nurturing, advising, befriending, and instructing, with mentors serving as advocates, advisors, and promoters.

(Kram, 1983; Mullen, 2012; Fletcher and Mullen, 2017; Clutterbuck, Kochan and Lunsford et al, 2017; Mullen & Klimaitis, 2019)

### 4.3.2 MENTORING ROLES IN THE EXETER MODEL

Crow (2012) suggests that there are dangers in constructing forms of mentorship that that lacks boundaries and confuses what mentoring is (and is not). He suggests that being a practicing mentor can seem boundaryless owing to the multiple support roles assigned to it: guide, advisor, teacher, coach, role model, sponsor, support, counsellor, and even friend. Without role boundaries in mentoring, the mentor–mentee relationship, as conceived, is unmanageable and incoherent. Even within highly fluid relationships, some boundaries should be set, such as around timelines to follow and activities with learning value. Owing to such dynamics, mentoring definitions inherit the confusion in mentor–mentee roles and vague expectations.

In order to alleviate these issues, there are two separate mentoring roles within the Exeter Model with specific boundaries, both focus on developing different areas of practice. These are the Lead Mentor and the Reflective Mentor.

### 4.3.3 THE LEAD MENTOR

In the classical sense, mentoring pairs a senior and junior colleague (i.e., mentoring dyad) in a support-based “intense relationship” that guides mentees through “career advancement and psychosocial development” (Kram, 1983) The career-related function enhances professional performance and improvement, whereas the psychosocial-related function addresses psychological and social-environmental issues. This informs our model for instructional coaching and the basis of the mentoring model for our Lead Mentor but with elements of the less classical model that include reverse mentoring. Put simply, this model of ‘instructional coaching’ involves the expert practitioner working with the beginner teacher individually, to help them learn and adopt new teaching practices, and to provide feedback and review performance. The mentees, gains from mentors’ wisdom, knowledge, and experience. Mentors enact psychosocial functions of mentoring as they counsel, actively listen, and encourage development, with benefits to mentees that include enhanced self-confidence. (Kram, 1983) with a less hierarchical structure, reciprocal relationships that include ‘befriending’ provide opportunities for learning to be in both directions (though not necessity of the same ‘size’). For example, the beginner teacher may provide opportunities for the mentor to integrate technology into teaching.

Essentially this is a relationship that necessitates a trusting rapport where mutual affection helps ensure that mentoring of any kind is not tedious. Classic language (e.g., “befriending”) subtly highlights differences between mentors and mentees (e.g., knowledge, experience, and status) as issues that inform adult mentoring relationships and differentiate these from friendships (Mullen and Klimiatis, 2019)

Lead Mentors are specialists in the craft of the classroom (and in the Secondary programme, experts in their main teaching subject). They assist trainees by working as partners in the classroom, demonstrating teaching, jointly planning and carrying out focused observations of their teaching and providing feedback and advice. Each trainee is allocated a Lead Mentor who is responsible for coordinating the trainee's learning.

It is the responsibility of Lead Mentors to:

- understand and use the Exeter Model Tools
- be familiar with the National Mentor Standards for ITT
- provide trainee(s) with copies of planning, class list(s) and timetable (if appropriate)
- be in the classroom with the trainee(s) at all times until they are confident and competent to work independently
- provide regular feedback (written and oral) offering guidance for further development
- ensure that trainees audit and regularly review their subject-specific knowledge and pedagogical understanding relevant to their subject(s)
- help the trainee with planning, and review plans before the lessons are taught
- provide feedback from observations using the Lesson Observation Form each week
- observe trainee teaching, informally on a daily basis, engaging in regular dialogue with the trainee about his/her progress
- provide a Weekly Development Meeting with the trainee for one hour to discuss progress and plan further development opportunities
- ensure a Weekly Development Meeting record is completed during the weekly meeting (the trainee writes notes of what is discussed, the Mentor confirms the meeting has taken place)

- set up teaching demonstrations with experienced teachers, and look for appropriate opportunities for team-teaching in negotiation with the trainee to match individual training needs based on the relevant phase Profile Descriptor
- negotiate episodes of focused observation, check that Agendas are annotated and provide regular written and oral feedback as appropriate
- in the DI and EE phases, assist trainees with deciding which Exeter Model tools to select for their Focused Reflections
- regularly check the trainee's Individual Development Portfolio and Teaching File/s, and assist and advise in all aspects of the programme, including coursework and formal assignments
- ensure all aspects of training is checked and quality assured where required
- ensure absence is recorded
- provide comments on trainee progress where required, including on the Formative Reflection on Achievement and Progress (FRAP)
- discuss the progress being made by the trainee with the Reflective Mentor
- discuss the trainee's progress with the University Visiting Tutor
- support the trainee(s), where appropriate, to facilitate their completion of assignments
- coordinate that part of the programme related specifically to the subject department and to begin the programme of induction into the subject department (secondary only)
- discuss with the trainee the subject curriculum being followed, including how the department decides on curriculum content, and why that content is structured in the way that it is (for primary discuss the primary curriculum being followed)
- ensure experience across all year groups in the key stage (primary only)
- ensure experience across the primary curriculum (primary only)
- prepare and monitor other class teachers working with the trainee
- agree an appropriate timetable with the trainee
- ensure that the requirements for using ICT in subject teaching are met

#### **4.3.4 THE REFLECTIVE MENTOR**

For the Reflective Mentor the model aligns much more with an informal mentor than the instructional coach role at the heart of our Lead Mentor role. Here we seek conversations that are productive, specifically "purposeful, helpful, [and] insight-provoking," (Clutterbuck, D.A., F.K. Kochan, G.A. Lunsford, *et al.* 2017). They should include learning dialogues, issue clarification and summation, and direction. Given a focus, these interactions should end with reflection and/or action, being forward-looking, and future minded.

Reflective Mentors are more experienced teachers with a good understanding of curricular issues. They conduct a number of Reflective Conversations each term of at least an hour's duration, with each trainee individually. These develop the trainee's thinking about teaching in ways that can be incorporated into subsequent performance and assist them in detailed challenges to their thinking. The Exeter model aims to develop practitioners that are capable of critical reflection throughout their career and is designed to create appropriate conditions to develop this in a way that can be sustained after the completion of the course.

During the placement it is the responsibility of the Reflective Mentor to:

- ensure they are familiar with the Exeter Model Training Tools
- conduct Reflective Conversations (of at least 1 hour each) approx. once a month during each term
- check the trainee's Individual Development Portfolio
- discuss the progress of the trainee regularly with the Lead Mentor
- support the trainee with the Formative Assessment of Achievement and Progress (FRAP) process, supporting them to decide when they are ready to progress to the next phase
- provide critical and constructive guidance for future development including a discussion with the trainee towards the end of the training period to support the completion of their PGCE to Early Career Framework Transition Document
- inform the ITE Coordinator of any concerns
- QA trainees access to experience of the entire primary curriculum (primary only)
- QA that trainees have experience of a range of year groups (for secondary year 7-11 and post 16 where applicable, and for primary all of the year groups within the placement key stage)

- contribute to school-based references
- be familiar with the National Mentor Standards for ITT

#### Refs

Furlong, J., & Maynard, T. (1995). *Mentoring student teachers: The growth of professional knowledge*. Psychology Press.

Clutterbuck, D. A., Kochan, F. K., Lunsford, L., Domínguez, N., & Haddock-Millar, J. (Eds.). (2017). *The SAGE handbook of mentoring*. Sage.

Kram, K. E. (1983). Phases of the mentor relationship. *Academy of Management journal*, 26(4), 608-625.

Kochan, F.K. (2017). The landscape of mentoring: past, present, and future. In *The Sage Handbook of Mentoring*. D.A. Clutterbuck, F.K. Kochan, L.G. Lunsford, et al., Eds.: 11–13. Thousand Oaks, CA: Sage.

Mullen, C.A. & D.H. Schunk. (2012). Operationalizing phases of mentoring relationships. In *The Sage Handbook of Mentoring and Coaching in Education*. S. Fletcher & C.A. Mullen, Eds.: 89–104. Thousand Oaks, CA: Sage.

Mullen, C. A., & Klimaitis, C. C. (2021). Defining mentoring: a literature review of issues, types, and applications. *Annals of the New York Academy of Sciences*, 1483(1), 19-35.

Roberts, A. (2000). Mentoring revisited: A phenomenological reading of the literature. *Mentoring and Tutoring*, 8(2), 145-170.

## 4.4 UNIVERSITY VISITING TUTOR

The University Visiting Tutor (UVT) will make visits to trainees, usually during the timeframes indicated in the [course diary](#). The purpose of these visits is to monitor and support trainees' progress, support school-based staff and monitor school provision. There will be one visit per term and additional visits may be made if there is a concern.

#### Before the placement:

The UVT is responsible for arranging the UVT visit through the ITEC and should do this in good time before the visit to give the ITEC time to ensure all school staff involved with school-based work are prepared for the visit.

**During each placement** it is the responsibility of the University Visiting Tutor to support and monitor the trainee's progress by:

- discussing the trainee's progress with their mentors
- jointly observing the trainee with the Lead Mentor, then observing the Lead Mentor giving the trainee feedback or giving feedback jointly with the Lead Mentor
- formally commenting on the pupils' learning in the lessons observed and over time by examining the trainee's evidence
- discussing the Individual Development Portfolio with the trainee
- meeting with the trainee to discuss progress and monitor school provision, including facilitation of EPS and Framework Tasks and other directed tasks as well as support for the trainee's development of subject-specific knowledge and pedagogical understanding
- providing a formative progress report at each visit, using the UVT Visit Record
- calling a conference of trainee and school tutors in the case of significant difficulties and to support and monitor the school's provision by:
  - checking the trainee's Individual Development Portfolio to ensure that the agreed support is being given by the Lead and Reflective Mentors
  - ensuring that the timetable is appropriate ((for primary this includes experience across the primary curriculum and year groups and for the Secondary Programme that post 16 experience and PSHE teaching is available)
  - ascertaining that the partnership ITE programme is being implemented and dealing with any reported difficulties, following partnership quality assurance procedures
  - ensuring 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 University Visiting Tutor evaluation at the end of the placement and/or by email/phone during the placement.

## 4.5 UNIVERSITY PERSONAL TUTOR

In most cases, the Personal Tutor will be the same person as the trainee's University Visiting Tutor. Very occasionally, the roles will be separate. If this is the case, the Personal Tutor will communicate with trainees using whichever means are mutually convenient. Personal Tutors are responsible for monitoring trainee progress

while they are registered at the university, including academic work and any pastoral issues that may arise. It is important for trainees to keep in regular contact with their personal tutor. Tutors will contribute to the writing of an academic reference for trainees when they apply for a teaching post. Personal Tutors are also in a position to refer trainees to other agencies within and outside the university if this would be helpful.

## 5. SCHOOL-BASED WORK

### 5.1 PLACEMENTS

For School Direct distance learning trainees all of a trainee's work is school based but for the purposes of this section of the handbook it is useful to distinguish between the university taught course/training delivered by the Lead School and practical teaching-based work. Thus this section refers to the practical teaching-based work.

The PGCE course includes a minimum of two placements that give trainees experience of working in different school contexts over an extended period of time. The contrast between these is important; every school has its own particular ethos and ways of working. Trainees will be based primarily in one school but will spend a minimum of 6 weeks in another contrasting school, at a time (and duration) decided by the lead school.

During school-based work (SBW), trainees will be able to apply the knowledge and understanding acquired during university online elements of the PGCE course to their developing practice in the classroom. The school and university training are designed to be complementary and interconnected. Together they offer a balance of practice and theory so that trainees develop classroom skills alongside the knowledge and understanding that underpins these skills, and supports development as an informed and reflective teacher.

Trainees' work in school will be supported by a Lead Mentor - a teacher in the subject specialism for Secondary trainees or a class teacher for Primary trainees. Lead Mentors are responsible for arranging the trainee's timetable and discussing their progress with them in Weekly Development Meetings. Trainees will also be assigned a Reflective Mentor, who has an overview of their professional development as a teacher in training. The Reflective Mentor will normally work in a different subject department/key stage and will be an experienced, often senior, teacher. Trainees will meet their Reflective Mentor for three Reflective Conversations during each term to discuss professional development, focusing on chosen aspects of practice, and to discuss medium-term targets to maintain progress. In addition, a University Visiting Tutor (UVT) will visit each trainee in school. Normally one visit is made in each term but should any difficulties occur then extra UVT visits may be arranged to support progress. In school, an ITE Coordinator (ITEC) is responsible for managing the training experience of all trainees, including a programme of Professional Studies that will connect with and extend trainees' learning about educational issues encountered in the university course. The ITEC for School Direct Programmes is usually based in the Lead School, though trainees may also have a contact in your Home School if this is different to the Lead School. Trainees should check with their Lead School who will act as their ITEC whilst on placement.

If a placement school has a School Ofsted Inspection whilst a trainee is on placement with them, the trainee should not be part of that inspection. The inspectors should not be observing trainees or asking about the PGCE programme. The university has its own Ofsted Inspections in which the PGCE course is inspected. Please contact the Partnership Office if there are any concerns.

#### **CONTRASTING SCHOOL PLACEMENT**

The DfE requires all trainee teachers to undertake a placement in a school setting different from the main placement. The lead school will arrange for trainees to spend a minimum of 6 weeks in another school where they will continue with their training. Trainees should make sure that they are aware of the dates for their second placement school as early as possible in the course so that they can start to plan around these dates, especially concerning assignment submission. Whatever phase a trainee is in the FRAPs, meetings, assignments, online course tasks etc. are required during their time in the contrasting school and are still relevant, so they should be completed in the normal way.

To gain the most from the second school experience, trainees' should be very clear about their areas of strength and those areas needing further development so that the second school can provide opportunities to meet those needs. It is a great opportunity to observe and learn from practice in another context, and to teach different schemes of work to different pupils in a different school ethos. It may also provide additional opportunities to look at EAL and SEN provision, or other such issues.



## 5.2 INDUCTION CHECKLIST

When a trainee attends any school placement they should ensure that they have Photo ID with them. The school will have a training programme in place, which will include some induction into the routines of the school. We expect that the induction will cover the following points.

<p><b>INDUCTION CHECKLIST</b></p> <p><b>School Information And Procedures:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Academic &amp; pastoral structure, student numbers, feeder schools, role in the community</li> <li><input type="checkbox"/> Routines, rules, uniform, homework policy</li> <li><input type="checkbox"/> Registration, attendance, truancy</li> <li><input type="checkbox"/> Discipline and behaviour; use of rewards and sanctions</li> <li><input type="checkbox"/> SEND policies and procedures</li> <li><input type="checkbox"/> Health and safety</li> <li><input type="checkbox"/> Safeguarding and child protection training introduction. As a minimum all trainees must be informed of the name of the Child Protection Officer, be given a copy of the school's Safeguarding and Child Protection Policy, be given a copy of the school's Staff Behaviour Policy/Code of Conduct, and be given access to the Government document 'Keeping Children Safe in Education'</li> <li><input type="checkbox"/> Data protection procedures</li> <li><input type="checkbox"/> Methods of communicating with parents</li> <li><input type="checkbox"/> Community links and the school's role in the community</li> <li><input type="checkbox"/> Coffee arrangements/Parking/other domestic information.</li> <li><input type="checkbox"/> Schedule of meetings in school that you are expected to attend (e.g. daily/weekly briefings, department/year meetings, training days, parents' evenings)</li> <li><input type="checkbox"/> Secondary Tutor group allocated and expectations for involvement (e.g. assembly days, registration times and methods, PSHE input required and whether that is through tutorial or a timetabled lesson)</li> </ul>
<p><b>Expected Standards for:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Your own personal and professional conduct</li> <li><input type="checkbox"/> Appropriate boundaries between staff and students</li> </ul>
<p><b>Provision of:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access to ICT facilities for lesson preparation and university work (including access to e-mail and the Internet)</li> <li><input type="checkbox"/> Access to photocopying</li> <li><input type="checkbox"/> AV/ICT support (cameras, video recording/editing, computer hardware, software, systems etc)</li> <li><input type="checkbox"/> Subject/key stage resources and technical support (if applicable)</li> <li><input type="checkbox"/> Study facilities</li> <li><input type="checkbox"/> Personal storage facilities (if available)</li> <li><input type="checkbox"/> Post 16 experience (secondary)</li> </ul>
<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching timetable (including post-16 for secondary trainees)</li> <li><input type="checkbox"/> Access to performance related data</li> <li><input type="checkbox"/> Timetable and location for Professional Studies programme (if this is separate to the Lead School training programme)</li> <li><input type="checkbox"/> Extra-curricular opportunities</li> </ul>
<p><b>Training:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Details of the training programme that the school will provide</li> <li><input type="checkbox"/> Details of the subject knowledge development that the school will provide</li> <li><input type="checkbox"/> Arrangements for space and support for the online university course</li> </ul>

### This checklist is equally applicable to both schools

- Trainees should have a timetable of 8-10 hours contact time per week in the Beginning Practice phase, 10-12 hours per week in the Consolidating Practice phase and 12-15 hours per week in the Developing Independence and Extension and Enrichment phases.

### **5.3 MOVING BETWEEN SCHOOLS**

The Lead School will arrange a contrasting placement and tell trainees how and when to contact them. When a trainee moves to their contrasting school they will be introduced to the policies and processes, and be introduced to relevant staff and teaching groups.

Trainees should use the Induction Checklist to ensure that they obtain all the information they need about their second school placement and should continue working with the Exeter Model as per the Individual Development Portfolio (IDP).

### **5.4 SCHOOL-BASED**

### **TASKS**

Whilst in school trainees should follow the Exeter Model of ITE as detailed in Section 3 using the the Individual Development Portfolio (IDP) as a guide.

The online course and the training programme that the school has constructed will both contain various tasks to help trainees relate theory and practice and to develop both. These tasks, including formative assignments, are included to help trainees prepare for summative assignments which are formally assessed and make up the PGCE element of the course. These tasks will contribute to a deeper understanding of teaching and learning and assist in developing trainees' classroom practice and understanding of the theories of teaching and learning which underpin it.

Framework Reflections are integrated into each phase of the university taught course, so trainees will encounter most of them as they progress through the online course, on the ELE Weekly Learning page. These require trainees to link the learning they develop through online lectures, academic reading and seminar days to experiences on placement. Some of the tasks will contribute towards formative and summative academic assignments. Some of the tasks will require trainees to do activities on placement, such as speaking to the SENCo or Learning Support Assistants or planning/evaluating how trainees work with specific students.

#### **5.4.1 PRIMARY SYSTEMATIC SYNTHETIC PHONICS AND MATHS TASKS (PRIMARY TRAINEES ONLY)**

Primary trainees should note that there are two specific tasks that must be scheduled with the Lead Mentor: the Systematic Synthetic Phonics task and the Maths Framework task. When trainees do these will depend on which key stages they are teaching in each placement/term, and on the curriculum sequence of the placement schools. Trainees and Mentors should look at the instructions together, and decide when to tackle each one. Information about these is on the ELE Weekly Learning page. The phonics task should be completed twice across the year, once in each placement.

#### **5.4.2 INTERPRETING DATA FRAMEWORK TASK**

One of the tasks that all trainees do is the Interpreting Data Task. As well as developing understanding of how schools use data, this will be used as part of our quality assurance of trainees' fundamental Maths knowledge, and as such must be completed before they can be judged to have met the Teachers' Standards. This task is to be completed by the end of the Consolidating Practice phase.

### **5.5 SCHOOL-BASED PROFESSIONAL STUDIES PROGRAMME**

The school-based component of the Education and Professional Studies programme will be coordinated by the school's ITE Coordinator, who may choose to share these responsibilities with other colleagues. The programme has been limited to the following main topics to allow schools flexibility in patterns of delivery and the opportunity to add topics particularly appropriate to the school context. These training sessions should focus on policy and practice within the school and will be delivered through seminars and structured activities.

Many schools with School Direct trainees combine this with their School Direct training programme or with a programme from University of Exeter PGCE (provider-led) placements. Some schools combine this with

programmes for trainees from other providers as well. All methods are fine. Materials to support schools in relation to this can be found at [https://education.exeter.ac.uk/partnership/professional\\_studies/](https://education.exeter.ac.uk/partnership/professional_studies/)

The suggested time frames are to help schools who want to run these sessions with other PGCE trainees from University of Exeter. Schools may choose a different timeframe and order for School Direct trainees if they so desire. Topics differ slightly between Primary and Secondary.

### **Primary:**

<b>PROFESSIONAL STUDIES PROGRAMME: Autumn and Spring Term (EPS Themes in brackets)</b>	
Sessions run during the Autumn experience	<p><b>Safeguarding and Pastoral systems</b> (EPS theme: Wellbeing) Teachers' Standards: <i>Preamble, S1, S5, S7, S8</i></p> <p><b>Note: This session is in addition to the compulsory Safeguarding Requirements listed in the induction checklist</b></p> <p>Child Protection issues</p> <ul style="list-style-type: none"> <li>• Safeguarding and child protection training (Tier 1) to ensure all trainees: <ul style="list-style-type: none"> <li>○ <i>understand safeguarding and child protection legislation</i></li> <li>○ <i>have accessed and engaged with the Children's Safeguarding Board for their county and the NSPCC website</i></li> <li>○ <i>understand the policies in their school, including: child protection; safeguarding and whistle-blowing (concerns over members of staff) policies. This will include: the use of social media; personal email contacts; socialising; professional conduct outside school</i></li> <li>○ <i>understand the role and know the names of safeguarding officers in their school</i></li> <li>○ <i>understand the role of the Local Authority Designated Officer (LADO)</i></li> <li>○ <i>have an understanding of the signs of child abuse, what to look for and what to do if they have suspicions about a child that they teach</i></li> <li>○ <i>understand how the DBS service works and the significance of this on future employment</i></li> </ul> </li> </ul> <p>Dealing with Bullying (including cyber bullying and all types of homophobic bullying)</p> <p>Tackling truancy, including liaison with parents and outside agencies (Social Services; Police; etc)</p> <p>Communicating with Parents and Carers and Parental Involvement</p>
Sessions run during the Spring experience	<p><b>Inclusion: Policies for meeting individual needs</b> (EPS theme Inclusion) <i>S5, Part 2</i></p> <p>School policy on education for cultural diversity, and gender issues</p> <p>The implications of the Equality Act</p> <hr/> <p><b>Inclusion: Meeting Individual Needs in practice</b> (EPS theme: Inclusion) <i>S5, Part 2</i></p> <p>The implementation of the SEN Code of Practice in the school</p> <p>Provision for pupils with EAL and gifted and talented pupils</p> <p>Working with teaching assistants and other adults in the classroom</p> <hr/> <p><b>Professional Development</b> (EPS theme: Reflective Teacher) <i>S8, Part 2</i></p> <p>Job applications and interviews</p> <p>The role of governors in recruitment procedures</p> <p>The role of school leaders and different leadership roles in a school setting</p> <hr/> <p><b>Assessment for Learning (EPS themes: The Purpose of Education, Children's Learning)</b> <i>S4, S6</i></p> <p>Variety of assessment strategies and requirements</p> <p>School policy and its implementation in the classroom</p> <hr/> <p><b>Expectations and target setting (EPS themes: The Purpose of Education, Children's Learning)</b> <i>S4, S6</i></p> <p>The use of statistical data to describe and set targets for individual, subject and school performance.</p> <p>Analyse School Performance (ASP) (previously 'Raise Online') and the School Development Plan</p> <p>The use of Ofsted's Comparison Tool to understand the data for your placement school (<a href="https://www.compare-school-performance.service.gov.uk/">https://www.compare-school-performance.service.gov.uk/</a>)</p>

	<p><b>Behaviour and Classroom Management (EPS theme: Wellbeing) S7, Part2</b> Classroom presence School policies Strategies for practical implementation in the classroom</p> <p><b>The Changing Face of Education (EPS theme: The Purpose of Education)</b> Different types of schools (federations, academies, free schools, MATs etc) Role of the Local Authority</p>
<b>PROFESSIONAL STUDIES PROGRAMME: Summer Term (EPS Themes in brackets)</b>	
Sessions run during the Summer experience	<p><b>Across the curriculum</b> (EPS themes: The Purpose of Education, Children’s Learning) S3, S6 The school’s PSHE programme Education for Citizenship and School Councils Spiritual Development Thinking Skills etc</p>
	<p><b>Expectations and target setting</b> (EPS themes: The Purpose of Education, Children’s Learning) S4, S6 This session is to look at the data issues from the session in school 1 in a new context, School Direct @Exeter trainees should do this with their school 2 when appropriate. The use of Ofsted’s Comparison Tool to understand the data for your placement school (<a href="https://www.compare-school-performance.service.gov.uk/">https://www.compare-school-performance.service.gov.uk/</a>) Discuss relevant school data</p>
	<p><b>Contractual and Legal Responsibilities</b> (EPS theme: Reflective Teacher) Part 2 Teachers’ contractual obligations Legal liabilities Health and safety Child protection</p>
	<p><b>Transition</b> (EPS theme: Children’s Learning) Liaison and transition between Foundation/KS1 or KS2/KS3</p>
	<p><b>Continuing Professional Development</b> (EPS theme: Reflective Teacher) S8 Career Entry preparation Setting up your own classroom The ECT period Career development post-ECT <b>Work/Life Balance and Teacher Workload – see government reports</b> (<a href="https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload">https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload</a>) Leadership - Career Pathways for Teachers, from ECT to Subject Lead/Middle and Senior Management</p>

**Secondary:**

<b>PROFESSIONAL STUDIES PROGRAMME:</b>	
<b>Schools may add topics appropriate to their school context and may decide to Introduce the Safeguarding topics during the Autumn term</b>	
Sessions run between <b>January and Spring half-term.</b>	<p><b>ADAPTATION TO NEEDS AND CONTEXTS: Policies for Meeting Individual Needs [S5, Part 2]</b></p> <p><input type="checkbox"/> The implications for schools of the Equalities Act 2010 <input type="checkbox"/> Equality in practice</p>
	<p><b>ADAPTATION TO NEEDS AND CONTEXTS: Meeting Individual Needs in Practice [S5, Part 2]</b></p> <p><input type="checkbox"/> The implementation of the SEN Code of Practice in the school <input type="checkbox"/> Provision for pupils with EAL and for Gifted and Talented pupils <input type="checkbox"/> Working with teaching assistants and other adults in the classroom</p>
	<p><b>BECOMING A TEACHER: Employment [S8, Part 2]</b></p> <p><input type="checkbox"/> Job applications and interviews <input type="checkbox"/> The role of governors in recruitment procedures <input type="checkbox"/> The role of school leaders and different leadership roles in a school setting</p>

	<p><b>PURPOSES OF EDUCATION: Policy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Academies, free schools, alliances, chains, federations, MATs</li> <li><input type="checkbox"/> Role of the Local Authority?</li> </ul>
Sessions run between <b>Spring half-term and Easter.</b>	<p><b>WELFARE: Safeguarding and Pastoral Systems</b> [Preamble, S1, S5, S7, S8] <b>SCHOOLS MAY DECIDE TO DO THIS MUCH EARLIER</b></p> <p>Note: This session is <u>in addition to the compulsory Safeguarding Requirements listed in the induction checklist</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safeguarding and Child Protection training (Tier 1) to ensure all trainees <ul style="list-style-type: none"> <li>o <i>understand safeguarding and child protection legislation</i></li> <li>o <i>have accessed and engaged with the Children’s Safeguarding Board for their county and the NSPCC website</i></li> <li>o <i>understand the policies in their school, including: child protection; safeguarding and whistle-blowing (concerns over members of staff) policies. This will include: the use of social media; personal email contacts; socialising; professional conduct outside school</i></li> <li>o <i>understand the role and know the names of safeguarding officers in their school</i></li> <li>o <i>understand the role of the Local Authority Designated Officer (LADO)</i></li> <li>o <i>have an understanding of the signs of child abuse, what to look for and what to do if they have suspicions about a child that they teach</i></li> <li>o <i>understand how the DBS service works and the significance of this on future employment</i></li> </ul> </li> <li><input type="checkbox"/> Role of the Tutor and PSHE within your school</li> <li><input type="checkbox"/> Tackling truancy</li> <li><input type="checkbox"/> Dealing with Bullying (including cyber bullying and all types of homophobic bullying)</li> <li><input type="checkbox"/> Communicating with Parents and Carers and Parental Involvement</li> </ul>
	<p><b>LEARNING: Behaviour and Classroom Management</b> [S7, Part 2]</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom presence</li> <li><input type="checkbox"/> School policies</li> <li><input type="checkbox"/> Strategies for practical implementation in the classroom</li> </ul>
	<p><b>LEARNING: Assessment for Learning</b> [S4, S6]</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Variety of assessment strategies and requirements</li> <li><input type="checkbox"/> School policy and its implementation in the classroom</li> </ul>
Sessions run between <b>start of Summer Term and half-term.</b>	<p><b>PURPOSE OF EDUCATION - CURRICULUM: In practice/The 14-19 Curriculum</b> [S3, S6]</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Liaison and transition from KS4 to post-16 education</li> <li><input type="checkbox"/> 14-19 Curricular Issues</li> </ul>
	<p><b>PURPOSE OF EDUCATION - CURRICULUM: The Key Stage 3 Curriculum</b> [S3, S6]</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Numeracy, Literacy and ICT in the classroom and across the curriculum</li> <li><input type="checkbox"/> Teaching and Learning at KS3</li> <li><input type="checkbox"/> Transition from KS2- KS3, and KS3- KS4</li> </ul>
	<p><b>PURPOSE OF EDUCATION - CURRICULUM: Across the curriculum</b> [S3, S6]</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The school’s PSHE programme</li> <li><input type="checkbox"/> Citizenship Education</li> <li><input type="checkbox"/> Spiritual Development</li> <li><input type="checkbox"/> Thinking Skills</li> </ul>
Session to run between <b>Summer half-term and end of placement</b>	<p><b>LEARNING: Summative assessment, expectations and target setting</b> [S6]</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The use of statistical data to describe and set targets for individual, subject and school performance</li> <li><input type="checkbox"/> Closing the gap</li> <li><input type="checkbox"/> Analyse School Performance (ASP) (previously RAISE online) and the School Development Plan</li> <li><input type="checkbox"/> The use of Ofsted’s Comparison Tool to understand the data for your placement school (<a href="https://www.compare-school-performance.service.gov.uk/">https://www.compare-school-performance.service.gov.uk/</a>)</li> </ul>

**BECOMING A TEACHER: Continuing Professional Development [S8]**

- Career Entry preparation
- The ECT period
- Early Career Development post ECT
- Work/Life Balance and Teacher Workload – see government reports (<https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload>)
- Leadership – Career Pathways for Teachers, from ECT to Subject Lead/Middle and Senior Management

**BECOMING A TEACHER: Contractual and Legal Responsibilities [Part 2]**

- Teachers' contractual obligations
- Legal liabilities
- Professional Associations

## 6. THE PROGRAMME & WORKING AT MASTERS LEVEL

This section refers to the online modules. Trainees should ensure that they allocate sufficient time for working on these sessions.

**Assignment submission dates:** please see [Course Diary](#) or [Section 7.1](#). Details of all assignments will be explained on Induction day and will be available on ELE at the start of the course.

Assignments are assessed at Masters level and will also be used to assure that trainees are demonstrating fundamental English skills as required by the DfE.

### 6.1 SUBJECT AND CURRICULUM STUDIES (SCS) MODULE

The Subject and Curriculum Studies (SCS) module forms a major component of the programme throughout the PGCE year. It is accredited at Masters level (30 credits). The module will develop understanding of the content, structure, progression, learning and teaching of the trainee's subject in secondary schools or phase in primary schools. This enables trainees to interpret their own subject or phase expertise in the school context in two different placements. The module covers the knowledge outlined in the Core Content Framework for Initial Teacher Training, and goes significantly beyond this in exploring subject and curriculum issues in greater depth.

The principal aims of the module are:

- To enable trainees to gain a comprehensive understanding of the background theory, issues and practice relating to current teaching of their chosen subject/phase
- To support trainees' development as a reflective and autonomous professional practitioner who is able to identify strengths and areas for development in their subject and curriculum knowledge
- To enable trainees to evaluate current professional practice in the context of developments in research and curriculum theory
- To support trainees to meet the standards for Qualified Teacher Status.

It will require trainees to:

- identify and evaluate educational concepts and issues related to the teaching of each trainee's chosen subject/phase;
- engage in critical debate about current educational issues drawing on evidence from theory, research and practice;
- recognise pupils' learning needs and interpret these learning needs in order to plan, teach, assess and evaluate lessons;
- demonstrate confident academic and pedagogic subject knowledge to teach the trainee's chosen subject/phase;
- demonstrate secure understanding of the statutory requirements for teaching in schools in England;
- critically evaluate the relevance of educational theory to practice;
- synthesise relevant educational literature in support of an argument;
- use appropriate technologies for data handling and writing in education;
- use research to support an argument;

This module is assessed through completion of a 4,000 word summative assignment task.

### 6.2 EDUCATION AND PROFESSIONAL STUDIES (EPS) MODULE

The Education and Professional Studies module is accredited at Masters level (30 credits) and is concerned with classroom issues, whole school issues and the role of education in wider society. This module introduces trainees to educational theories, policies and pedagogical frameworks that apply to all teachers in primary and secondary education. The weekly topics will enable trainees to engage with literature and theoretical frameworks to extend and deepen understanding of important aspects of education. The content of the module is strongly inter-dependent with other modules in the PGCE programme including the professional studies element of school-based work. The module covers the knowledge outlined in the Core Content Framework for Initial Teacher

Training, and goes significantly beyond this in exploring adaptive and research-engaged teaching in greater depth.

The principal aims of the module are:

- To enable trainees to gain an understanding of a range of contemporary education policies and issues, theory and practice
- To support trainees in reflecting critically on children's learning and development, pedagogy and teachers' roles and responsibilities
- To support trainees to meet the Standards for Qualified Teacher Status.

It will require trainees to:

- identify and evaluate educational theories and policies and engage in critical debate about current issues, drawing on evidence from theory, policy, research and practice;
- understand theories of pedagogy, learning and development, and consider how these can inform professional practice;
- critically evaluate the relevance of educational theories to practice;
- synthesise relevant educational literature in support of an argument;
- use appropriate technologies for writing in education;
- present data and findings in a form appropriate for educational contexts;
- use research evidence in support of an argument in education (including government reports);

This module is assessed through completion of a 4,000 word summative assignment task.

### **6.3 ONLINE LEARNING PROGRAMME**

Please refer to the online programme overview on ELE and the Module Guide for details.

As well as the information provided on the School Direct pages of ELE, trainees are also able to access ELE pages for other PGCE programmes and professional studies sessions which may well contain additional information that will be of use. Trainees should explore ELE fully so that they can take advantage of it.

#### **6.3.1 QUALITY ASSURANCE OF FUNDAMENTAL ENGLISH AND MATHEMATICS**

The university is required by the DfE to assure that trainees have the fundamental English and maths skills required of a teacher. This will be assessed by the UVT when they visit trainees in school, through the Masters level assignments, and through the completion of the Interpreting Data Framework Task.

### **6.4 WRITTEN ASSIGNMENTS: GENERAL INFORMATION**

The Subject and Curriculum Studies and the Education and Professional Studies modules are each assessed by a written summative assignment. These general principles will also apply:

- Both written assignments contribute to the award of PGCE (60 Masters credits).
- To obtain a pass for each module, a trainee must achieve a grade of 50% or above.
- Assignments are seen as part of the learning process and provide opportunities for trainees to engage in critical reflection. This involves competence in the enquiry skills of selecting evidence, analysing, evaluating and presenting the material in a coherent and systematic way. The focus of each assignment is designed to ensure that aspects of the programme are integrated.
- Trainees are expected to respond to programme requirements in a conscientious manner and submit all assignments by the stated submission date.

In addition, trainees are required to submit formative assignments of 1,500 words for each module. These formative assignments will help trainees to prepare for the summative assignment and will provide tutors with an opportunity to provide formative feedback at an early date that will inform writing of summative assignments. Details of both assignments are on the School Direct ELE pages.



## 6.5 WORD LENGTH FOR ASSIGNMENTS

Different assessments have different word lengths specified for them; it is important that students keep to the word length specified for each assessment on the following grounds:

- to encourage succinct and clear writing by students.
- to ensure equity between all the students doing that particular assessment.

Words within the list of references, the bibliography and/or the appendices (if necessary) are not included in the word count. Trainees should state the word count on the front cover sheet of each assignment. Failure to be honest in this respect will itself be penalised under the university's cheating and plagiarism regulations:

<https://as.exeter.ac.uk/academic-policy-standards/student-cases-and-conduct/academicmisconductincludingexaminationmisconduct/>

If trainees are found to have exceeded the specified word limit for a written assessment they will be subject to the following penalties:

Up to 10% over length:	No deduction off final mark
Between 10% and 20% over length:	Deduction of 5% off final mark
20% or more over length:	Maximum mark of 50%
Below specified word limit	No deduction off final mark

Where penalties have been applied, the tutor responsible for marking the work will clearly indicate, on the assignment feedback form, that a reduction in the mark has been enforced. If trainees are in any doubt about the implications of exceeding the word length of a given assignment, they should ask their module lead for clarification.

## 6.6 PLAGIARISM AND ACADEMIC CONDUCT

A trainee may face a possible charge of plagiarism (i.e. substantial use of another's work without acknowledgement) if they do not acknowledge sources meticulously in the preparation of reports, assignments and projects. Direct (verbatim quotation) and indirect references to other people's work must be acknowledged. Trainees are expected to give a complete reference list at the end of their assignments, so that any reader can obtain the works for reference purposes. Quoting passages verbatim from the work of others and presenting them for assessment as if they are the trainee's own ideas would constitute a clear case of plagiarism **for which work may be failed and a trainee may be asked to leave the programme** – see

<https://as.exeter.ac.uk/academic-policy-standards/student-cases-and-conduct/academicmisconductincludingexaminationmisconduct.>

The use of essay bank material for university assessment purposes is not permitted and, if discovered, will be severely punished. Please note that use of a student's **own** previous work without acknowledgement - particularly the use of work they've previously submitted for credit on other modules, whether on the PGCE or a previous Bachelors, Masters or other academic programme - is also considered to be plagiarism, and will be treated in the same way. Being found guilty of Academic Misconduct may trigger concerns around trainee's ability to meet the professional standards required for the award of QTS.

As well as plagiarism, trainees must also be aware of other academic conduct offences, including collusion (unauthorised/unacknowledged work with other students), coercion, falsification or fabrication. To avoid uncertainty about what these offences mean we require that trainees complete the online activity, entitled Academic Honesty and Plagiarism, in ELE – <https://ele.exeter.ac.uk/course/view.php?id=1976>. There are several sections to this activity; trainees must ensure that they complete all of them.

If trainees have any questions about these issues they can find support from the Study Zone, the University Library 'LibGuides', and online help platforms such as [CiteThemRight](#). International students can also access dedicated Insessional support. Resources and information are all listed on the Good Academic Practice website: <https://www.exeter.ac.uk/departments/cgr/student-cases-and-conduct/goodacademicpractice/>

## 6.7 PRESENTATION OF WORK

Due care should be taken over grammar, punctuation and spelling. Since ICT is regarded as a basic competence, assignments should, whenever possible and appropriate, be word-processed. Trainees must make sure that assignments are presented using the following:

- Size 12 font
- 1.5 line spacing
- Include page numbers
- Provide the trainee name on Formative Assignments but **only the Student Number on Summative Assignments**
- The APA System of bibliographic referencing should be used, as outlined below.

## 6.8 THE APA METHOD OF BIBLIOGRAPHIC REFERENCING

When trainees are writing academic assignments it is important to pay attention to correct and consistent referencing. There are several methods of referencing, but the one adopted by the PGCE Programme is known as the 'APA method'. There is guidance about how to use this system in the Academic Assignments section of the Core Documents page and the University Library provides comprehensive support for referencing through their 'Lib Guides'.

Whilst trainees might find other 'versions' of the APA system, the one described here is the one they should use.

## 6.9 WORKING AT MASTERS LEVEL: GUIDANCE FOR TRAINEES

There is guidance for working at Masters Level on the School Direct ELE pages, and the Study Zone (a central university service) can provide further targeted support and 1-1 appointments. Trainees should avail themselves of the support on offer from both the Study Zone and the University Library guides. Trainees will also be supported by their module lead and seminar day tutors, with plenty of opportunities to ask questions before submitting summative assignments. If trainees are struggling with the online/Masters level work, they should contact their module lead in the first instance.

## 6.10 PROFESSIONAL LEARNING MODULE

This non-credit bearing module links with the two level 7 credit bearing modules: Subject and Curriculum Studies and Education & Professional Studies. The aim of the module is to enable students to provide reflection on their professional development and demonstrate evidence of achievement of the range of essential knowledge, skills and experience listed in the Standards required by the Department for Education (DfE) for Qualified Teacher Status (QTS).

This module continues throughout the two placement schools. The module consists of the Individual Development Portfolio (IDP) that contains evidence of achieving the Standards required by the DfE for recommendation for Qualified Teacher Status (QTS). Successful completion of all three modules leads to the award of PGCE with QTS.

## 7. ASSESSMENT OF MASTERS LEVEL ASSIGNMENTS & MODERATION OF SCHOOL-BASED WORK

The aim of the School Direct PGCE programme is to facilitate trainees in achieving a PGCE with QTS. The Educational and Professional Studies module and the Specialist Subject/Phase module are at Masters level and trainees need to pass both these modules at a pass mark of 50% to gain the PGCE. The Professional Learning module is designed to enable trainees to meet the *Teachers' Standards* (2012) as required for QTS. The assessment of achievement of the *Teachers' Standards* for QTS is shared by schools and university tutors.

The process of assessment aims to engage trainees in critical reflection to promote professional development. At the heart of Initial Teacher Education is classroom performance and the wider development of professionalism within the subject, curricular, whole school, community and physical contexts. No trainee can qualify for the award of PGCE with QTS unless they fulfil all requirements of the programme; as follows:

- Successful completion of written assignments
- Successful achievement against the *Teachers' Standards*
- Attendance at all elements of the programme

### 7.1 ASSIGNMENT SUBMISSION DATES

Assignment	Submission	Feedback
<b>Subject and Curriculum Studies</b> Formative assignment	Fri 13 October 2023 (to tutor)	Email feedback (tutors) by Fri 03 November 2023
<b>Subject and Curriculum Studies</b> Summative assignment	Thurs 04 January 2024, 2pm via e-submission system	Electronic feedback (by Thurs 25 January 2024)
<b>Education and Professional Studies</b> Formative assignment	Mon 29 January 2024 (to tutor)	Email feedback (tutor) by Mon 12 February 2024
<b>Education and Professional Studies</b> Summative assignment	Tues 16 April 2024 2pm via e- submission system	Electronic feedback Wed 08 May 2024

### 7.2 HANDING IN ASSIGNMENTS

**Formative assignments** are usually submitted to tutors via email. Trainees should check with their module lead for details.

**Summative assignments** must be submitted by 2pm on the deadline dates shown above. An electronic submission system is used by the university and trainees will need to submit assignments via this system. However, before submitting assignments there are important processes to follow. Failure to do this will result in us being unable to accept submissions and could lead to work being recorded as a late submission.

Work will be uploaded to **Turnitin**, an online package which detects plagiarism and other academic issues (see section 6.6 for more details on plagiarism and academic conduct). Turnitin will automatically check work for text that matches material stored in the Turnitin database. As well as checking against previously submitted work from UK and international institutions, Turnitin looks for text matches on current and archived web pages, and electronic journals. Turnitin then produces an 'originality report'. The percentage given in the report indicates how much of the work matches text found elsewhere. Turnitin highlights in different colours parts of the document that match text from other sources. Markers will examine each instance of matching text for full and correct referencing.

For detailed information on successfully submitting summative coursework please see the School Direct Core Documents section of ELE.

### 7.3 REQUESTS FOR AN EXTENSION

Extensions may be granted in exceptional circumstances and only where the extension has been requested in advance of the assignment deadline. The guidance, detailing the circumstances in which an extension can be requested, and the process for requesting an extension is available on the School Direct Core Documents Academic Assignments section on ELE.

**All requests for extensions should be submitted using the process detailed on ELE, not sent to tutors** (the Programme Director and ITE Programme Manager will consult with tutors where necessary before making a decision). If the extension is agreed, no penalties will be applied.

- Any assignment submitted up to 1 hour late without an agreed extension will be marked as late and deducted 5 marks. Any assignment handed in between 1 and 24 hours late without an agreed extension will be marked as late and capped at 50%. Note: the exception to this is if a trainee has an agreed extension for the maximum duration of 3 weeks (a 3-week extension would be agreed in exceptional circumstances only), in which case they must submit by their agreed deadline, there is no 1-hour or 24-hour late period.
- Any assignment received outside of the 24-hour late period will not be marked and will be given 0%. This will be classed as a non-submission and no further opportunity to submit will be given. In consequence, achievement of the PGCE academic award will not be possible. Investigation into the reasons for non-submission may result in Unsatisfactory Student Progress and Engagement or Fitness to Practise procedures being implemented.

### 7.4 STUDY SUPPORT

Please see Section 8 for details on the different ways the trainees can access support for their studies from the AccessAbility team, Wellbeing Services team and Student Health Centre. Also see [section 10.11](#) for more information on the university's Fitness to Practise policy.

### 7.5 PGCE GENERIC ASSESSMENT CRITERIA

The University of Exeter Masters level generic assessment criteria for NQF Level 7 are shown below and apply to all Masters level programmes at the university. Not all assignments will assess all of these categories, and the assignment guidance document will identify which of the criteria below will be assessed in the assignment for that module.

Specifically, assignments will provide opportunities to demonstrate the following requirements of a level 7 (Masters level) programme at the University of Exeter:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice
- a comprehensive understanding of techniques applicable to research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables a trainee:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, successful students at this level will be able to:

- deal with complex issues, both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level; and will have the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development.

The MA Education Assessment Criteria are shown overleaf.

## 7.6 FAILED ASSIGNMENTS

If a submitted assignment is deemed to be a Fail, trainees will be given feedback outlining what needs to be done to bring the assignment to a satisfactory standard and **one** opportunity for resubmission will be allowed. The revised mark will be capped at 50%.

Trainees can choose to resubmit a failed assignment 'in year' (i.e. before the final Programme Level Assessment, Progression and Awarding Committee (APAC) in July). Alternatively, they may opt for their mark to be recorded at the Programme Level APAC as a fail. This will then be referred to the Faculty Level APAC who will confirm the conditions for resubmission of the work after the end of the course (normally in early September). Trainees should discuss these options with your tutor.

**Note:** if a trainee chooses the second option, the award of PGCE will be delayed until the next award meeting following any successful resubmission (normally later in the Autumn term).

If after submitting a revised assignment, a trainee has still failed to gain an overall pass mark for the module, they will have been deemed to have failed the PGCE with no further opportunity for resubmission. If, however, they have passed all other elements of the programme, they can leave the programme with QTS only and can gain employment as an Early Career Teacher (ECT).

- All assignments are marked anonymously except where not possible e.g. in the case of presentations
- A sample of assignments and all fail and borderline assignments are double-marked
- To ensure fairness and moderation of standards, if the assignment marking sample is only double marked within the subject team, a small sample is also moderated by staff from another subject
- External Examiners moderate standards of marking and assessment.

## 7.7 FINAL AWARDS

In summary a trainee may be awarded the following:

- PGCE with Qualified Teacher Status (QTS) on successful completion of both level 7 modules (Subject and Curriculum Studies and Education and Professional Studies), and passing the non-credit-bearing Professional Learning module (i.e. by meeting the Teachers' Standards). The PGCE is worth 60 credits at Masters level (level 7).
- QTS only if a trainee passes the non-credit-bearing Professional Learning module, but fails one or more of the level 7 modules. This means they can be recommended to the Department for Education for QTS and are therefore qualified to teach, but have not gained the academic award of the PGCE. Note: trainees are only eligible to exit with 'QTS only' if they have had a first attempt at both level 7 modules. Non-submission of either level 7 module means that QTS cannot be awarded. Deferral of either level 7 module means that the award of QTS must also be deferred.
- PGCert in Professional Studies in Education if a trainee passes both level 7, 30-credit modules but fails to meet the Teachers' Standards and so fails the Professional Learning module. The PGCert is worth 60 credits at a Masters level (level 7) but is an academic award only, not a teaching qualification.

## 7.8 EXAMINATION OF THE PGCE PROGRAMME: MODERATION OF SCHOOL-BASED WORK

To ensure fairness and moderation of standards, school-based work is subject to moderation by UVTs who work across a range of schools. ITE Coordinators in schools have a moderation role across the subjects within a school where trainees are from a range of specialist subjects.

## MA Education Assessment Criteria

These criteria are based on the University *Generic Criteria for Assessment for Masters programmes*.

**Please note:** Some criteria may not be applicable to all assignments - your module tutor will inform you of the relevant criteria for each assignment. The table is indicative, a guide rather than a prescriptive mechanical aid to grading.

Marks	0-39 (Fail)	40-49 (Fail) <small>(may be condonable in some programmes)</small>	50-59 (Pass)	60-69 (Merit)	70-85 (Distinction)	86-100
<b>Assessment categories</b>						
<b>Knowledge and Understanding</b>	~ very limited knowledge of the topic. No understanding of relevant issues. Significant weaknesses	~ some knowledge of the topic and some understanding of relevant issues but weaknesses evident	~ sound knowledge of the topic and adequate understanding of relevant issues	~ comprehensive knowledge of the topic and good understanding of relevant issues	~ excellent knowledge of the topic and advanced understanding of relevant issues	(High Distinction) This work often exceeds the standard for distinction across all sub-categories of criteria.
<b>Critical analysis</b>	~ very limited or no critical analysis	~ limited critical analysis	~ satisfactory critical analysis	~ good critical analysis	~ excellent critical analysis	
<b>Argument</b>	~ argument absent, or lacking any clarity and/or logic	~ argument attempted, but limited in clarity and/or logic	~ evidence of the development of relevant argument	~ clear development of relevant argument	~ excellent construction of argument with aspects of originality	
<b>Use of relevant literature/ sources (including research evidence)</b>	~ inadequate number and range of sources. No recent research literature	~ limited number and range of sources. Some recent research literature included	~ adequate number and range of sources, including recent research literature	~ good number and range of sources, including recent research literature	~ excellent number and range of sources, including recent research literature	
	~ failure to select and use appropriate examples from relevant sources	~ limited selection and use of appropriate examples from relevant sources	~ satisfactory selection and use of appropriate examples from relevant sources	~ good selection and use of appropriate examples from relevant sources	~ excellent selective and focused use of examples from relevant sources	
	~ no critical engagement with literature	~ little critical engagement with literature	~ some critical engagement with literature	~ critical engagement with literature is evident throughout	~ substantial and insightful critical engagement with literature	
<b>Organisation and presentation</b>	~ no evidence of organisation or appropriate structure	~ content is organised and structured	~ content is adequately organised and structured	~ content is well-organised and structured	~ excellent organisation and structure	
	~ very poor writing style	~ inconsistent writing style	~ appropriate academic writing style	~ good academic writing style	~ excellent academic writing style	
	~ conventions for referencing and appendices do not conform to standard requirements	~ limited ability to employ the conventions for referencing and appendices	~ an ability to employ the conventions for referencing and appendices	~ consistently employs the conventions for referencing and appendices but with a few minor errors	~ successfully employs the conventions for referencing and appendices throughout	
	~ use of English is difficult to follow and/or spelling, punctuation, and grammar are very poor	~ inconsistent use of English and/or spelling, punctuation, and grammar are unsatisfactory	~ mainly clear English used, but with some errors in spelling, punctuation, and grammar	~ clear English used, and spelling, punctuation, and grammar are generally correct	~ fluent and correct use of English throughout	
<b>Professional skills</b>	~ few, if any, links between theory and practice	~ unsatisfactory or insufficient links between theory and practice	~ satisfactory links between theory and practice	~ theory and practice are well integrated	~ theory and practice are very well integrated	
	~ inability to work flexibly, independently and/or as part of a team	~ limited ability to work flexibly, independently and/or as part of a team	~ an ability to work flexibly, independently and/or as part of a team	~ good ability to work flexibly, independently and/or as part of a team	~ excellent ability to work flexibly, independently and/or as part of a team	
	~ no reflection	~ limited reflection	~ adequate reflection, with some criticality	~ good critical reflection	~ excellent critical reflection	
	~ very poor communication skills	~ limited communication skills	~ satisfactory communication skills	~ good communication skills	~ excellent communication skills	
<b>Research skills</b>	~ little or no skill in techniques applicable to own research	~ limited skill in techniques applicable to own research	~ adequate skills in techniques applicable to own research	~ good skills in techniques applicable to own research	~ advanced skills in techniques applicable to own research	
<b>Understanding of research processes</b>	~ very limited or no understanding of research processes applicable to own and others' research	~ some understanding of research processes applicable to own and others' research but with notable gaps	~ adequate understanding of research processes applicable to own and others' research	~ good understanding of research processes applicable to own and others' research	~ excellent understanding of research processes applicable to own and others' research	
<b>Ethics</b>	~ very limited or no reflection on ethical issues	~ limited reflection on ethical issues	~ adequate reflection on ethical issues	~ good reflection on ethical issues	~ excellent reflection on ethical issues	

## 7.9 EXTERNAL EXAMINATION OF THE SCHOOL DIRECT PGCE PROGRAMME

The External Examination process examines the PGCE course and makes recommendations for future developments. External Examiners also provide useful moderation of the judgements made about trainees and so usually visit a broad selection of trainees, but they do not overrule pass/fail decisions.

A full list of PGCE external examiners can be found at:  
<http://www.exeter.ac.uk/staff/policies/calendar/part2/examiners/>

The contacting of external examiners by students regarding any aspect of their programmes of study is prohibited and will be treated as an offence under the University's Disciplinary Procedures. External Examiners are requested to inform the University's Examinations Office should such an occurrence take place.

External Examiners will visit a small sample of trainees in a range of schools during the primary and secondary External Examination weeks and will also conduct meetings with a small group of trainees (these meetings may be virtual). Occasionally it may be necessary to arrange an examination visit during the previous week to fit in with the working schedule of the External Examiner. All arrangements for a visit of an External Examiner are made by the Partnership Office with the school's ITE Coordinator. The arrangements will be confirmed by the Partnership Office. If the school is unable to accommodate the visit at the date and time requested then they will make arrangements for a lesson to be video recorded and the External Examiner will view and discuss this with the school staff and trainee.

As part of their school visits, the External Examiner (who may be accompanied by a member of the university staff) will wish to see:

- trainees involved in classroom-based activity, unless the school is advised otherwise
- a lesson plan, scheme of work and other relevant materials related to the lesson to be observed
- the PGCE Individual Development Portfolio and teaching file, with provisional details of the PGCE-Early Career Framework transition document
- Lead and Reflective Mentors
- ITE Coordinator.

The External Examiner will wish to discuss:

- the classroom activity observed, the PGCE Individual Development Portfolio and teaching file
- the impact a trainee's teaching is having on pupil learning as evidenced in their files
- matters beyond the immediate activity observed, concerning quality of provision and outcomes

The External Examiner will also meet with a group of trainees to discuss the course and their training more widely. If trainees are selected to be part of a group they will not be required to be observed teaching.

More details about the work of the External Examiners can be found in the handbook provided for them and available at [https://education.exeter.ac.uk/partnership/mentor\\_zone/quality\\_assurance/](https://education.exeter.ac.uk/partnership/mentor_zone/quality_assurance/)

## 7.10 RECOMMENDATION TO FAIL SCHOOL-BASED WORK

If a trainee fails to meet the Teachers' Standards then the relevant Assessment, Progressing & Awarding Committee (APAC) will receive a recommendation that they fail the school-based work element of the programme, and they will not be awarded QTS. Trainees will know if they are at risk of this by any or all of the following. They will have:

- been given early indication and notification of weakness
- received a written warning, in the form of a Cause for Concern, of continuing poor performance, unprofessional behaviour or extended absence, likely to lead to a fail recommendation
- been given specific advice for improvement
- been visited by an Internal Moderator
- received the Final Summative Report (FSR) stating that they have not met the Teachers' Standards.

Fail decisions will be confirmed at the Programme Level APAC and the implications of the failure will be decided at the Faculty APAC a few days later. Following the Faculty APAC, these trainees will be informed of the outcome by their UVT or Personal Tutor and this will be followed up with a formal letter confirming the outcome and next steps.

## 7.11 FACULTY ASSESSMENT, PROGRESSION AND AWARDED COMMITTEE (APAC)

In the case of trainees who have received a fail decision, the Programme Director will collect relevant information and submit it to the Faculty APAC. The Faculty APAC decides whether, in the light of all known factors, a trainee should be referred in one or all areas. Normally, an additional opportunity to demonstrate achievement of the Teachers' Standards in school-based work will be recommended except in cases where any of the following apply:

- the trainee would be a danger to children
- the trainee's classroom/behaviour management is so unsatisfactory that serious disruptive problems in the classroom are likely to arise
- the trainee's progress towards achieving the Standards is demonstrably so limited that a 10-week additional placement is deemed to be insufficient to enable achievement of the Standards
- the trainee has withdrawn from school-based work
- the trainee has absented themselves from the programme without leave
- the trainee has been referred to the University of Exeter Fitness to Practise procedure. Until there is a decision from this panel the Faculty APAC will not make a re-sit decision.

A trainee who is unsuccessful in demonstrating achievement of the Teachers' Standards and/or fails in one or more assignments may normally resit/resubmit the relevant element on not more than one occasion.

## 7.12 RESIT ARRANGEMENTS AND COSTS

A trainee who is unsuccessful in school-based work can be recommended for QTS only at the end of a further successful 10-week period of supervised practice in an appropriate school, normally in the Spring or Summer term. This re-sit opportunity is subject to a re-sit fee of £1200. Their Fitness to Teach will be assessed again and they will be required to apply for another Disclosure and Barring Service (DBS) Enhanced Disclosure. The School Direct lead school will discuss this with the Partnership Office and an arrangement will be made. However, it might be in a school at some distance from their placement schools..

**Important** - A penalty fee of £300 may be incurred if a trainee requests and subsequently declines a placement that has been arranged for them.

All re-sit trainees must return for their re-sit placement within 2 years of the initial course. Details about how this is arranged are similar to those described for trainees returning from interruption and will be sent to the trainee following the Faculty APAC.

## 7.13 APPEALS

A trainee may appeal against failure by following the university procedure laid down if any of the following apply:

- Circumstances affecting the trainee's performance of which the APAC had not been aware before reaching its decision, *only* if the trainee can present reasonable grounds why such circumstances had not been presented to the Committee in advance of its meeting
- Procedural irregularities in the formal conduct of an assessment or in reaching another academic decision
- Evidence of prejudice or of bias on the part of one or more examiners and/or markers.

Notice of appeal should be lodged quickly, and no later than ten working days after the Programme level APAC has met. Full details of the Academic Appeals Procedure are available at <http://www.exeter.ac.uk/students/administration/complaintsandappeals/academicappeals/>.

Any enquiries regarding examination of the School Direct PGCE Programme should be directed to the ITE Programme Manager, Lisa Fripp ([L.m.fripp@exeter.ac.uk](mailto:L.m.fripp@exeter.ac.uk)).



## **7.14 AWARDS: THE TED WRAGG AWARD**

The Ted Wragg Awards for Outstanding Trainees are in honour of Professor Ted Wragg, a nationally recognised advocate of the teaching profession and a man who inspired a great many of today's best teachers and teaching practices. These awards have been developed to recognise, encourage and financially reward our best PGCE Students.

All PGCE students are eligible and will be considered for this competitive award. Further details of these can be found at:

<https://www.exeter.ac.uk/study/teachertraining/feesandfinance/tedwraggawards/>

## 8. TRAINEE SERVICES, SUPPORT & WELFARE



To access most of the services below, trainees should initially contact the Student Information Desk (SID) either online at [www.exeter.ac.uk/students/services/sid/](http://www.exeter.ac.uk/students/services/sid/) or by phone on 0300 555 0444. There is a Student Information Desk within Info at St Luke's on the ground floor of South Cloisters at St Luke's Campus and in the Forum at Streatham Campus. For SID opening times, please see <https://www.exeter.ac.uk/sid/>.

### 8.1 ACCOMMODATION

For Exeter-based accommodation, please see **Studentpad** <http://www.exeter.ac.uk/accommodation/privatehousing/studentpad/>

For accommodation during school-based work, the Partnership Office holds an online list of rental accommodation (which is not inspected or checked by the University) at <https://ele.exeter.ac.uk/course/view.php?id=9610>

### 8.2 CAMPUS MAPS

St Luke's <http://www.exeter.ac.uk/visit/directions/stlukesmap/>  
Streatham <http://www.exeter.ac.uk/visit/directions/streathammap/>

### 8.3 EQUALITY, DIVERSITY AND INCLUSION

The University of Exeter's EDI and related policies can be found at: <https://www.exeter.ac.uk/departments/inclusion/visionandpolicies/policies/>

The School of Education and University as a whole are committed to a policy of equality of opportunity and aim to provide a working, learning and social environment that is free from unfair discrimination. We aim to ensure that staff, students, visitors and all others associated with the University are treated with dignity, respect, and equity, regardless of inappropriate distinctions, such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (as identified under the [Equality Act 2010](#) as 'protected characteristics').

Information about Equal Opportunities for students and staff in the School of Education is found at: <http://socialsciences.exeter.ac.uk/education/currentstudents/equalopportunities/>

### 8.4 RACE EQUALITY

**Race Equality Resource Officer (RERO), Ruth Flanagan**  
01392 724871 or [R.Flanagan@exeter.ac.uk](mailto:R.Flanagan@exeter.ac.uk)

Ruth is available to work closely with students from all ethnic minorities and with students from other backgrounds who have witnessed racism.

She offers

- a safe, confidential and non-judgmental place to discuss issues and concerns
- signposting to practical support with issues such as housing and finance
- referral to appropriate agencies for specialist advice, information and support.

Further resources and contacts are at:

<http://socialsciences.exeter.ac.uk/education/currentstudents/equalopportunities/>

## 8.5 DIGNITY AND RESPECT

The University of Exeter's Dignity and Respect Policy statement can be found at <https://www.exeter.ac.uk/departments/inclusion/visionandpolicies/policies/>

Dignity and Respect Advisors are a network of members of staff from across the University who have volunteered and are trained to undertake the role. They provide a confidential and informal service for anyone involved in cases of harassment or bullying. They can listen, talk through available options and signpost to other sources of support and advice and can be contacted through SID.

<https://www.exeter.ac.uk/about/speakout/support/dignityandrespectadvisors/>

## 8.6 UNIVERSITY OF EXETER STUDENTS' GUILD

<http://www.exeterguild.org/>.

Tel: 01392 723528

The Students' Guild is the University's Student Union. It is a non-profit making organisation that provides representation, support, social activities and trading services for all students.

Sabbatical Officers for the current year are announced at <http://www.exeterguild.org>.

Please see <http://www.exeterguild.org/advice/> for up-to-date times for visiting the Advice Unit at either the Forum at Streatham or Penryn Campuses.

## 8.7 INTERNATIONAL STUDENT ADVICE

Please see <http://www.exeter.ac.uk/internationalstudents/> to see details about drop-in appointments during term-time. However, we would recommend that trainees book an appointment through SID.

## 8.8 IT SUPPORT

IT support is available from the IT Service Desk – see <https://www.exeter.ac.uk/ITServiceDesk> 08:00 to 18:00 in term time either online or by phone

## 8.9 LIBRARY SERVICES

<http://www.exeter.ac.uk/library/>

Library Services is a single institutional service, with primarily digital content and services which can be accessed anytime, anywhere.

Highton Building at St Luke's Campus contains the principal Education and Sports Science holdings of approximately 120,000 books and subscribes to over 400 journal titles. Journals are available in print and/or electronically depending on the title.

Trainees will need their log-in details to use the online e-resources.

**Library Registration:** The Unicaard functions as a library card and is required to enter and exit buildings, and to borrow items. It is not transferable. Library users are asked to check their email daily. Trainees should ensure that they keep the Library informed of their current postal and email addresses.

## 8.10 MEDICAL SERVICES

The Student Health Centre for St Luke's students is based at The Heavitree Practice, Heavitree Health Centre, South Lawn Terrace, Heavitree, Exeter, EX1 2RX. They can be contacted via 08444 773 486 or 01392 222099 (option 1). Further details are available at [www.theheavitreepractice.co.uk](http://www.theheavitreepractice.co.uk)

**For urgent out-of-hours problems trainees should call the NHS on 111.**

For full Student Health Centre information see [www.exeterstudenthealthcentre.co.uk/](http://www.exeterstudenthealthcentre.co.uk/)

### **8.11 MULTI-FAITH CHAPLAINCY TEAM**

The Chaplaincy is a team of people from different faiths working together to serve the whole University community of students and staff, more information can be found at [www.exeter.ac.uk/chaplaincy](http://www.exeter.ac.uk/chaplaincy). Chaplains are available to discuss any matters in confidence.

The St Luke's Assistant Chaplain (Anglican) is the Rev'd Hannah Alderson and her office is at St Luke's Chapel. Please see <https://www.exeter.ac.uk/students/chaplaincy/about/chaplains/>.

### **8.12 PRINT SERVICES**

Print Services are based at Streatham Campus in Northcote House. Please see: <https://www.exeter.ac.uk/departments/it/howdoi/printing/>

### **8.13 STUDY AREAS AT ST LUKE'S CAMPUS**

The study area in the Highton Building is open 24/7 and is accessed via Unicard. The Giraffe House study space in South Cloisters is open 7 days a week from 0800 to 2130 and is also accessed via Unicard.

There are 120 student study spaces, 37 PCs and print, copy and scan facilities, a quiet study area and lots of power sockets for trainee's own devices. Three group study rooms are bookable in advance through [iExeter](http://iExeter).

### **8.14 STUDY SKILLS SUPPORT: STUDENT ENGAGEMENT AND SKILLS HUB**

Please see: <http://www.exeter.ac.uk/student-engagement-skills/> for details

### **8.15 WELLBEING**

Wellbeing Services at the University of Exeter are here to help students get the most out of their time at university. Health and Wellbeing are crucial ingredients of effective study as well as a rich and fulfilling student experience. The service is confidential and offers a range of support for students including workshops, workbooks, counselling, CBT and mental health support. Trainees can find out more about Wellbeing Services here: [www.exeter.ac.uk/wellbeing](http://www.exeter.ac.uk/wellbeing)

Students can book into a telephone referral appointment with a clinical practitioner in order to access the services or therapies available within Wellbeing. To book an appointment, please see the Wellbeing website at the link above or contact the Wellbeing Centre on 01392 724381 or via email at [wellbeing@exeter.ac.uk](mailto:wellbeing@exeter.ac.uk).

PGCE students can access the support of the St. Luke's Welfare Consultants, based in College House. Trainees can contact them by emailing [welfare.stlukes@exeter.ac.uk](mailto:welfare.stlukes@exeter.ac.uk) or calling 01392 727502 to discuss their concerns, talk through options for support or understand more about how Wellbeing Services may be able to help.

There is also a lot of useful information on the Wellbeing Services website about support that can be accessed online, including workbooks, workshops and online CBT, through SilverCloud. More information is available at: <https://www.exeter.ac.uk/students/wellbeing/>

### **8.16 DISABILITY SUPPORT (SPECIFIC LEARNING DIFFICULTIES, PHYSICAL DISABILITIES/HEALTH CONDITIONS) AND WELLBEING SERVICES**

If trainees declared a disability, specific learning difficulty or mental health difficulties on their application form, the university's AccessAbility team or Mental Health Pathway will have made contact before the start of the course to allow for a prospective student questionnaire to be completed. If a trainee didn't declare any of these on their application form but feel that they might benefit from this support or that of Wellbeing Services they can contact them at any time during the year.

Once registered with AccessAbility or Wellbeing Services they will, where appropriate, draw up an Individual Learning Plan (ILP) in conjunction with the trainee. This is an important document as it will inform the School of Education of any particular adjustments we need to make (for example, if a trainee has dyslexia and want this to be taken into consideration when their assignments are marked or if they have a physical disability and require assistive equipment or software). It can also be used as supporting evidence for extension requests.

Trainees can find out more about Individual Learning Plans at:

<https://www.exeter.ac.uk/students/wellbeing/bookanappointment/>

### **What is an Individual Learning Plan ILP?**

An Individual Learning Plan (ILP) is a document that informs departments within the university that a student has declared a disability and sets out the reasonable adjustments that need to be considered. For a student to have an ILP in place, the student will have a health issue or disability which fits the criteria to be classified as a disability under the [Equality Act 2010](#). The legislation affects all HEIs in the UK and all are expected to provide reasonable adjustments in response to assessed needs.

### **Why do students have ILPs?**

Reasonable adjustments are put in place in order to remove barriers that may prevent students from participating at university, and to minimise the impact that their health condition or disability may have on their ability to study.

### **How does a student get an ILP?**

Students make contact with Wellbeing Services (AccessAbility/Mental Health Pathway) and following an in-depth assessment an ILP is set up. This requires the student to provide independent evidence of their health condition.

### **When are ILPs set up or updated?**

ILPs can be set up or updated at any point throughout the academic year in agreement with the student.

### **Student responsibilities**

It is the student's responsibility to contact Wellbeing Services if they have any queries about the details contained within their ILP, if they would like it reviewed or if their situation changes at any time.

Trainees should contact the Info at St Luke's Team ([info.stlukes@exeter.ac.uk](mailto:info.stlukes@exeter.ac.uk)) if they have any queries about the implementation of the reasonable adjustments.

**Please note: requests for extensions due to an ongoing disability/specific learning difficulty/mental health difficulties are unlikely to be granted if an ILP is not in place. Also, due to the anonymous marking policy used by the university, tutors marking summative assignments from dyslexic trainees will not be able to apply dyslexia marking guidelines to an assignment if an ILP is not in place. It is therefore important to get an ILP set up as early in the year as possible if trainees want their disability/specific learning difficulty/mental health difficulties to be taken into consideration during the University-based taught elements of the PGCE programme.**

For further information on the services provided by AccessAbility and Wellbeing Services please go to:

<https://www.exeter.ac.uk/students/wellbeing/>

To book an appointment with an advisor, please go to:

<https://www.exeter.ac.uk/students/wellbeing/bookanappointment/>

## **8.17 FITNESS TO TEACH**

Alongside the support provided by the AccessAbility and Wellbeing Services every PGCE trainee is assessed as part of the admissions process to ensure that they are fit to teach. This assessment is done by an external provider to the university, currently Exeter Occupational Health Service, part of Royal Devon and Exeter NHS Foundation Trust. In certain circumstances adjustments can be applied to school placements for PGCE trainees where the Exeter Occupational Health Service recommends that the trainee is only fit to teach if this adjustment

is made. The Partnership Office manage the reasonable adjustment process and work with the schools to provide any such recommended adjustments, as far as they are possible and 'reasonable'.

The Partnership Office will also seek permission, if trainees have declared a disability/specific learning difficulty/mental health difficulties on their application (or during the year), to disclose this information to placement schools, and university tutors. Trainees have the right not to give their permission but we encourage trainees to do so as it enables school and university staff to provide appropriate support.

## 9. CAREERS AND EMPLOYABILITY

### 9.1 EMPLOYABILITY

Professional development training is interwoven throughout the PGCE course. Taking time to reflect on practical experiences in the classroom is encouraged. Further careers skills training, such as application form writing or interview skills can be accessed through the [Career Zone](#).

Job adverts and other useful information is posted in the Careers section of the PGCE School Direct Core Documents page on the e-learning environment (ELE).

We also tweet job vacancies via [#exeterpartner](#)

### 9.2 APPLYING FOR A TEACHING JOB

Trainees should start to look for their first teaching post early in December, especially if applying only to specific parts of the country. Recruitment websites and The Times Educational Supplement are good sources of job opportunities and the Department for Education has a job listing service called Teaching Vacancies (<https://www.gov.uk/find-teaching-job>).

If trainees don't already know the school, it is advisable to research about it and the area it is in. Read the job specification carefully and look at the school's website. Trainees should write their personal statement/letter of application to match as closely as possible the requirements of the school and subject department. Trainees should be positive, but honest – it is no good claiming to have interests or skills that the school may appear to be looking for if these can't be delivered effectively at interview or when in post. Trainees may feel that they have had relatively little classroom experience when they apply. Trainees shouldn't worry about this. Tutors will make the position clear in the reference that they write and schools are good at seeing potential in applicants. None of the trainees applying for the job will be a 'finished product'.

University Tutors can discuss job applications with trainees, but staff in schools are in the best position to give advice and support through the process.

As soon as trainees start applying for jobs, they should make sure that their University Visiting Tutor has up-to-date information on which to base the reference. Normally applicants will be asked for two referees. Trainees should include the Head Teacher of their current placement school as one referee (check that this is the expectation of the school – it usually is) and give the name of their University Tutor as the other referee.

It is good professional practice to keep referees informed of job applications as references are often requested at extremely short notice.

**Please note that the correct address to give for university contact for a reference is:**

<name of tutor>  
School of Education Reference Request  
Info at St Luke's  
University of Exeter  
Heavitree Road  
Exeter EX1 2LU

Or by email using [ed-references@exeter.ac.uk](mailto:ed-references@exeter.ac.uk)

### 9.3 APPLYING FOR JOBS RESOURCES ON ELE

There are a number of useful resources in the Applying for Jobs section on ELE. These resources may be updated during the year so please do check the page regularly.

## **9.4 INTERVIEWS**

Trainees are entitled to take time off from placements to attend teaching interviews but should travel outside working hours whenever possible in line with customary professional practice. A balance must be struck between attending interviews and taking time away from placement, which may jeopardise progress on the PGCE course.

Many partner schools run mock interviews for trainees to give them an introduction to the way that schools select staff.

Bear in mind that each school is likely to have its own version of the interview process. It is now the norm for applicants to teach a lesson to a group of pupils. Many schools take into account the feedback from pupils in coming to a decision about who to appoint. Applicants should be briefed fully and well in advance by the school about the topic, age range and capability of the group that they will teach. Trainees should however, aim to keep some flexibility so that they can respond to the situation on the day. It is advisable not to try anything too ambitious and always have a backup in case of ICT failure on the day. It is sensible to base the lesson on teaching approaches and strategies that have already been used successfully (but remember that every group of pupils will respond in a different way, so flexibility is important).

## **9.5 TEACHER REFERENCE NUMBER (TRN)**

The DfE issue these in the Autumn term. We will email trainees their TRN once we have received it from the DfE.



## 10. ATTENDANCE, ABSENCE, INTERRUPTION OR WITHDRAWAL FROM THE PROGRAMME

### 10.1 ATTENDANCE REQUIREMENTS AND MONITORING

To qualify for the PGCE trainees must attend and contribute to all parts of the programme including both M level modules and all placements for School-based Work. Therefore, the Attendance Record in the Individual Development Portfolio is important. Maintaining an excellent record of attendance is an important element of professional behaviour.

- University regulations [www.exeter.ac.uk/calendar](http://www.exeter.ac.uk/calendar) make clear that trainees may not start term late, finish term early, or be absent from the programme, classes or other assigned academic activities without prior permission.
- The half terms in the Autumn, Spring and Summer terms are part of the course, not vacation, and these weeks should be dedicated to university work.
- International students should note that UK Visas & Immigration (UKVI) require the University to ensure that all Tier 4/Student visa holders are engaging satisfactorily with their programmes. Poor attendance or failure to engage with their programme could lead to trainees being withdrawn from the University and their visa curtailed.
- School term dates do not coincide exactly with the university PGCE term dates. Following the end of the PGCE course in June, School Direct trainees and their schools will have negotiated a mutually agreeable end date. If this is after the end of the PGCE term then schools must make their own DBS and insurance arrangements with the trainees.

### 10.2 LEAVE OF ABSENCE REQUESTS

The PGCE is an intensive course with high expectations of professional behaviour. Trainees are not normally granted leave of absence although exceptions may include compassionate grounds, occasional BUSA sporting fixtures, and national representation.

Trainees are entitled to leave of absence for teaching interviews and they do not need to request permission from the university for these although of course they must discuss this with their school (any absence due to interviews should be logged by the trainee in the student absence tab in their IDP). As is professional practice trainees are expected **to take the minimum time required for attending teaching interviews**, especially where pre-interview visits are involved. If the school feels that trainees are having excess time out at interview it may call into question the trainee's ability to meet the Teachers' Standards consistently. In such a situation the school will advise the trainee to concentrate on meeting the Standards rather than on securing a job.

As in professional practice trainees are expected to arrange medical appointments outside school hours where possible.

Leave of absence is granted by the School/University Partnership:

- Absence from school requires the agreement of **both** the ITE Coordinator in school and the Partnership Director in the university
- Trainees must be in good standing with the Partnership to be granted leave of absence.

#### **To Request Leave of Absence**

Go to the General Policies and Documents section of the School Direct Core Documents ELE Page (<https://ele.exeter.ac.uk/course/view.php?id=10655>) and download the 'Request a leave of absence' form.

The form must be completed to request intended absence (excluding interviews) and must be sent to [ed-absence@exeter.ac.uk](mailto:ed-absence@exeter.ac.uk) in time for a decision to be made. Any agreed absence should be logged by the trainee in the student absence tab in their IDP.

### 10.3 EARLY TEACHING CONTRACTS AND ECT INDUCTION

As a general rule no absence can be sanctioned in the final week(s) of the university summer term as trainees must be available for moderation and examination visits if necessary. Requests to begin teaching posts before the PGCE term ends will be refused as the commitment to complete the PGCE training is a requirement. In addition it is a contractual obligation to complete the PGCE programme for trainees who are in receipt of a training bursary (unless they interrupt their studies or withdraw from the programme during the year). However, schools may be happy to release trainees to visit their new employing school if the school is not employing the trainee and such matters should be raised with the school who will discuss this with the university.

### 10.4 UNANTICIPATED ABSENCE

Where last minute absence is unavoidable (e.g. if a trainee is unwell) it is their responsibility to ensure that relevant parties are informed. It is an expectation that teachers communicate their absence to their school well before the start of the school day. It is likely that the school will have provided trainees with information about this and they must follow their protocols.

Trainees should also report absence to the university by:

- Informing Info at St Luke's (01392 724837) or [ed-absence@exeter.ac.uk](mailto:ed-absence@exeter.ac.uk)
- Informing their University Visiting Tutor, if a visit is scheduled
- Setting work as detailed below
- Logging absence in the student absence tab in their IDP

It is an important part of professional practice to set appropriate work for any classes that will be missed through illness, attendance at job interviews or for any other reason. To set such work, it is not sufficient to send a text message nor to leave messages on a school answering machine. For unanticipated absence, trainees should at the very least make direct contact with their Lead Mentor who will be able to pass on work to other teachers.

### 10.5 ABSENCE DUE TO ILLNESS

Up to 6 consecutive days	See Unanticipated Absence and also send a Self-Certification Form available from the School Direct Core Documents section of ELE to <a href="mailto:ed-absence@exeter.ac.uk">ed-absence@exeter.ac.uk</a>
7 or more consecutive days	As above. In addition a <i>Medical Certificate</i> signed by a doctor must be sent to: <a href="mailto:ed-absence@exeter.ac.uk">ed-absence@exeter.ac.uk</a>

It is likely that trainees will need to follow the same processes for their school and so a photocopy of the medical certificate (or scanned copy) is acceptable.

NOTE: If trainees are in receipt of a DfE bursary, please note that the DfE specifies how providers must manage bursary payments in the case of illness. They have stated that in the event a trainee is absent through illness, only one further bursary payment can be made following the first day of absence. After this, continued absence should trigger a conversation about interruption or withdrawal. So if we receive a medical certificate from a trainee or are informed by a school of continued absence, we will provide the trainee with relevant information about how their bursary payments may be affected at that point.

### 10.6 ABSENCE DUE TO SEVERE WEATHER

Trainees should contact their lead school for instructions in this instance.

### 10.7 EXTENDED ABSENCE

If trainees accumulate **more than 10 days' absence** this may raise concerns about their personal welfare, their ability to meet the professional requirements of the programme and their ability to achieve the Teachers' Standards (for QTS). Extended absence for illness or for personal reasons may lead to an inability to meet the *Teachers' Standards (for QTS)* by the end of the course, and would therefore lead to a Fail result. If trainees accumulate more than 10 days' absence on their attendance record it becomes important to address the situation. Accordingly, a Trainee Support Plan and/or a Cause for Concern letter may be issued. If there are

doubts about a trainee's ability to complete the programme satisfactorily a Review Meeting will be arranged with their Programme Directors.

## 10.8 UNAUTHORISED ABSENCE

If trainees absent themselves from any aspect of the programme without consultation/authorisation then they will automatically be deemed to have withdrawn from the course.

## 10.9 WITHDRAWAL FROM THE PROGRAMME

If trainees feel unable to continue the PGCE they are strongly recommended to discuss this with their Personal Tutor or UVT and with the school before making a decision. We can help trainees make appropriate decisions, and if necessary, direct them to further careers guidance. **Once a trainee has informed the school of their decision and left your placement they cannot change their mind.**

There are cut off dates near the beginning of each term whereby if trainees withdraw after that date, they will be liable for that term's fees.

Please see the below link, noting particularly the 'Interruptions, Withdrawals & Refunds' and 'Department for Education and Teaching Regulation Agency' sections for information on any financial implications of the decision, including information bursary payments.

<https://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/finance/>

If trainees need any further help with the financial aspects of their decision the University's Guild Advice Unit (<https://www.exeterguild.org/advice/>) can also help.

### WITHDRAWAL PROCEDURE

- Trainees will need to complete an online withdrawal form. Trainees should discuss any plans to withdraw with their personal tutor/UVT who can then arrange for the withdrawal form details to be sent. The School of Education is required to complete the **last date of attendance** on the withdrawal form and this date is used by Student Fees, Student Records, Student Finance England etc when calculating any tuition fee refunds and bursary payment entitlement.
- The last date of attendance is provided to the School of Education Office by the placement school and is defined as the last date the trainee was physically in attendance. It is not the date the trainee signs the withdrawal form. The only exception is if a trainee has been signed off by their doctor for a period of time leading up to their withdrawal, in which case the date they indicate their intention to withdraw to their tutor will be used instead.
- It is essential to complete the withdrawal paperwork quickly so that the financial implications can be dealt with appropriately.
- **Once the withdrawal form has been completed it is not possible to recommence the course.**

## 10.10 REQUESTING AN INTERRUPTION FROM THE PROGRAMME

Occasionally trainees have to interrupt their studies for very good reasons, such as serious medical, psychological or extreme personal circumstance. Interruption is not an automatic entitlement and normally not allowed if trainees are failing to make normal and expected progress. It is also not normally allowed if the reason for the interruption is still going to exist on return to the course; for example if trainees are experiencing stress or anxiety as a consequence of their training.

Trainees may not apply to interrupt after the Developing Independence FRAP (usually during the week prior to May half term). If a trainee's circumstances are such that they cannot attend the course after this date then they should be signed off sick by their GP and the grades on the DI FRAP will determine whether they pass or fail the course. If all the standards are met then they will pass the course but if any are still not met then they will be deemed to have failed. The university reserves the right to approve interruption requests after this date if the circumstances require ie: pending a Fitness to Practise outcome.

It is also important to note that if trainees are failing to make satisfactory progress and believe this to be as a result of a medical condition which they have not disclosed to the university (please remember that the medical information provided for the OH assessment completed prior to entry, does not, automatically, get shared with the university) then they cannot claim it as the reason for the lack of progress and thus the reason for interruption.

Please remember that there may be other options to consider before requesting an interruption. Trainees are encouraged to talk to their tutor or the Partnership Relations Managers.

Trainees should make sure they understand any financial implications of their request to interrupt. Please see <http://www.exeter.ac.uk/staff/policies/calendar/part2/finance/> and in particular the 'Interruptions, Withdrawals & Refunds' and 'Department for Education and Teaching Regulation Agency' sections for information on any financial implications of the decision, including information bursary payments. If trainees need any further help with the financial aspects of their decision the University's Guild Advice Unit (<https://www.exeterguild.org/advice/>) can also help.

Because School Direct trainees are the joint responsibility of both the university and the school, decisions about interruption will be made jointly between them.

### INTERRUPTION PERMISSION

- Trainees will need to submit an 'Interruption Request form' to the head of Initial Teacher Education for consideration, including any medical evidence if the reason for the request is medical. The 'Interruption Request form' is available from the School Direct Core Documents ELE page (<https://ele.exeter.ac.uk/course/view.php?id=10655>) in the General Documents section.
- The decision to allow an interruption is made by the Head of Initial Teacher Education, after consultation with the trainee's Personal Tutor, and they will inform the trainee of the decision. Once a trainee has received confirmation that their request has been approved, they will be asked to complete a University Interruption form. The School of Education is required to complete the **last date of attendance** on the interruption form and this date is used by Student Fees, Student Records, Student Finance England etc. when calculating any tuition fee refunds.
- The last date of attendance on the programme is usually the date the request for an interruption is formally approved by the Head of Initial Teacher Education. The only exception to this is if there has been a lengthy delay in submitting the Interruption Request form, in which case, an earlier date may be decided upon.
- **If trainees are requesting an interruption during a school placement, they should continue to attend placement until the outcome of your request has been communicated to them.** The only exception to this is if they have been signed off by a doctor.
- It is essential to complete interruption paperwork quickly so that the financial implications can be dealt with appropriately.
- Usually an interruption will only be permitted if, at the point of request, trainees are in good standing with the university and are making normal and satisfactory progress within the programme.

### RETURNING TO THE COURSE AFTER INTERRUPTION

If trainees are granted an interruption, the conditions under which they can return will be communicated to them at the end of the term in which the trainee interrupted. These will be decided jointly with the school and communicated to the trainee in a letter. Trainees must return to the course within two years of their interruption.

**Important** – a penalty fee of £300 may be incurred if trainees confirm their return and subsequently decline a placement that has been arranged for them.

Trainees will be required to undergo another fitness to teach assessment on their return, and apply for another Disclosure and Barring Service (DBS) Disclosure Certificate.

## 10.11 FITNESS TO PRACTISE

The university recognises that in conferring appropriate academic qualifications, where these lead to a professional qualification, admission to a professional body, and/or statutory registration, it must be satisfied that the trainee will be a safe and suitable entrant to the given profession.

For teaching, Fitness to Practise refers to a trainee's physical and mental health and to their professional behaviour. University of Exeter Fitness to Practise Procedures govern this area and details of these can be found online at <http://www.exeter.ac.uk/students/administration/complaintsandappeals/fitnesstopractice/>.

Applicants also have a duty of ongoing disclosure (i.e. they should inform the university if information or circumstances relating to the Fitness to Practise criteria changes at any point). Once an applicant has registered with the university he/she should act in accordance with the University of Exeter Statutes and Ordinances <http://www.exeter.ac.uk/staff/policies/calendar/part1/> as well as the standards set out by the DfE relating to professional conduct.

### Confidentiality

Any information relating to Fitness to Practise considerations will only be seen by those who need to consider it as part of our admissions process or other University staff and partners concerned with the initial and ongoing risk assessment and involved with measuring against the fitness to practise criteria listed in the appendices. We will preserve the anonymity of applicants during these processes wherever possible, and will comply with Data Protection legislation at all times.

### Trainee Medical Fitness to Teach and DBS Responsibilities

- The Disclosure and Barring Service (DBS) Disclosure Certificate and Medical Fitness to Teach are checked as part of the formal process of admission and remain important during the PGCE. Trainees have a responsibility to inform of us of any change in their medical well-being or of any incidents which might alter the standing of their Disclosure Certificate. .
- All trainees who interrupt their training or who are offered an additional school-based work placement will be required to undergo a Medical Fitness to Teach assessment and another DBS check before returning to the programme.

### Declared Mental Health, Specific Learning and/or Physical Difficulties

- Trainees who have a declared mental health, specific learning or physical difficulty and require additional support whilst studying should refer to the Support and Welfare Contacts section of this handbook for details. We strongly encourage trainees to make the appropriate contacts so that they can receive appropriate support.
- For trainees who have significant health issues that prevent them from fully engaging on the course the university may refer them back to Occupational Health for assessment under Fitness to Teach as per the ITT criteria C1.3:  
<https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice>.

When a trainee declares that they have a difficulty the University of Exeter has a responsibility to provide support and advice to allow them the opportunity to succeed, providing the matter does not result in them being deemed 'unfit to teach' by the Fitness to Teach process. In declaring a difficulty trainees will not be discriminated or labelled in an unhelpful way..

Partnership Office staff have the right to request a further Medical Fitness to Teach assessment if they believe that a trainee's circumstances have significantly changed.

### Professional Conduct

At all times trainees should behave in a manner appropriate to the professional conduct expected of a teacher; this includes how they speak to or about children in school, school colleagues, parents or university staff.

### **Decision Making**

Decisions on fitness to practise on entry to the PGCE programme will be overseen and monitored by the University of Exeter Admissions Fitness to Practise (Admissions Stage) Review Panel. Decisions may be made by Chair's Action where appropriate. The Group may also delegate executive authority to nominated Admissions staff to deal with very minor infringements/cases

In assessing relevance the panel should consider whether, and to what extent, the behaviour involved in committing the offence:

- was contrary to the standards of personal and professional conduct expected of "the profession";
- was relevant to working with children and/or vulnerable people;
- would be likely to have an impact on the safety or security of children and all vulnerable persons and/or members of the public
- where there is evidence of dishonesty

Post-registration, decisions on fitness to practise are made as detailed in the Fitness to Practise Policy and Procedures <https://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/fitness/>

If trainees feel they need further information or are in any doubt about their own position, please refer to the procedures and arrange a meeting with the School Direct Programme Director.

**It is important to be aware that failure to observe any aspects of Fitness to Practise may lead to the termination of training.**

# 11. PROGRAMME EVALUATION & QUALITY ASSURANCE

## 11.1 TRAINEE EVALUATIONS

School Direct lead schools may ask their trainees to evaluate the provision for their training.

The university uses online evaluation systems to conduct trainee evaluations. At various points during the year trainees will be asked to complete anonymous evaluations of all aspects of their training.

The university also collects information on trainees' employment into teaching at the end of the year.

The responses gathered from the various evaluations are collated and given to tutors, the Programme Director and the Partnership Director in summary form to inform and improve the services and processes relating to the School Direct PGCE programme. Although trainees are encouraged to give honest and constructive feedback, please remember to word this carefully and sensitively; we take them seriously and read every comment carefully.

Information from these evaluations in turn feeds into the university's Annual Programme Monitoring process where all programmes have to consider student evaluation as part of their annual review process. Ofsted also ask for trainee comments on the course and trainees may be sent a link to their survey and an email from them about it. If we are inspected during the course we will ask trainees to complete this survey for them.

## 11.2 ITE COORDINATOR EVALUATIONS

In addition, the school ITE Coordinator is asked to complete an evaluation of the provision by the university for School-Based Work placements in their school at the end of each academic year. All evaluative data is returned to the Partnership Director who is responsible for monitoring the quality of provision for school-based work in all partner schools.

## 11.3 STAFF/STUDENT LIAISON COMMITTEE

Matters arising and feedback from the Staff/Student Liaison Committee (SSLC) meetings are fed into, and appear, as standing agenda items at each of the termly Programme Management Committee meetings.

## 11.4 RESOLVING CONCERNS INFORMALLY

- First, trainees should **tell the member of staff involved** about their concerns. This should always be the first step and it will normally solve the problem.
- If the trainee considers the response inadequate, they could approach the Programme Director and tell the member of staff concerned that they are taking matters further. In exceptional circumstances, if a trainee is unable to mention the matter to the member of staff first, then they can still approach the Programme Director.
- If several trainees share the same concern, one trainee can speak to the member of staff concerned on behalf of the group, but the member of staff should be told the precise number of trainees involved. It is unhelpful for one trainee to indicate that, say, 'over half' the group are concerned. This can lead to misrepresentation and misunderstanding.
- If the concern is about school-based work trainees should talk to their school (Lead Mentor, Reflective Mentor or ITEC) in the first instance. If this does not resolve the concern please contact the Partnership Relations Manager and UVT.
- If these suggestions fail to resolve the concerns, trainees can follow the formal complaints procedure as detailed in 11.5 below. The Students' Guild can provide advice and support.

## **11.5 FORMAL COMPLAINTS PROCEDURE**

We hope that most situations can be resolved without recourse to the formal complaints procedure. However, the University of Exeter Senate has issued guidelines for where a trainee wishes to pursue a formal complaint. Full guidelines are published in the University Calendar at:

<http://www.exeter.ac.uk/students/administration/complaintsandappeals/complaints/>

Please first be sure that it is a matter of complaint rather than one of poor communication or misunderstanding. It is important for all concerned that trainees follow the procedure and that they are thoroughly professional in their actions and utterances.

## **11.6 SUPPORT DURING A COMPLAINTS PROCEDURE**

All trainees are responsible for their own learning. It is the University's policy to discuss trainees' progress with them only and under no circumstances with their parents, spouse or partner and we cannot enter into any conversation with them, nor can we allow them to be in attendance at meetings. Should the trainee want the support of another person at a meeting, details of appropriate people can be found in para 7.2 of the procedure available at <https://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/complaints/>.



## 12. PROFILE DESCRIPTORS & TEACHERS' STANDARDS

### 12.1 PROFILE DESCRIPTORS

#### Anticipating Practice Phase Profile Descriptor

<b>Behaviour Management</b>
<p><b>Learn That</b> You know core policies and practices in your placement school, for example with respect to rules and routines and keeping pupils safe.</p> <p><b>Learn How</b> You show empathy and respect for children/ young people, and can communicate with them effectively.</p>
<b>Pedagogy</b>
<p><b>Learn That</b> You know how your placement school supports pupils from disadvantaged backgrounds.</p> <p><b>Learn How</b> You begin to be aware of what teachers can do to motivate pupils to engage in their learning.</p>
<b>Curriculum</b>
<p><b>Learn That</b> You have reviewed your subject and curriculum knowledge and identified areas to develop through observation of teachers, independent reading and research, and planning and teaching. You understand teachers' responsibility to develop literacy and numeracy and know the importance of fundamental English and mathematics.</p> <p><b>Learn How</b> You begin to be aware of how decisions are made in school when designing and organising the curriculum.</p>
<b>Assessment</b>
<p><b>Learn How</b> You begin to be aware of how teachers know that their teaching has impacted on pupils' learning.</p>
<b>Professional Behaviours</b>
<p><b>Learn That</b> You are aware of your own development needs in relation to English and mathematics, and have created an action plan to address these.</p> <p><b>Learn How</b> You demonstrate the expectations of the preamble and Part Two standards. This includes demonstrating appropriate standards of ethics and behaviour, including punctuality, attendance and appropriate dress. You maintain a professional presence in school, and develop effective professional relationships. You reflect on your observations in school and can talk about the insights that you have gained. You approach school experience with enthusiasm and a willingness to get involved in lessons.</p>

#### Beginning Practice Phase Profile Descriptor

<b>Behaviour Management</b>
<p><b>Learn That</b> You understand that good teaching has a positive impact on pupil outcomes through setting high expectations of all pupils. You know that teachers act as role models for pupils, influencing their attitudes and behaviour, and that the role of the teacher is particularly important for pupils from disadvantaged backgrounds. You understand the importance of creating positive relationships with pupils and a culture of mutual respect. You know how safe classroom environments are created and maintained through development of cultures of trust and mutual respect, consistent use of rules, routines and consequences and, where relevant, through safe practices in practical settings. You understand how theories of motivation relate to behaviour management, and that prior experiences impact pupils' attitudes to learning. You know core policies and practices in your placement school, for example with respect to rules and routines and keeping pupils safe.</p>

**Learn How**

You contribute to the creation of a positive classroom culture with high expectations, through verbal and non-verbal communication.

You begin to use the school behaviour policy, setting clear expectations for behaviour.

**Pedagogy****Learn That**

You know how subject-specific research informs pedagogy in your curriculum area, including how children learn and how learning can be sequenced.

You know that lessons should be structured and that learning should be scaffolded, drawing on pupils' prior knowledge and incorporating opportunities to assess pupils' misconceptions, and how modelling and worked examples are used to scaffold clear explanations.

You are aware of research relating to questioning, classroom talk, group activities and grouping structures, homework, and the role of regular practice and can explain how this influences planning for learning within your subject.

**Learn How**

You draw on subject and curriculum knowledge to plan episodes which develop key concepts, knowledge and skills, scaffold learning and provide challenge, with support from the class teacher.

You can explain concepts to pupils using verbal and visual representation, examples and modelling.

**Curriculum****Learn That**

You have a developing knowledge and understanding of the subject/s you are teaching.

You are beginning to understand general principles of curriculum design and are aware that curriculum sequencing is important.

**Learn How**

You begin to understand how pupils' literacy is developed, including the use of systematic synthetic phonics in early reading, and know how literacy and numeracy can be supported within your subject teaching.

You have observed how the curriculum is delivered in your placement school.

**Assessment****Learn That**

You know how subject-specific research informs assessment in your curriculum area.

You understand some of the principles of effective assessment and feedback.

**Professional Behaviours****Learn That**

You know that teachers are accountable for achieving the highest possible standards in work and conduct and maintain high standards in their own attendance and punctuality.

You understand that a teacher acts with honesty and integrity.

You understand that a teacher has proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintains high standards in their own attendance and punctuality.

Drawing on knowledge of educational research, you understand the rationale for expert mentoring, feedback and reflective practice in learning to teach and the importance of professional relationships with colleagues and parents.

You understand your responsibilities in relation to child protection in school.

**Learn How**

You build positive relationships with colleagues, work with mentors to identify targets for development, and respond proactively to feedback and advice. You are developing strategies to prioritise tasks and keep on top of organisation.

You engage critically with educational research, drawing on a range of sources and relating these to practice.

You evaluate episodes and lessons, drawing on subject-specific pedagogy and theories of learning to relate teaching to pupil learning.

You can explain the pedagogical principles which underlie some teaching activities, articulating how these relate to subject-specific research into how children learn.

## Consolidating Practice Phase Profile Descriptor

<b>Behaviour Management</b>
<b>Learn That</b> You have deepened your knowledge of Behaviour Management by exploring how this is enacted in your placement school.
<b>Learn How</b> You can establish a positive classroom environment, using verbal and non-verbal communication effectively when leading lessons. You use the school behaviour policy with increasing consistency, and encourage effort and positive attitudes to learning and challenge. You can teach expected behaviour explicitly, use sanctions and rewards in line with the school behaviour policy, and support pupil behaviour by giving clear, manageable instructions and checking pupil understanding. You can develop pupils' intrinsic motivation by linking the learning to their own goals and interests.
<b>Pedagogy</b>
<b>Learn That</b> You have deepened your knowledge of Pedagogy by exploring how this is enacted in your placement school. You understand that teaching should adapt responsively to different pupils' needs, including those with SEND and those with EAL, and through TA support. You have deepened your understanding of a particular aspect of SEND, can relate this to educational research in the field to inform practice. You are aware of research relating to homework and the importance of positive home-school links.
<b>Learn How</b> You draw on subject and curriculum knowledge to plan individual lessons which develop key concepts, knowledge and skills. These build on pupils' prior knowledge and offer opportunities to apply knowledge. You can design effective lessons which include opportunities to identify and address misconceptions, scaffold learning, provide appropriate challenge, use examples, modelling and verbal and visual explanations. You can use questioning to assess pupils' understanding and develop their thinking, and use a range of authoritative and dialogic talk activities to develop depth of understanding. You are beginning to adapt teaching to respond to pupils' individual needs, drawing on appropriate resources and school support systems, both by planning for flexibility and by adapting responsively during lessons.
<b>Curriculum</b>
<b>Learn That</b> You have an increasingly secure knowledge and understanding of the subject/s and curriculum you are teaching. You understand how pupils' literacy is developed, including the use of systematic synthetic phonics in early reading, and know how literacy and numeracy can be supported across the curriculum.
<b>Learn How</b> You draw on subject and curriculum knowledge to plan individual lessons which sit within the sequencing of the school curriculum.
<b>Assessment</b>
<b>Learn That</b> You understand the importance of effective assessment, including the principles of using verbal and written feedback, and how assessment supports the development of pupils' metacognition and self-regulation. You have extended your contextualised knowledge of the assessment policies and practices in your placement school. You know how data is used school-wide, and within departments, to inform policy and practice.
<b>Learn How</b> You plan individual lessons which include opportunities to receive feedback. You can use formative assessment strategies to inform planning and teaching, and can provide useful, targeted feedback that feeds into pupils' work.

## Professional Behaviours

### Learn That

You have deepened your knowledge of Professional Behaviours by continuing to explore how these are enacted in your placement school.

You have continued to deepen your knowledge and understanding of effective, research-informed teaching, as described in *Beginning Practice*, in your planning, teaching and reflection and in professional dialogue with your mentors, tutors, colleagues and peers.

You understand how to effectively work with Teaching Assistants.

### Learn How

You develop positive professional relationships with other teachers, the SENCO and assistants in the classroom. You respond openly and proactively to feedback, and identify targets for your own development. You can communicate professionally with parents and carers. You prioritise and manage your workload, and contribute positively to the wider school culture.

You evaluate the impact of episodes and lessons, drawing on subject specific pedagogy and theories of learning to relate teaching to pupil learning, using evidence from formative assessments and considering impact on individual pupils.

You can explain the pedagogical principles which underlie your chosen teaching activities, articulating how these relate to subject-specific research into how children learn.

You engage critically with research, synthesising from different sources and exploring how the application of research to practice is shaped by context.

You are managing your own workload and completing the required Exeter Model training tools. You have built up from teaching episodes to whole lessons on a regular basis. You are submitting lesson plans in sufficient time to receive feedback on them as guided by your Lead Mentor.

## Developing Independence Phase Profile Descriptor

### Behaviour Management

#### Learn That

You have deepened your knowledge of Behaviour Management by exploring how this is enacted in two placement schools

#### Learn How

You create a positive, respectful classroom environment, in which pupils feel able to make mistakes and be ambitious. You use the school behaviour policy consistently, and find opportunities to engage parents/carers in their child's learning.

You support pupil behaviour by being consistent in responses, teaching and reinforcing school routines, and through well planned lessons. You link learning to pupils' goals and interests to develop their intrinsic motivation.

### Pedagogy

#### Learn That

You have deepened your knowledge of Pedagogy by exploring how this is enacted in two placement schools.

You know how teaching can be adapted responsively to support pupils with English as an additional language, and to support pupils from diverse backgrounds.

#### Learn How

You design sequences of learning which develop learning effectively in line with the core concepts, knowledge and skills of the subject and phase. These take account of working memory, prior knowledge, misconceptions, scaffolding and challenge, and opportunities to apply, practise and respond to feedback. You can use talk-based, text- or graphic-based or other scaffolding strategies, modelling, worked examples, dual coding, and pair and group work, to make learning accessible but appropriately challenging. You can identify when to remove scaffolds to increase pupil independence. You use a range of dialogic and authoritative talk activities to develop pupils' understanding, and can provide scaffolds to support classroom talk.

You manage whole class questioning and discussion to extend pupils' thinking.

You support pupils with a range of individual needs, pre-planning support when necessary. You draw on the support of colleagues such as the SENCO, Designated Safeguarding Lead (DLS) and TAs to respond effectively to individual needs, and know how to stretch and challenge students.

<p><b>Curriculum</b></p> <p><b>Learn That</b> You have deepened your knowledge of Curriculum by exploring how this is enacted in two placement schools. You have deepened your understanding of how literacy is supported.</p> <p><b>Learn How</b> You design sequences of learning which cohere with the school curriculum, drawing on and adapting school schemes of work.</p>
<p><b>Assessment</b></p> <p><b>Learn That</b> You have deepened your knowledge of Assessment by exploring how this is enacted in two placement schools.</p> <p><b>Learn How</b> You manage whole class questioning and discussion for formative assessment. You support pupils by integrating formative assessment into your lessons and adapting responsively during lessons. You use data and ongoing embedded formative assessment to inform your teaching, understanding the benefits and limitations of each. You adopt manageable approaches to marking, collection of data, and provision of feedback, in line with school policy. You provide useful, targeted feedback, both verbally and in writing, which pupils can respond to. You can scaffold pupil self and peer assessment to make it focused and useful.</p>
<p><b>Professional Behaviours</b></p> <p><b>Learn That</b> You have deepened your knowledge of Professional Behaviours by exploring how these are enacted in two placement schools. You have further embedded your knowledge and understanding of effective, research-informed teaching and how you can relate it to your own practice by engaging with research in a specific area of practice and conducting your own research. You extend your knowledge and understanding through continued engagement with key principles in teaching, through your planning, teaching and reflection, and in professional dialogue with your mentors, tutors, colleagues and peers. Through experiencing two contrasting placements, your understanding of the complexities of relating theory and practice has developed, for example in approaches to supporting pupils from disadvantaged backgrounds. You have deepened your understanding of the pastoral role of the teacher.</p> <p><b>Learn How</b> You collaborate and sustain positive professional relationships with all colleagues. You have strategies to manage workload and wellbeing. You can situate your own strengths and needs in a longer-term picture of early career development. You can undertake systematic small-scale research in the classroom to inform practice, and engage with research with an understanding of how the application of research to practice is shaped by context. You routinely evaluate the impact of teaching on individuals and groups, drawing on subject-specific pedagogy and theories of learning. You can explain the pedagogical principles which underlie sequences of learning, articulating how these relate to subject-specific research into how children learn.</p>

### Extension and Enrichment Phase Profile Descriptor

There will be evidence that you are both consolidating and moving beyond the threshold of the Teachers' Standards for the Award of QTS and increasingly striving to achieve the best possible impact on pupil learning. You demonstrate the highest possible standards of professional values and behaviour and reflective practice, and independently identify priorities for professional development, looking ahead to the Early Career Framework. You show a willingness to be creative and innovative and a commitment to broadening and deepening professional knowledge and understanding through enquiry, reflection, collaboration, independent reading, research and scholarship.

## 12.2 TEACHERS' STANDARDS

### PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### PART ONE: TEACHING: A teacher must:

#### 1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to use adaptive teaching appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School. They do this by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others
- not undermining fundamental British Values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Further information about these standards can be found at <https://www.gov.uk/government/publications/teachers-standards>.

## 13. ACRONYMS & GLOSSARY

	<b>Agenda</b>	A teaching Agenda is an essential training tool in the Exeter Model of ITE. It is used for self-evaluation of a specific aspect of professional classroom practice. An Agenda is prepared by making a detailed statement of intent It should have an Agenda statement with a single, clear focus. Once prepared, an observer <i>annotates</i> the Agenda. The annotated Agenda is a basis for detailed written critical evaluation about the chosen aspect of teaching and its effect on pupils' learning.
	<b>Annotation</b>	The objective recording, by an observer, of what actually happened during an episode or lesson in relation to a prepared Agenda. The annotation focuses on the chosen Agenda focus.
<b>CfC</b>	<b>Cause for Concern</b>	If a trainee is failing to make satisfactory progress, a Cause for Concern is issued to avoid misunderstanding by any party. Such letters may be issued not only to trainees who are at serious risk of not being awarded the PGCE, but also to those who are working very close to the satisfactory level. A Cause for Concern will be accompanied by a related Action Plan to specify what the trainee needs to do to make progress and how this will be supported.
	<b>Demonstration</b>	This involves the setting up of a classroom activity, strategy, tactic, event or interaction by a subject tutor, which is shared and discussed with the trainee before the event. When the demonstration occurs, the trainee is prepared, so observation and understanding is more sophisticated. Items for demonstration should be negotiated and identified by the trainee and Lead and Reflective Mentors. Demonstration can be thought of as: "This is what I am going to do and this is why I am going to do it like this".
	<b>Episode</b>	A part of a lesson identified for formal attention. It can be as short as a few minutes or relate to separate parts of a lesson in which a specific skill of teaching is being addressed.
<b>FSR</b>	<b>Final Summative Report</b>	A document on which indicates whether the trainee has met the Teachers' Standards at a level suitable for the award of QTS
<b>FRAP</b>	<b>Formative Reflection on Achievement and Progress (AP FRAP, BP FRAP, CP FRAP, DI FRAP)</b>	These are formative assessments of the trainee's progress. They signpost evidence of meeting each phase and allows the trainee to reflect on their progress.
	<b>Exeter Model Framework</b>	This indicates a number of influences which bear upon and may affect trainees' planning, teaching and assessment. Its purpose is to encourage critical conversation about trainees' classroom practice and to support them in the process of reflective evaluation.
<b>IDP</b>	<b>Individual Development Portfolio</b>	This is a file which records progress and achievement and identifies training needs through the PGCE year. It will include the key documentation relating to individuals' training.
	<b>Initial Needs Analysis</b>	Various assessments of prior knowledge in order to inform future development needs.
<b>ITEC</b>	<b>ITE Coordinator</b>	Designated teacher responsible for managing the school's involvement in ITE, supervising provision for trainees, overseeing the administration of school-based work and liaising with the School of Education through the Partnership Office.
<b>ITEPO</b>	<b>ITE Partnership Office</b>	University-based colleagues responsible for administration and management of school-based work.
<b>LM</b>	<b>Lead Mentors</b>	Teachers who work alongside the trainee in the classroom. On the secondary programme the Lead Mentor also coordinates the work of the trainee in the subject department.



<b>MoU</b>	<b>Memorandum of Understanding</b>	The Partnership Agreement between the School and the University, detailing responsibilities. (With School Direct lead schools this is called the Partnership Agreement rather than the MoU.)
<b>PGCE to Early Career Framework Transition Document</b>		A transition document to take trainees from their PGCE into the Early Career Framework (ECF).It outlines achievements and areas for further development for their early teaching years.
	<b>Phase</b>	The Exeter Model for Initial Teacher Education is developmental. Five phases of progression are recognised in the PGCE programme: <b>Anticipating Practice, Beginning Practice, Consolidating Practice, Developing Independence and Extension and Enrichment.</b>
	<b>Profile Descriptor</b>	The <a href="#">Profile Descriptors</a> describe what trainees are expected to have an opportunity to learn during each phase of the course. Trainees are formatively assessed during each phase.
	<b>Reflective Conversation</b>	A planned meeting between a trainee and the Reflective Mentor at which the trainee's progress is discussed and trainee reflection encouraged. In general, one or more annotated Agendas and the FRAP will provide material for discussion.
<b>RM</b>	<b>Reflective Mentor</b>	School-based teacher from another subject area, or class in primary, who helps the trainee to reflect critically on his/her own performance, through individual Reflective Conversations held three times each term.
<b>SBW</b>	<b>School Based Work</b>	When trainees are on placement.
<b>SD</b>	<b>School Direct</b>	Trainees following a school led programme with the University of Exeter, either '@Exeter' or distance learning
	<b>Seminar Day</b>	University-based day (usually online) during school-based work (total of 6 over the course for School Direct Distance).
<b>TSP</b>	<b>Trainee Support Plan</b>	Action plan for when the trainee is in need of some additional support to meet a short term target or to overcome a short term problem. If targets on the TSP are not met then a Cause for Concern Letter would be issued.
<b>UVT</b>	<b>University Visiting Tutor</b>	The University tutor who has direct contact with the trainee and school. A UVT normally makes three visits during School-Based Work: 1 in each term.
<b>WDM</b>	<b>Weekly Development Meeting</b>	Weekly meeting with Lead Mentor for reflection and planning for future development and training requirements