



UNIVERSITY *of*
WORCESTER

Institute of Education

Level 5
Diploma in Teaching
(Further Education & Skills)

PROFESSIONAL PRACTICE HANDBOOK

For Trainees, Subject Mentors, and Tutors

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1. Introduction

The Purpose of this Handbook

This handbook has been designed to give you a range of information about the two Professional Practice modules (DTFE2003 in Year One, DTFE2006 in Year Two), the evidence that must be produced and recorded, and the roles of the trainee, the Subject Mentor, and the PAT.

Read this handbook in conjunction with the Course Handbook and the Module Outlines for the two Professional Practice modules.

Practice Themes and the National Occupational Standard (NOS)

Trainees must produce evidence against the 51 KSBs of the [National Occupational Standard for the Learning and Skills Teacher](#). We have grouped these KSBs into nine Practice Themes, for practicality.

Please familiarise yourself with the nine Practice Themes as these inform not only the final grading of the Professional Practice Modules but also help trainees and Subject Mentor to set and track trainee progress throughout the course. Our Practice Themes are:

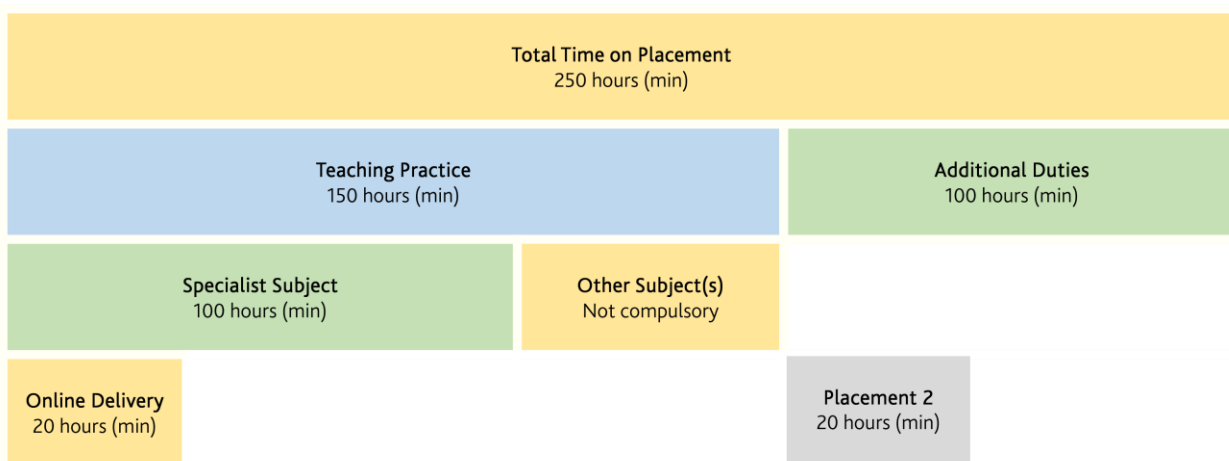
1. Teaching	2. Planning	3. Learner Progress
4. Learner Support, Wellbeing, IAG	5. Regulation & Guidance	6. Communication
7. Professionalism	8. Technology	9. Sustainability

● Classroom-focused ● Student-focused ● Profession-focused

2. Professional Practice Requirements

Your placements are integral to you achieving your Diploma. The table below outlines the makeup of the 250 hours of time to be spent in placement. Many trainees will complete more than this minimum requirement and will benefit greatly from the additional time spent in placement.

YEAR ONE & TWO COMBINED



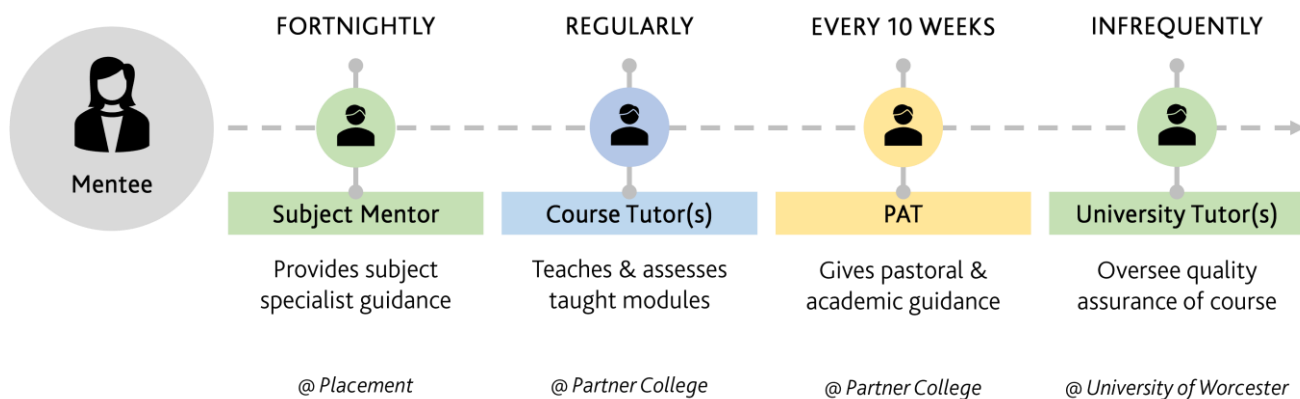
Teaching Practice	Contact time with classes and groups of learners (typically 5 or more learners)
Additional Duties	Planning, assessing, making resources, open events, parents' evenings, trips & visits, etc.
Specialist Subject	Your main subject must make up at least 100 hours of the contact time.
Other Subject(s)	You may teach more than one subject, up to a maximum of 50 hours of contact time
Online Delivery	This must be synchronous (i.e. not recorded) and remote (i.e. not physically with the learners)
Placement 2	Preferably at another college, but possibly in a related department at a large provider

Assessment Schedule

Module	Formative 1	Formative 2	Summative
Year One			
DTFE2003	Portfolio Audit	Portfolio Audit	Portfolio, Professional Discussion & Target Setting
Year Two			
DTFE2006	Portfolio Audit	Portfolio Audit	Portfolio, Viva Voce & Target Setting

3. Key Roles & Relationships

Students receive support from the course team, the University, and their placement. You will have two mentors: a Subject Mentor and a Personal Academic Tutor (PAT). Your mentors will be responsible for your teaching placement observations and will report on your progress to course tutors via the PebblePad e-portfolio.



Subject Mentor	ROLE	Personal Academic Tutor (PAT)
Based in Placement Not Line Manager		Based in Provider College Course Leader / Team Member
1 hour / fortnight	MEETINGS	1 meeting / 10 weeks
Subject Pedagogy	FOCUS	Pastoral and academic issues
Conducts Formal Observations Writes Professional Reports	RESPONSIBILITIES	Conducts Formal Observations Signs off Professional Reports

Subject Mentor Expectations

The Subject Mentor will be someone with experience in the vocational or academic area of the trainee, and will typically having the following qualifications/expertise:

Essential

- PGCE, Cert Ed for FE teaching, DET or DIT
- Subject specialist qualification level 4 or above
- Successful professional experience in teacher training
- Undertaking professional development
- Good communication skills and interpersonal skills
- ICT competence

Desirable

- A first degree or equivalent in a relevant area
- Knowledge of recent research and work in the field
- First-hand experience of current initiatives
- Course development experience
- Familiarity with QA, OFSTED, & legal requirements
- Understanding and skill embedding English & maths

Subject Mentors will also be required to complete online training run by the University which will provide Mentors with an understanding of the ONSIDE mentoring approach. Details of the training and timeframes for completion can be found in the Partnership Handbook and will be disseminated through Mentor Connect Bulletins.

PAT Expectations

PATs will also be required to undertake online training. Further details on the PAT role can be found [here](#).

4. Assessment (PebblePad) Evidence

Each trainee will have a professional portfolio, on PebblePad, where they will keep a record of their practice including lesson observation feedback, professional discussions and reports, and target setting.



Your portfolio is your assessment evidence for the two Professional Practice modules in each year of the course (DTFE2003, DTFE2006). The portfolio will be audited twice per academic year, and at the end of each year you will have a professional discussion (Year One) or a Viva Voce (Year Two) when you, your mentor and your PAT will meet to assess your practice and agree on a final grade for the module(s). Further details on assessment are found in the Course Handbook.

At the start of the course, trainees will be required to share their portfolio with their Subject Mentor, their PAT, and with any other tutors as appropriate. Guidance on how to do this is here: [Sharing my PebblePad Portfolio](#)

The Portfolio **must** include the following evidence:

- 10 Observations (5 per year)
- 4 Reviews of Progress with Professional Reports (2 per year)
- Target Setting
- Other Evidence (16 pieces over 2 years, see below)

Code	Practice Theme	Evidence Required	KSBs covered by evidence
1.1	1 Teaching	Lesson Observation Feedback	K1, K8, S2, S4, S5, S6
1.2	2 Planning	Lesson Plan & Resource(s)	K4, S8
1.3	3 Learner Progress	Marking and Feedback Example(s)	K5, K6, K9, S9, S10, S11
1.4	4 Learner Support, Wellbeing & AIG	Safeguarding Training / DSL Discussion	K10, K11, K12, K13, S15
1.5	5 Regulation and Guidance	Statutory Compliance (Your Choice)	S24
1.6	6 Communication	Behaviour Management Strategies (Your Choice)	K16, K17, S19, S20
1.7	7 Professionalism	Open Event	B1, B4
2.1	1 Teaching	Lesson Observation Feedback	K2, S1, S3, S7
2.2	2 Planning	Scheme of Work	K3
2.3	3 Learner Progress	Learner Case Study (Assessment Data)	K7, S12, S13, S14
2.4	4 Learner Support, Wellbeing & AIG	Student Progression/Transition (Your Choice)	S16
2.5	5 Regulation and Guidance	Meeting Organisation Requirements (Your Choice)	K14, S17
2.6	6 Communication	Reflection	K15, S18
2.7	7 Professionalism	CPD Evidence	K18, K19, S21, S22, S23, B2, B3, B5
2.8	8 Technology	Using Technology (Your Choice)	K20, S25
2.9	9 Sustainability	Sustainable Practice (Your Choice)	B6

Collection of evidence is an ongoing process, and trainees can amend their evidence based on tutor feedback up until the end of year report.

(n.b. all documents relating to students and parents/guardians should be anonymized before being uploaded.)

5. Observations

Key Details

- Who is involved? Trainees, Subject Mentors, Course Tutors
- 10 observations split equally over 2 years (5 conducted by the Subject Mentor, 5 by course tutors)
- Minimum of 45 minutes each
- Observation windows are shown on the Timeline in the Course Handbook.

Before the Observation

The trainee arranges the visit and provides the observer with an overview of their intentions for the lesson. This might include supplying the observer with a lesson plan and/or group profile but may equally take the form of a jointly planned lesson, or pre-observation discussion. The trainee should identify **three targets** for the lesson that will direct the attention of the observer.

n.b. If the placement provider has its own lesson planning expectations, there is no need to produce additional documentation for the purposes of the Professional Practice module. This is particularly relevant for in-service trainees who are already producing planning documents as part of their day-to-day role.

During the Observation

The observer should be as unobtrusive as possible, unless otherwise agreed with the trainee.

Feedback can be written directly into PebblePad. Observer feedback should **focus on the targets** the trainee has set for this lesson, identifying strengths seen in the lesson. This helps observers to be precise. There is space to make comments on other relevant aspects of the lesson at the discretion of the observer, but this should be kept to a minimum. The trainee is unlikely to benefit from an extensive moment-by-moment account of every aspect of their lesson.

After the Observation

Trainee and observer should meet as soon after the observation as practically possible, to discuss their thoughts and to collaborate on writing (a maximum of three) **new targets** for improvement. Feedback **must** be developmental rather than judgmental. All observers are trained to use the ONSIDE approach to enable this.

Targets should be sufficiently **practicable** that the observer can demonstrate how to achieve each and should be selected to make the biggest impact to the trainee's practice at that point in their progress. (We use the phrase 'highest leverage practical action' to denote this.) This may be done through a role play in which the mentor takes the role of the teacher; sharing of existing materials; or an invitation to observe the tutor in their own classroom.

If an intended target has not been met in the observed lesson, it may be re-set for the next observation.

Summary



Trainees plan their lesson (with support if needed) and identify three targets.



Observer focusses on the three targets, making notes in PebblePad.



Observer and trainee discuss outcomes and set (max.) three new targets.



Trainee records targets in PebblePad, which may inform next observation.

6. Professional Reports and End of Year Discussions

Key Details

- Who is involved? Trainees, Subject Mentors, PATs
- 4 Professional Reports over 2 years (2 in Year One, 2 in Year Two)
- Professional Report 1 is submitted in January.
- Professional Report 2 is submitted in April.
- One End of Year Discussion per year

Professional Report

The Professional Report is a *formative* assessment of the Trainee's progress, in which both strengths and areas for development are identified. The Report has three parts; the first is for the Trainee to complete, the second is for the Subject Mentor, the third is for the PAT. All three parts are completed in PebblePad.

Trainees, Mentors and PATs will report on the quality and extent of evidence that Trainees have collected by that point in the year, ensuring trainees are on track.

Once the trainee has uploaded their evidence, the Subject Mentor and the Trainee will discuss their progress. The Subject Mentor will then write an overall summary, with reference to the Practice Themes and inform the PAT that the report is ready to be finalized. The PAT will read the report and add a one-paragraph summary comment. Finally, the trainee (in conjunction with their Subject Mentor and PAT) will set relevant targets for the next Professional Report.

End of Year Discussion

The End-of-Year Discussion (Viva Voce in Year 2) follows a similar process to the Professional Report. In this case, on completion of the discussion and with consideration of the entirety of the Portfolio, the PAT will decide on a *summative* grade for the Professional Practice module in that year. Targets will also be set either for the second year of the course, or for the trainee's practice after the qualification.

Summary



Trainees collect evidence against the Practice Themes and upload to PebblePad



Trainees and Subject Mentors discuss progress against Practice Themes, and each write a review



The PAT reads the review and adds a further summary comment








The Trainee, the Subject Mentor, and the PAT set targets for the next Report

7. Target Setting

Key Details

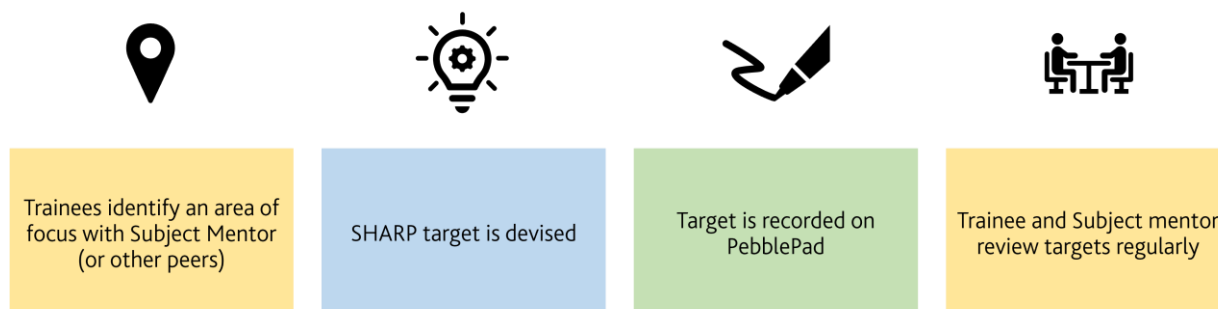
- Who is involved? Trainees, Subject Mentors, PATs
- Targets set before and after observations, professional discussions, personal reflections.
- Targets reviewed regularly during Subject Mentor meetings.
- Recorded on PebblePad.

The University of Worcester uses the **SHARP Target** setting model. Below are some examples.

	SPECIFIC	What exactly do I want to achieve? What is the area of specific focus?
	HOW?	What actions will I need to take? What support will I need?
	ACHIEVABLE	Can I achieve this target in the time frame? Do I have opportunities to achieve it?
	RELATED	Which Practice Theme(s) is it linked with?
	PROGRESSIVE	Is this target a clear step forward for my practice?

Target	Practice Themes
<p>I want to have a strong start to TG0971's lesson on Tuesday by preparing a 'do now' activity.</p> <p>I will set up the classroom with a textbook on each desk and 10 quiz questions from prior learning on the board.</p> <p>I will give clear, consistent, and concise instructions to reduce cognitive load.</p>	Learner Progress (S10 & K6)
<p>I want to use flexible questioning in an extended class discussion with Group 081 on Wednesday to develop their critical thinking.</p> <p>I will familiarise myself with question stems for higher order thinking and observe two expert colleagues to identify 2-3 'key findings' from their use of questions.</p>	Communication (S18) Professionalism (S22)
<p>I want to offer a curriculum enrichment opportunity for Level 2 Diploma by supporting with the organisation of a trip for the week before Easter.</p> <p>I will volunteer to go on the Level 2 trip and seek guidance on the routines and procedures: risk assessment form, writing a letter to parents, collecting monies, etc.</p>	Learner Progress (S9) Regulation & Guidance (K14)

Summary



8. Further Evidence

Professional Discussions & Tutorials

Professional Discussions can be held between the trainee and any of the following people: the Subject Mentor, the PAT, a Course Tutor, another peer/colleague, a senior or middle manager. Professional Discussions are recorded in PebblePad.

The topics for all other discussions can be determined by the trainee and should help move them forward in their teaching practice as measured by the Practice Themes.

Periodically there will be a requirement to include a topic in the Subject Mentor discussion, and these will be communicated to Trainees and Subject Mentors via the Mentor Connect bulletin (see below) as appropriate.

n.b. **every** Subject Mentor and PAT meeting should be recorded as a Professional Discussion.

Personal Reflections

Personal Reflections should be written regularly by the trainee and recorded in PebblePad.

As with the professional discussions, periodically there will be a requirement to include a topic in a Personal Reflection, and these will be communicated to Trainees and Subject Mentors via the Mentor Connect bulletin (see below) as appropriate.

Trainees are encouraged to use a recognized reflective model, such as Gibbs' Reflective cycle, Brookfield's Four Lenses, or Kolb's Learning Cycle, and to incorporate academic literature to deepen their reflections where relevant.

Subject Knowledge Audits

At appointed times during the two academic years, Trainees will work with their Subject Mentor to conduct a Subject Knowledge Audit. Audits will be used to inform the writing of Targets.

Key Documents

The following documents and certificates should be uploaded to PebblePad by the trainee.

Essential	Optional
Highest Subject Specific Qualification	CV
Keeping Children Safe in Education (KCSiE)	Equality & Diversity Training
Safeguarding Training	GDPR Training
PREVENT Training	Teaching Timetable
Harvard Referencing / Cite Them Right	Course Specification(s)
Code of Conduct	

Teaching Hours Log

Trainees should keep a log of hours they undertake in both their Teaching Practice and Additional Duties. There is a table on PebblePad for this to be recorded. At the end of each year, as part of the Discussion (Year One) or Viva Voce (Year Two), the PAT must sign to acknowledge the completion of the hours claimed.

Summary of Responsibilities

	Trainee	Subject Mentor	PAT	Course Tutor(s)
Observations	•	•		•
Reviews of Progress	•	•	•	
Professional Reports		•	•	
Target Setting	•	•	•	
Professional Discussions	•			
Personal Reflections	•			
Subject Knowledge Audits	•	•		
Key Documents	•			
Teaching Hours Log	•			

9. Support & Training

Week Overview

Each week a single slide will be sent out to Subject Mentors, Trainees, PATs, and Course tutors. It will briefly summarize the activities of the course in the upcoming week. It will include...

- Taught Course Content
- Professional Practice Activities
- Subject Mentor Tasks
- Upcoming Deadlines and Meetings
- A 'Link of the Week' and 'The Big Idea' which will provoke further discussion between trainees and tutors.

Mentor Connect Bulletins

Every few weeks a bulletin, Mentor Connect, will be distributed to Subject Mentors, Trainees, PATs, and Course tutors. Its primary purpose is to structure and guide the mentor-mentee relationship. It will include...

- Mentor tasks and deadlines (including online training).
- What the trainee has recently learned in taught sessions.
- What the trainee will be learning next in taught sessions.
- Guidance for upcoming professional discussions and personal reflections.
- Trainee tasks and deadlines.
- Links to key documents.

Exemplar Documents

Exemplar documents can be found on the relevant page of the trainee's PebblePad. For example, a completed Professional Discussion exemplar can be accessed via the link at the top of the Professional Discussion page.

Key Contacts



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