



**UNIVERSITY of
WORCESTER**

Institute of Education

PGCE Further Education

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 PGCE FE Professional Practice module, PGFE3000 Meeting the Professional Requirements. It covers evidence that must be produced and recorded, and the roles of the trainee, the Subject Mentor, and the UW Personal and Academic Tutor (PAT).

Read this handbook in conjunction with the Course Handbook/Partnership Handbook and the Module Outline for the Professional Practice module.

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 Knowledge, Skills and Behaviour statements (KSBs) into nine Practice Themes, for practicality.

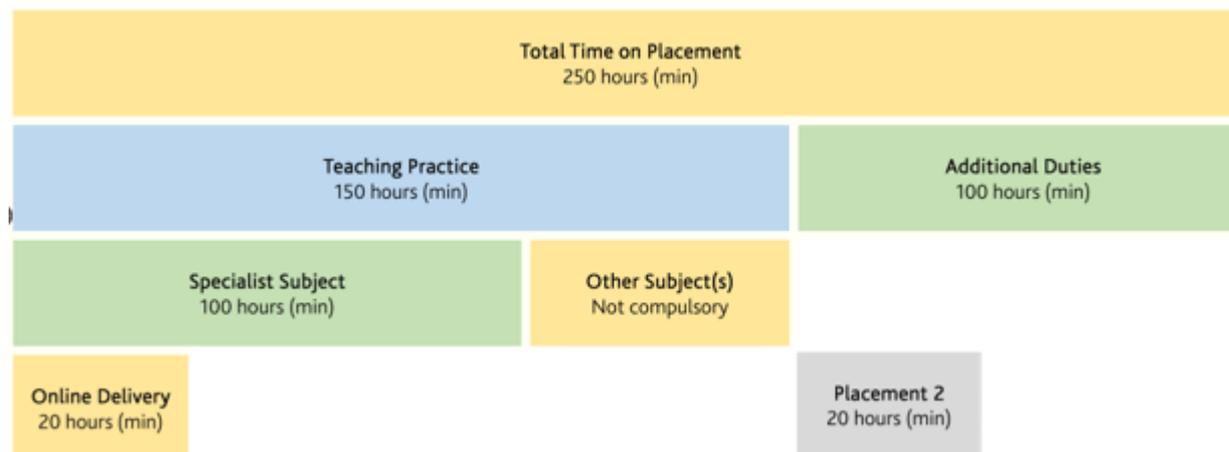
Please familiarise yourself with the nine Practice Themes as these inform not only the final grading of the Professional Practice Modules but also help trainees and Subject Mentor to set and track trainee progress throughout the course. Our Practice Themes are:

| | | |
|------------------------------------|--------------------------|---------------------|
| 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

Placements are integral to trainees achieving the PGCE FE. 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 benefit greatly from the additional time spent in placement.



| | |
|---------------------------|---|
| 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 | Where practicable , this should be synchronous (i.e. not recorded) and remote (i.e. not physically with the learners). This is agreed locally. |
| Placement 2 | Where practicable , at another college, but possibly in a related department at a large provider. This is agreed locally. |

Assessment Schedule

| Module | Formative 1 PR1 | Formative 2 PR2 | Summative PR3/UWCAP |
|-----------------|--|--|---|
| PGFE3000 | Item: Portfolio Audit Item: Professional Report 1 | Item: Portfolio Audit Item: Professional Report 2 | Portfolio, Viva voce & Target Setting Item: Professional Report 3 and Item: UW Career Action Plan |

3. Key Roles & Relationships

Students receive support from the course team, the University, and their placement. You will have a Subject Mentor and a named Senior Manager at placement. These staff will be responsible for your teaching placement observations and will report on your progress to course tutors via the PebblePad e-portfolio.

Mentee contacts and frequency of contact

Mentee/subject mentor – an average of at least one hour subject mentoring time fortnightly and observations as agreed

Mentee/Course tutor/s – regular contact through teaching, assessment and observation

Mentee/Personal Academic Tutor (PAT) – at least 4 times a year for structured tutorial and on demand

Subject Mentor Expectations

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

Essential

- PGCE, Cert Ed for FE teaching, DET
- 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 which takes the form of UW specific Mentor training. Training covers the key assessment processes linked to this module. Details of the training and timeframes for completion can be found in the Partnership Handbook and will be disseminated through Mentor Connect Bulletins.

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.



The portfolio content forms the assessment evidence for the Professional Practice module of the course (PGFE3000). The portfolio will be audited twice per academic year, and at the end of the year trainees will have a Viva Voce when the trainee, their mentor and their PAT will meet to assess practice and agree on a final grade for the module. Further details on assessment are found in the PGCE FE Course Handbook/Partnership 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
- 3 Reviews of Progress with Professional Reports
- Target Setting and Sign Off
- Other Evidence (16 pieces see below) with commentary

| 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 |

Note: Code 1.1 – 1.7 denotes Semester 1 (Sept 2024 - mid- January 2025) and 2.1- 2.9 denotes suggested evidence for Semester 2 (mid-January – end of May 2025).

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 learners, staff and parents/guardians should be anonymised before being uploaded.)

KSBs reference [National Occupational Standard for the Learning and Skills Teacher](#)

5. Observations

Key Details

- Who is involved? Trainees, Subject Mentors, Course Tutors
- 10 observations should spread out over the placement period (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 for guidance.

Before the Observation

The trainee arranges the visit and completes the PGCE FE Lesson Observation Plan directly in PebblePad. The plan should be available at least 24 hours before the lesson is delivered. Ideally, the Trainee and observer will have an opportunity to discuss the lesson plan in advance of the session to discuss key points. This might be face to face or by email.

The plan be uploaded as a document link if necessary. Template available to trainees in PebblePad.

During the Observation

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

Feedback can be added 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 share 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** so that the observer can demonstrate how to achieve each and should be selected to make the biggest impact on the trainee's practice at that point in their progress. (We use the phrase 'the 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 mentor 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
- 3 Professional Reports over duration of placement
- Professional Report 1 is submitted in late October and is compiled by the trainee and their PAT.
- Professional Report 2 is submitted in the third week of February.
- Professional Report 3 is submitted in the last week of May.
- The Viva Voce will take place in the first week of June using the UW Career Action Plan template.

The Professional Report is a *formative* assessment of the Trainee’s progress, in which both strengths and areas for development are identified. Professional Report 1 has two parts; the first part is completed by the trainee and the second part is completed by the PAT. Professional Reports 2 and 3 have 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.

For Professional Reports 2 and 3, the trainee uploads their evidence, the Subject Mentor and the Trainee will then discuss Trainee’s progress, and the quality of evidence submitted against descriptors. 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.

Viva Voce

The Viva Voce in June 25 follows a similar process to the Professional Report. In this case, on completion of the Trainee’s UWCAP based on the Portfolio, the PAT will decide on a *summative* grade for the Professional Practice module in that year. Mentors are encouraged to attend this online discussion. Targets will also be set for the trainee’s practice development after PGCE FE 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 by Trainee 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



Trainees identify an area of focus with Subject Mentor (or other peers)



SHARP target is devised



Target is recorded on PebblePad



Trainee and Subject mentor review targets regularly

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 should be 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*
 Keeping Children Safe in Education (KCSiE)*
 Safeguarding Training Certificate*
 PREVENT Training Certificate*
 Harvard Referencing / Cite Them Right Online
 Certificate*
 Code of Conduct*
 Attendance Record 24-25*
 Artificial Intelligence Online Course*

CV*
 Equality & Diversity Training
 GDPR Training
 Other CPD evidence
 Teaching Timetable*
 Course Specification(s) Sample for subject
 Placement Induction Booklet*
 Teaching Practice Timeline (annotated to
 show planning and progress)*

***required**

Teaching Hours Log

Trainees should keep a running 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 the year in the Viva Voce), 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

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.

Mentor training and drop-ins

Please see Partnership Handbook for Mentor training and Mentor drop-in times.

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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