

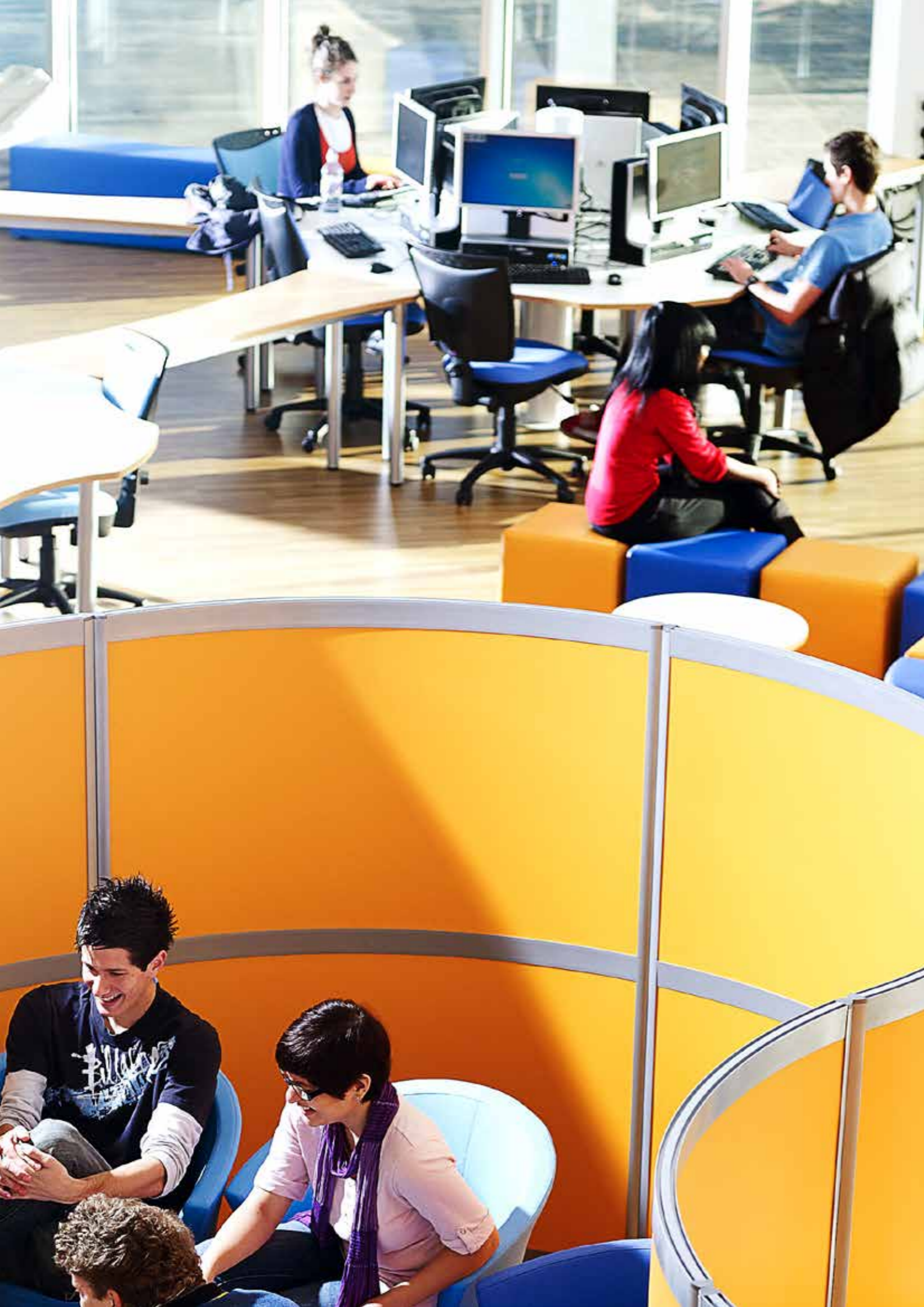
# PGCE FURTHER EDUCATION

Partnership Handbook 2022-23



School of Education





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# SECTION 1:

## AIMS AND PRINCIPLES

### Welcome to the University of Worcester PGCE Further Education and Skills (FES) Partnership Handbook (for settings) 2022-23

This guidance provides the essential information about the University of Worcester Further Education Partnership. At the heart of the course is the notion of partnership. Partnership implies a full recognition of the part to be played by trainees, settings and university staff and the close collaboration between them.

The partnership between trainees, settings and the university recognises that the well-being of learners in partner settings takes priority over all other considerations. The partnership believes that learning to teach should be an informed and gradual process and not just a 'survival' approach. Research shows that collaborative work is a positive and effective way to develop in vocational settings and offers the best support to develop skills for a complex role.

At the heart of good teaching is the desire to promote learning and the love of learning. To achieve this, the programme aims to develop teachers who are:

- ◊ Resilient, supportive professionals with strong values and high standards of personal conduct.
- ◊ Effective communicators who collaborate to support wider educational opportunities for all.
- ◊ Ambitious participants who are creative and informed intellectuals and promote a love of learning.
- ◊ Confident and critically reflective practitioners motivated to continually improve practice.
- ◊ Highly skilled and inspirational subject/phase specialists committed to ensuring the safety, well-being and educational progress of all learners.

We value our partnership and the positive impact trainee teachers can have in the learning environment.

# SECTION 2:

## ESSENTIAL INFORMATION

This guidance should be read in conjunction with the 'Inspiring Partnership' website - <https://www.worcester.ac.uk/pce-partnerships>

The website includes information and examples of paperwork relevant to trainees. Particular attention is drawn to the [Mentor Framework \(2021\)](#) resources which are being integrated into mentoring support and practice.

If you have queries the first point of contact is the Course leader, Jane Sisk, [j.sisk@worc.ac.uk](mailto:j.sisk@worc.ac.uk). You can also contact the course administrator, Laura Rowland, [l.rowland@worc.ac.uk](mailto:l.rowland@worc.ac.uk).

PGCE Further Education Calendar 2022-23

	Wk	w/b	Monday	Tuesday	Wednesday	Thursday	Friday	
PR1	3	05-Sep			UW	UW	UW	
	4	12-Sep	IST	UW	UW	UW	UW	
	5	19-Sep	IST	UW	UW	Subject 1	Subject 2	
	6	26-Sep	IST	UW	UW	UW	Placement induction Day	
	7	03-Oct	IST	UW	UW	UW	Subject 3	
	8	10-Oct	IST	UW	Placement	Placement	Placement	
	9	17-Oct	IST	UW	Placement	Placement	Placement	
	10	24-Oct	IST – half term	IST – half term	IST – half term	IST – half term	IST – half term	
	PR2	11	31-Oct	IST	UW	Placement	Placement	Placement
		12	07-Nov	IST	UW	Placement	Placement	Placement
13		14-Nov	IST	Subject 4	Placement	Placement	Placement	
14		21-Nov	IST	UW	Placement	Placement	Placement	
15		28-Nov	IST	UW	Placement	Placement	Placement	
16		05-Dec	IST	UW	Placement	Placement	Placement	
17		12-Dec	IST		Placement	Placement	Placement	
18		19-Dec	Break	Break	Break	Break	Break	
19		26-Dec	Bank Holiday	Break	Break	Break	Break	
20		02-Jan	Bank Holiday	UW	Placement	Placement	Placement	
21		9-Jan	IST	UW	Placement	Placement	Placement	
22		16-Jan	IST	UW	Placement	Placement	Placement	
23		23-Jan	IST	UW	Placement	Placement	Placement	
24		30-Jan	IST	Subject 5	Placement	Placement	Placement	
25		06-Feb	IST	UW	Placement	Placement	Placement	
26		13-Feb	IST	UW	Placement	Placement	Placement	
27		20-Feb	IST – half term	IST – half term	IST – half term	IST – half term	IST – half term	
PR3	28	27-Feb	IST	UW	Placement	Placement	Placement	
	29	06-Mar	IST	UW	Placement	Placement	Placement	
	30	13-Mar	IST	UW	Placement	Placement	Placement	
	31	20-Mar	IST	UW	Placement	Placement	Placement	
	32	27-Mar	IST	UW	Placement	Placement	Placement	
	33	03-Apr	Break	Break	Break	Break	Bank Holiday	
	34	10-Apr	Bank Holiday	Break	Break	Break	Break	
	35	17-Apr	IST	Subject 6	Placement	Placement	Placement	
	36	24-Apr	IST	UW	Placement	Placement	Placement	
	37	01-May	Bank Holiday	UW	Placement	Placement	Placement	
	38	08-May	IST	UW	Placement	Placement	Placement	
	39	15-May	IST	Subject 7	Placement	Placement	Placement	
	40	22-May	IST	UW	Placement	Placement	Placement	

	41	29-May	Bank Holiday	IST – half term	IST – half term	IST – half term	IST – half term
	42	05-Jun	Assessment	Assessment	Assessment	Assessment	Assessment
	43	12-Jun					
	44	19-Jun					

Key

	University - On campus days
	Placement days
	Independent Study Task days
	Subject Specialism days
	Assessment days
	Bank Holiday

PR = Reporting windows for Professional Reports (PR) 1,2 and 3.



### Mentor Meetings

All new mentors should be 'new mentor' trained through the University of Worcester regardless of previous training with other providers. This is done through joint observation visits where a member of the university team will take new mentors through the processes of observation and specific quality points.

### Mentor Training 2022-23

Friday 7 October 3.00-4.00pm

Friday 3 March 3.00-4.00pm

The range and scope of training for mentors changes to meet the needs of the partnership in response to course priorities. There is an expectation that all mentors/managers hosting a trainee attend trainee experience briefings (autumn and spring). Events are twilight times and dates will be circulated to people required to attend. Senior managers are urged to attend one of these meetings as a priority and monitor that all active subject specialist mentors also attend. Places are booked via Laura Rowland, [l.rowland@worc.ac.uk](mailto:l.rowland@worc.ac.uk).

### Partnership Briefings

DATE	TIME
Tuesday 4 October	4.00-5.00pm via Microsoft Teams

### SUBMISSION DATES FOR PROFESSIONAL REPORTS (PRS)

Final reports, that have been shared and discussed with the University tutor and trainee, must be finalised in Pebblepad by the deadlines below. Report templates and exemplars can be found on the Partnership webpage.

Professional Reports	PR1	PR2	PR3
Trainee Submission	Fri 28 Oct 2022	Fri 3 Feb 2023	Fri 19 May 2023
Mentor Submission	N/A	Fri 10 Feb 2023	Fri 26 May 2023
Tutor Publication	Fri 11 Nov 2022	Fri 24 Feb 2023	Wk beginning 5 June 2023

# SECTION 3: ROLES AND RESPONSIBILITIES

## The senior manager (setting) undertakes the following:

- To be the first point of contact, and to maintain communication, in the trainee, Subject Specialist Mentor (setting) and University partnership.
- To support the welfare and undertake the supervision of the trainee whilst on placement.
- To organise quality assurance of the setting experience, ensuring trainee entitlement and agreed protocols.
- To provide an induction programme for each placement that includes access to the setting safeguarding policy, the staff behaviour policy (sometimes called a code of conduct) and information about the role of the designated safeguarding lead.
- To liaise with the Course Leader (university) and Subject Specialist Mentor (setting) on the needs assessment of the trainee and provide support in a timely manner.
- Ensure all active mentors meet the agreed mentor criteria and are University of Worcester mentor trained prior to hosting placements.

To promote the Mentor Framework (ETF, 2021) [Mentor Framework](#).

## Subject specialist mentor undertakes the following:

- To provide day to day supervision of trainee, providing a suitable timetable for the trainee and access to relevant department and setting documentation including access to schemes of work and learner data.
- To ensure the completion of 4 formal observations and feedback.
- To arrange regular trainee review sessions to review progress and set targets that are regularly monitored.
- To work with colleagues and tutors to determine timely and accurate assessment of progress towards the Professional Standards using partnership documentation.
- To liaise with Subject Specialist Tutor and course tutor to complete 2 professional reports mid-February and mid-May summarising trainee progress.

To engage with the Mentor Framework (ETF, 2021) [Mentor Framework](#).

## Senior manager and subject specialist mentor will both:

- Liaise and communicate with the subject tutor (university) on the progress and assessment of the trainee against the Professional Standards.
- Facilitate the trainee's setting-based assignments within the learning environment, liaising with other teachers if appropriate.
- Establish trusting relationships, modelling high standards and provide support.
- Support trainees to develop their teaching practice in order to set high expectations of all learners whilst also considering the workload of the trainee.
- Set high expectations and induct the trainee to understand their role and responsibilities as a teacher.
- Continue own CPD; investing time to develop a good working relationship with the university including new mentor training and attendance at two placement briefings per year.

Observe and monitor the overall performance of the trainee on a regular basis and provide verbal and written feedback on lessons observed using the university lesson plan observation forms and to engage in Mentor Framework (ETF, 2021) [Mentor Framework](#).

## Course leader (university) undertakes the following:

- To liaise with senior placement managers and tutors over placements.
- To organising mentor meetings for Senior Managers, Subject Specialists Mentors and new mentors.
- To review recruitment policies and strategies.
- To organise interviews.
- To organise examination boards.
- To organise external examiners and mentors who act as internal moderators.
- To liaise with committees over term dates, structure of the course and financial payments.
- To liaise with national bodies about developments in the structure and management of ITT (Initial Teacher Training) courses.
- To coordinate inspections.
- To develop the course in light of feedback from Ofsted, external examiners, mentors and trainees.
- To evaluate course structures and procedures.
- To act as second viewer for failing trainees.
- To advise trainees who are not on target.

## Subject specialist tutor/course tutors and personal academic tutor (university) undertakes the following:

- To deliver subject and curriculum knowledge to enable trainees to meet the Professional Standards across the age range of training.
- To maintain regular communication with the trainee and setting, organising at least one placement visit per term, liaising with the senior manager and subject specialist mentor in advance.
- To provide pastoral, academic support and career guidance to the trainee.
- To quality assure the placement, and judgements against the Professional Standards, by conducting joint observations with the subject specialist mentor and or senior manager and observing the feedback.
- To provide feedback to the partnership and the quality of mentoring against the Mentoring Framework (ETF, 2021).
- Regular reviewing of PebblePad to track trainee progress.
- To moderate trainee outcomes across subjects.
- To mark and moderate assignments.

## PGCE administrator/partnership coordinator will liaise with the settings, tutors and trainees:

- To collate setting offers and match trainees to suitable placements that meet their needs.
- To ensure all settings have been quality checked, have completed the health and safety audit and have returned the partnership agreement.
- To ensure that trainees are placed in quality-assured settings.
- To be the liaison points in the partnership between trainees, settings and the university including the administration of setting documentation.
- To coordinate arrangements for the delivery of new mentor training and placement briefing meetings (autumn and spring) keeping a register of attendance.

## SECTION 4:

# ABOUT TRAINEE TEACHERS – ENTITLEMENT AND PROFESSIONAL CONDUCT



Trainees are expected to behave as teachers, maintaining a professional stance at all times i.e. to meet the [Professional Standards](#) (2022) which link to the personal and professional conduct expected of a teacher. All trainees are required to sign the PGCE FE Trainee Teacher Code of Conduct.

Whilst on placement trainees are entitled to:

- Access to 150 teaching practice hours to meet teaching practice module requirements
- Have regular meetings with a named subject specialist mentor – an agreed weekly meeting slot is recommended
- To receive formative observation feedback opportunities as agreed with setting – trainees should be advised of these opportunities at induction – a minimum agreed weekly opportunity is recommended
- To have one joint observation with University/setting staff in the first 6 weeks of placement
- To have four mentor observations with written feedback – a spread from late November to late May
- To receive two mentor Professional Reports – mid-February and mid-May
- To have access to policies, related documents and systems as required by the trainee to fulfil their role

Guidance for Initial Teacher Training requires all providers to ensure trainees are given sufficient time being trained in settings. Teaching experience is arranged in three phases:

- Beginning - 12 October – 1 November 2022
- Developing – 2 November 2022 – 17 February 2023
- Progressing – 20 February – 26 May 2023

Please remember that trainees are novices with minimal experience in a learning environment. They are learning to become teachers. Whilst they are on placement with you they are training within our partnership, and we support them together. The university is responsible for the framework of the training but it is the experience with you in the learning environment where they practise to become teachers.



**Attendance** – Our attendance and punctuality expectations reflect the professionalism required within the Professional Standards (ETF, 2022).

Attendance is monitored throughout the year; all absences, lateness or leaving early and missed tutorials will be monitored by the University on an individual basis in order to support the trainee. Persistent absence or lateness will result in students being interviewed by the Course Leader to ascertain commitment to the course and review progress. The Head of Department may also be informed and may be involved in this interview process.

Absence from university and setting sessions may result in bursary payments being suspended.

All trainees must have the opportunity to evidence a minimum of 150 hours practice in a full teaching role. They must record attendance at university and setting on the 'PGCE PCE Attendance Register' and submit this on PebblePad.

As noted in the code of conduct trainees have the following responsibilities:

- *There is a requirement to attend all days in University and in setting unless you have agreed mitigating circumstances. You should arrive in good time and dress appropriately.*
- *If you are going to be absent from University – contact your tutor. If you are going to be absent from setting – messages MUST be given to the appropriate member of staff following normal setting procedures. You should also contact the course administrator and your course tutor in University. An absence of five days should be followed up by a Doctor's note.*
- *Request for absences: normally permission for absence is restricted to attending the funeral of a close relative or to attend a job interview following setting protocols as applicable. Absence from university sessions must be agreed with your tutor in advance. All planned absence from setting must be made up. If you are absent you will need to be prepared to supply work for classes to be covered and to communicate this clearly with your setting mentor.*
- *Prospective setting visits, prior to applying for a job,*

*must be agreed with the setting mentor and tutor in advance. These should be in non-contact time avoiding absence from teaching or taught sessions.*

**Tutor Connect Visits** - All trainees have a designated university Personal Academic Tutor (PAT). The tutor will work collaboratively with the trainee and the setting, and should be the first point of contact. During teaching experience, the PAT tutor will arrange a suitable time to visit the trainee notifying the senior manager, subject specialist mentor and trainee of all plans. If possible, a joint observation will be conducted with the tutor and the subject specialist mentor. The visit will last approximately 2 hours.

**Purpose:** The purpose of the visit is to support the subject specialist mentor and review trainee progress and entitlement. The purposes of the joint observation are to aid consistency of assessment across settings and to help develop the skills of mentors. On occasions a moderating tutor may accompany the PAT tutor to quality assure the consistency of assessment across subjects and settings.

**During the lesson:** The essential part of the visit, for achieving consistency of judgement, is for joint observation to take place and for the mentor and tutor to compare their assessment of the lesson. Ideally, this will happen immediately after the lesson. The mentor and the tutor should take care not to talk to each other during the lesson if it creates a disturbance.

**After the lesson:** Ideally, the lesson will be followed by a brief discussion between the mentor and the tutor followed by a mentoring conversation with the trainee. The mentoring conversation should always start with the trainee being asked for their views. A useful first question is 'what did you enjoy about the lesson'? On all visits the subject specialist mentor should lead the feedback session. There will be times when the tutor adds to the conversation as part of the collaborative process.

Visits will generally take place between January and April. The emphasis of feedback to trainees should be on formative developmental feedback and on the identification of SHARP priorities for development. Tutors and mentors will focus on whether the right priorities are being identified, the quality of the evidence of success based on the Professional Standards descriptors and if progress is satisfactory for this stage of the course.

**After the tutor visit:** Lesson observation feedback from the mentor and tutor should be shared with the trainee. Documentation from the visit should also be shared with the senior manager.

As part of the quality assurance process tutors will also periodically review the lesson observations uploaded by trainees onto PebblePad and may provide feedback to the subject specialist mentor, copying in the senior manager, as applicable.

**Support Plan** - In agreeing to accept the placement the setting has recognised the role and responsibilities that it has for supporting and training the trainee. The PGCE FE course has a clear Support Plan procedure. Details can be found on the partnership website.

#### **Exceptional circumstances: a major sudden crisis**

In the event of a major sudden crisis, for example professional misconduct, that requires the exclusion of a trainee from the placement, the Course Leader should be contacted immediately and before any precipitous action is taken. At this stage it may be necessary to invoke the University Fitness to Practise procedures: <https://www2.worc.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf>

In the event that a setting is unwilling for a trainee to continue, the setting or university may attempt to find an alternative placement if the cause is considered to have mitigating circumstances. This will be done openly, acknowledging that if a new placement cannot be found, the place on the course will terminate.

Please note a setting has the right to withdraw a placement at any time.

At any stage in this process, if matters are considered serious enough, the trainee may be asked to leave the programme. Counselling through the university will be offered.

**Temporary withdrawal** – Sometimes a trainee's circumstances change and interferes with them completing the course (e.g. pregnancy, or serious illness). In these circumstances trainees should talk with their subject specialist tutor, subject specialist mentor (where applicable) and the PGCE FE Course Leader. Where appropriate, a decision may be granted that will allow for temporary withdrawal until circumstances allow continuation. This would normally be within one year. Trainees will be expected to pay course fees on their return.

Trainees must arrange to meet with the Course Leader and complete the withdrawal form available on SOLE. No action will be taken until this form has been completed.

#### **Compliance with the ITT Criteria**

The course complies with ITT criteria (DfE).



## Assignments

Trainees complete two assignments during the course. The first assignment (assignment A) is submitted in February. The purpose of this assignment is to develop understanding as to what makes effective learning and teaching in the trainee's subject. They will produce a high quality sequence of learning that shows a systematic understanding of some of the key aspects of teaching and learning in their subject. They will critically evaluate the delivery of the short sequence of lessons and annotate points of theorised practice, for example, inclusive practice.

Writing the assignment A provides trainees with the opportunity to integrate what they have learnt from taught sessions at university and independent reading with their experiences in setting. They are expected to engage with an appropriate range of literature about theories related to learning. Furthermore, they must critically examine the impact of aspects of delivery of the scheme of work on student learning outcomes in their subject. The reflective commentary needs to focus on subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion. The most important aspect of the assignment is the critical self-reflections on how this experience will impact on future practice particularly regarding ensuring learner progress over time.

Assignment B is completed in the spring/summer terms. This assignment is about research informed teaching. It involves the appraisal of personal professional practice to develop research informed teaching based on an area of interest or personal challenge. This should be an area of practice that the trainee wishes to develop, an aspect that they are interested in and is clearly linked to an area of future professional development.

The assignment is in 2 parts. Part 1 is a literature review of current research relating directly to the key theme they have selected. Part 2 is a presentation that seeks to use a research informed approach to evaluate the potential impact that the literature review will have on learning and teaching in the learning environment. As part of the formative assessment process for this assignment trainees need to present their work in setting during the week beginning 15 May 2023. During this formative assessment the audience should include either the subject and/or the senior manager. There should be at least two people in the audience, and where possible other trainees or colleagues should watch the presentations.

The subject specialist mentor provides feedback (using the presentation assessment form). This assessment will act as formative feedback to make improvements before the trainee presents in University. After May half term trainees re-present their findings to University tutors and peers; this will not necessarily be in exactly the same format as presented to the setting as the audience is different and the trainee may have made improvements.

In addition, trainees submit evidence in their Professional and Personal Development Portfolio. This is stored in PebblePad and is an evidence base of progress throughout the year. It is where trainees store evidence that they have met the Professional Standards and it may be shared with a range of stakeholders including subject specialist mentors, senior managers, subject specialist tutors, Ofsted inspectors, external examiners and course moderators.

Trainees share their Pebblepad portfolio with mentors and mentors complete the Professional Reports 2 and 3 online in Pebblepad. Quality assurance checks will be completed throughout the course to provide the trainee with formative feedback. In addition to the portfolio trainees also regularly complete a reflective journal and a series of action plans. The teaching practice module culminates in the trainee demonstrating that they have met the Professional Standards via a viva voce at the end of the course.



# SECTION 5: PROCEDURES

**PebblePad and Teaching File Information.** Trainees are responsible for their digital portfolio (PebblePad). This is a shared on-line platform where trainees store key information, track their progress and record evidence of their progress towards the Professional Standards. Trainees should also keep day-to-day teaching files either as hard copies or electronically.

Typically these will include:

- General information about the placement setting and department
- Teaching information
- Assessment and attendance records of learners

**The reflective journal and use of the 'Review of Progress against the Professional Standards' booklets.**

It is essential that trainees assess their strengths against the Professional Standards considering the impact they are having on learner learning over time. The reflective journal needs to be regularly completed with reference to the 'Review of Progress against the Professional Standards' booklet as a guide.

Mentors should use their professional judgement and common sense to assess trainees at a level that is consistent with what should reasonably be expected given the trainee's level of experience. Trainees, mentors and tutors track progress periodically using this 'Review of Progress against the Professional Standards' booklet in addition to the regular review meetings. Standards are presented in this booklet as separate headings, each Professional Standard is accompanied by a number of bullet points descriptors. The bullets are designed to illustrate the scope of each standard using qualitative descriptors. They should be used by trainees, mentors and tutors to track progress against each Standard, to determine areas where additional experience and development might be needed, or to identify areas where the trainee is already demonstrating excellent skills. All judgements are made through the lens of the progress learners make.

The Review of Progress against the Professional Standards booklet is a formative and summative assessment tool allowing trainees and mentors to periodically self-assess/ assess progress and set challenging personal targets. The language in the booklet should be used to write focused/SHARP targets considering how to move to a good or very good profile. Mentors should also use the booklet as guidance when writing Professional Reports.

**Beginning Phase** – The start of placements is not intended as a full 'teaching practice' but a transition phase where trainees begin to explore and develop learning environment management skills, to examine their subject specialism as a context for learning and to develop an understanding of how learners learn with reference to their subject.

**Trainees will:**

- Use the induction booklet and complete tasks to familiarise themselves with the setting and subject department.
- Be involved in collaborative teaching based on prior experience.

**Senior managers will:**

- Liaise with the partnership coordinator regarding start times.
- Organise the programme of induction to the setting and to teaching.

**Subject mentors will:**

- Provide an induction to the department.
- Provide a provisional timetable for the induction period and the teaching placement.
- Provide access to schemes of work, assessment and recording procedures and resources.
- Provide the opportunity for the observation of quality teaching.
- Provide the opportunity to try out skills in a safe environment, planning lessons or parts of lessons and evaluating performance.

By the end of the induction phases trainees should have a good understanding of their proposed timetable and the classes they will be teaching.



**College closure** – Trainees on placement should follow the setting protocols and procedures concerning setting closure. Should a setting close trainees should use the time for planning and preparation. This is counted as a teaching placement day on attendance records.

#### **Requests for leave of absence**

There are times when trainees may request a leave of absence, for paternity leave, for example. In this instance the trainee needs to gain permission from the setting and the Course Leader prior to taking the leave of absence. Trainees may be required to make this time up at the end of the course.

#### **Industrial Action**

Trainee members of teaching unions cannot go on strike or participate in industrial action in any way as they are not employed by the setting, were not balloted about strike action, nor are they members of the Professional pension scheme. Consequently trainees should go into settings provided that it remains open and that those colleagues responsible for the supervision of trainees are confident they can engage in training activities. However, trainees must not be used to cover a striking teacher and should not be left unsupervised. If the senior manager closes the setting or if there is a picket line at the setting and a trainee does not wish to cross this, they should inform the senior manager and tutor that they will be working from home. Trainees will not need to make up this day nor will progress on their training programme be jeopardised. If trainees wish to seek further advice, they are encouraged to contact their union/professional association.

#### **What to do regarding Ofsted inspections**

**Inspections** – It is up to settings to manage arrangements for settings' Ofsted inspections. Most settings adopt a 'business as usual' policy and expect trainees to continue teaching.

**University (ITE) inspections** – The new Ofsted ITE Framework (2020). Providers are normally notified of inspections on a Wednesday and inspectors visit settings during the following week. University tutors will support settings and trainees with preparations.

## SECTION 6: SETTING EXPERIENCE DOCUMENTATION





## Lesson planning

Whilst in the autumn term trainees develop their practice in planning individual lessons, in the spring term trainees should be given far more autonomy and freedom to enable them to plan sequences of lessons over a period of time (two, three, four or more lessons).

Lesson plans should be given the proportionate status they merit, and no more, to lessen trainee workloads. By working together, drawing on evidence about 'what works', trainees and mentors can increase their joint knowledge of a subject and the best way to teach it. For further information on lesson planning see the Partnership Website.

## Lesson Evaluations

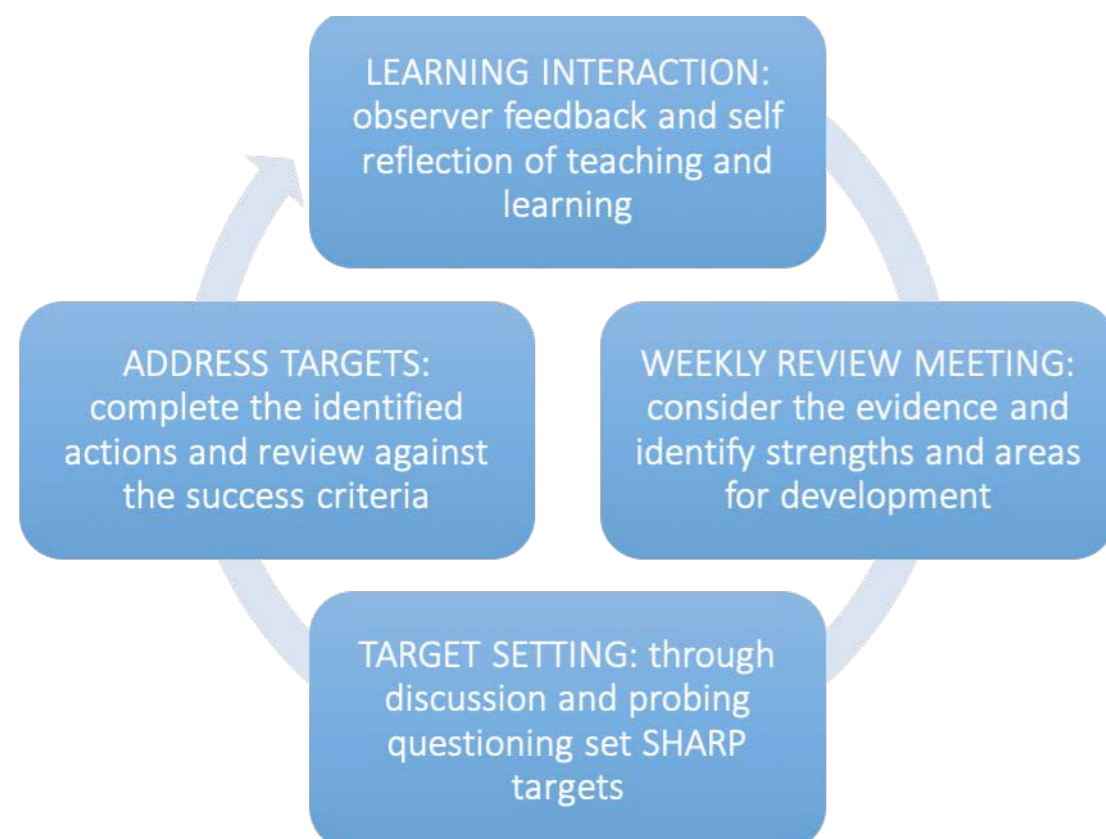
It is essential that trainees reflect on lessons and use these to inform comments in their reflective journals. The lesson plan has evaluation built into the plan design. During the course, a detailed, reflective journal entry should be written every two/three weeks. Some guidance on themes is provided and the focus of journals should be individual development and the impact that teaching has on learners.

## Target Setting

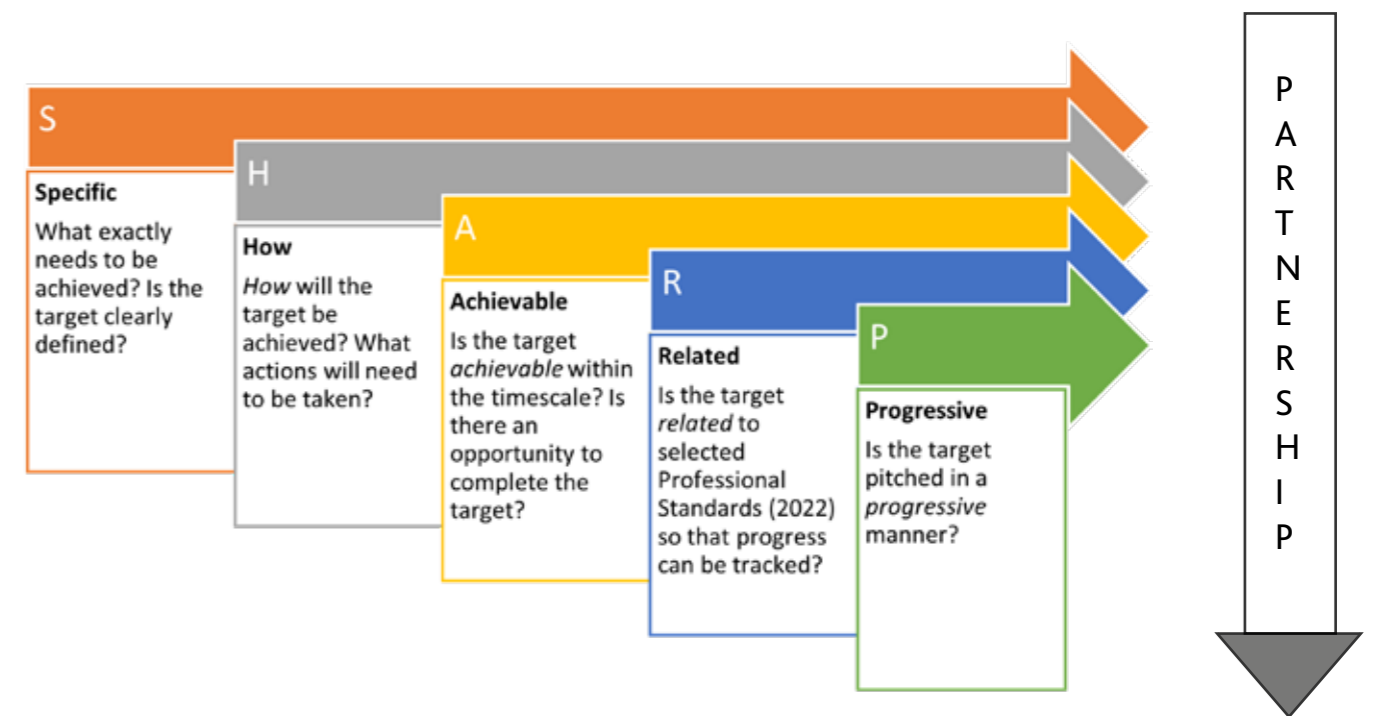
The quality of a trainee's teaching should be assessed against the Professional Standards in full. Reviewing the evidence of the impact a trainee has on the learning and progress of learners over time is a key process in this assessment. To make progress, the trainee and mentor need to work in partnership, setting, monitoring and reviewing targets to support a continuous cycle of improvement throughout the PGCE year and beyond. This complex problem solving process is an important part of the Mentoring Cycle.

**Figure 1: The Mentoring Cycle**

All targets are linked to the Professional Standards. Therefore, most targets should be guided by the themes and descriptors in the Review of Progress against the Professional Standards booklet.



## The Target Setting Process



Further guidance on the target setting process can be found in the [Mentor Framework guides](#) 'Principles of Target Setting' booklet available on the ['Inspiring Partnership' webpage](#).

## Glossary of terms, useful abbreviation and acronyms

- DfE – Department of Education
- External examiner – A person appointed from outside of the university with relevant qualifications and experience, responsible for independent assessment of the programme, including setting experience, so as to ensure that quality and standards are maintained
- SM – Senior manager
- ST – Subject tutor
- SSM – Subject specialist mentor
- Tutor – University tutor
- Module – Unit of assessed learning for which credits are awarded
- OfSTED– Office for Standards in Education
- Education and Training Foundation (ETF) - sector body
- QTLS – Qualified Teacher Learning and Skills- Post qualification accreditation (equivalent to QTS)
- Partnership- Professional relationship between the University of Worcester (UW) and a setting which provides the learning context for the setting-based element of UW teacher training courses
- PebblePad – The platform for the teaching module e-portfolio.
- Code of Conduct – Sets the standard for expected behaviour and conduct of trainee teachers
- [Mentoring Framework](#) - the new ETF framework to support quality mentoring in the sector
- SHARP targets – Targets that are explicit in what needs to be achieved and how
- Induction booklet – scaffolded document to support trainees during the induction period.

## Professional Reports

The Professional Reports on teaching practice are completed as a tripartite activity between the trainee, the mentor and the tutor. **Note: The trainee and tutor complete the first Professional Report in October/November.**

### Summary of Expected Progress against the Professional Standards (2022)

The standards apply to the vast majority of teachers regardless of their career stage. For this reason, the Standards need to be applied as appropriate to role, experience and context.

Mentors are asked to complete a cumulative setting report at two points in the year; the second Professional Report in March, and the third Professional Report (cumulative to the second) at the end of the course. Mentors are asked to complete the reports electronically on Pebblepad.

A mentor's judgement on trainee progress should be based on what we would expect a trainee teacher to be achieving for the particular point in the course. It is essential that trainees and mentors use text from the 'Review of Progress against the Professional Standards' booklet when considering attainment at any point in the course. Copies of the Review of Progress Booklet, Professional Reports templates and exemplars can be found on the partnership section of the website.

### What do report grades mean?

Reports are cumulative. In the Professional Report trainees, mentors and tutors use the 'Review of Progress against the Professional Standards' booklet to assess progress. Please remember that the standards apply to the vast majority of teachers regardless of their career stage. For this reason, the Standards need to be applied as appropriate to role, experience and context. It is acceptable for progress against the Standards to be 'emerging' for the first report. If performance is 'not on target' meaning that there is a risk of not achieving 'emerging' and progressing to the competent level by the end of the course, trainees should be provided with additional guidance through the Support Plan procedure (written by the university tutor in partnership with the setting). An 'emerging' grade in the second report may also indicate that a support plan, will be needed to support progress.

### Written comments on the First Professional Report – Trainee/Tutor complete

At this stage in the course it is important that the trainee and those involved in the training, have a clear picture of the trainee's starting point with appropriate reference to the Professional Standards. Judgement should be based on tracking in the 'Review of progress against the Professional Standards' booklet and should be a best fit professional opinion. Trainees are not expected to meet every aspect of the separate descriptors for an overall judgement to be made. Due to the timing of this Report trainees are only expected to be emerging, and in some cases competent, for the first report.

<b>First Report</b> <i>(please remember that outcomes are best fit professional judgements based on the Professional Standards)</i>	Competent	Teaching over time requires improvements as it is not yet good but the trainee has met the minimum requirements for the Standards.
	Emerging	Teaching requires improvement across the Standards and has not yet met the competent level.

### What do Report Grades Mean (Second Professional Report)?

The second report builds upon the comments from the first Professional Report. It is important that the trainee and those involved in the training, have a clear understanding of what has been achieved so far against the Professional Standards. Judgement should be based on tracking in the Review of Progress against the Professional Standards booklet and should be holistic best-fit professional opinions. For this reason, there should be no surprises as trainees should know how they are progressing. If they are deemed 'emerging' for any of the standard themes this indicates that they are not yet meeting the minimum competency so will negotiate a targeted support plan with the subject tutor/mentor. A trainee graded at 'competent' will be monitored closely by the subject specialist tutor. Intervention strategies will be put into place if needed.

<b>Second Professional Report</b> <i>(please remember that outcomes are best fit professional judgements based on the Professional Standards)</i>	Very good	For the Standards assessed, teaching is very good at times and never less than consistently good.
	Good	For the Standards assessed, teaching is good, some is very good.
	Competent	For the Standards assessed, teaching over time requires improvements as it is not yet good but the trainee has met the minimum requirements.
	Emerging	Teaching requires improvement across the standards and has not yet met the 'competent' level.

\*Standard profiles can be found in the 'Review of Progress against the Professional Standards' booklet.

### Final (Third) Professional Report

This report should reflect the level achieved at the end of the course and is cumulative. This should include evidence gathered from observations and from the periodic reviewing of the Review of Progress against the Professional Standards booklet. Again, the outcome is an holistic best-fit professional judgements. It is also important to indicate the areas for development and targets that should be taken forward as trainees enter the teaching profession. To pass the course, trainees must achieve a 'competent' grade in all of the Professional Standards (Practice Themes). When making final judgements against each standard it is useful to look at the definitions below.

<b>Final Professional Report</b> <i>(please remember that outcomes are best fit professional judgements based on the Professional Standards)</i>	Very good	For the Standards assessed, teaching is 'good' (see the Review of Progress descriptors) or 'very good' and never less than consistently at a good level.
	Good	For the identified standard teaching is good, some is 'very good'.
	Competent	Teaching over time requires improvements as it is not yet good but the trainee has met the minimum requirements for the Standards.
	Emerging	Teaching requires improvement across the standard and has not yet met the 'competent' level. This triggers a re-assessment.

# SECTION 7: SAFEGUARDING

## DBS Responsibilities

All entrants to ITE/ITT programmes must by law be checked against the DBS barred list and subject to criminal record checks. DBS certificates will be issued to individual applicants and not, as in the past, to registered bodies such as providers. ITE/ITT providers have a responsibility to ensure that entrants have been subject to these checks..

The university confirms in writing that a trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged to be suitable to work with children. The university is not required to provide any information to settings in addition to this confirmation. In a small number of cases a trainee may not have

DBS clearance – where a setting allows an individual to start work in a regulated activity before the DBS certificate is available, the setting should ensure that the individual is appropriately supervised and that all

checks, including a separate barred list check, has been completed.

Trainees have access to the Department for Education's statutory guidance *Keeping Children Safe in Education* via the university Blackboard organisation. Settings should ensure that all trainee teachers are provided with the following at the commencement of their training:

- The learner protection policy
- The staff behaviour policy (sometimes called a Code of Conduct)
- Information about the role of the designated safeguarding lead
- A copy of *Keeping Children safe in Education* (this is also available for trainees on Blackboard)

## Other background checks

Settings have a duty to ensure that trainees are properly managed and supervised and that, if there are any concerns, information is referred to the university immediately and also the police and DBS as applicable.

## Data Protection

The University of Worcester will hold and process personal data transferred to it by the Partnership Setting in accordance with data protection legislation (including GDPR and the Data Protection Act 2018). In addition, for quality assurance purposes, the University will process evaluation data provided by the trainees and mentors relating to their setting experience. For these purposes the University is the Data Controller.

The University will update information held in its records as notified by the Partnership Setting or by the trainee, from time to time, and will annually seek to verify the information held. The information will be held in line with the University's Document and Record Retention Schedule. The University will not share the information received from the Partnership Setting or its trainees with any third party, including outside of the UK, without the consent of the trainee and/or the setting.

We recognise the importance of protecting the personal data of all individuals and the particular concerns relating to learners' data. Trainees will be given training in processing of learner data and the requirements of the Partnership Setting in relation to appropriate storage and processing. Partnership Settings are required to ensure that trainees understand the Setting's processes in relation to data protection, including the transfer of personal data off site. In addition, Partnership Settings are required to ensure that their Privacy Notices include specific reference to learners' personal data being shared with trainees as necessary.

In the event of a data breach, the trainee is instructed to inform the setting and the university immediately. In the event of the University suffering a data breach in relation to data relating to trainees the Partnership Setting will be informed as soon as is practicable after the breach is identified.

# SECTION 8: OVERVIEW OF PAPERWORK

Form/Template	Purpose/Who	When	Where to find it plus additional information
Induction Task Booklet	To be completed by the trainee in the induction phase in College.	October/November	<a href="#">Partnership webpage</a> - Documentation
Professional Discussions Log (PebblePad)	To be completed by trainees in partnership with subject specialist mentors	As agreed	Trainee's PebblePad portfolio. They will share their portfolio with you.
Trainee timetable	To be shared with all stakeholders	As agreed	Trainee's PebblePad portfolio
PGCE FE lesson planning template	Template is available for trainees on Blackboard.	By the second phase of teaching trainees should move to planning lessons over time.	<a href="#">Partnership webpage</a>
Lesson plan and observation form	Eight formal observations to be completed (4 setting/4 University) must refer to the Practice Themes.	Trainee to provide lesson plan 2 days in advance of observation date. Lesson plan and observation form must be completed for each of the 8 formal observations.	Partnership webpage – Documentation. Exemplar available on website.
Review of progress against the Professional Standards booklets (electronic copies: can be printed)	Reference document for trainees, tutors and mentors	Continually	Partnership webpage – Documentation
Professional Report template (editable)	For trainees, mentors and tutors to complete progress assessments of trainees using the Review of Standards booklets	November March June	PebblePad
Professional Standards (2022)	For trainees, tutors and mentors	Continuously	Partnership webpage - Documentation
Mentor Framework and Guides	For all stakeholders	Continuously	Partnership webpage - Documentation
Code of Conduct for Trainees	For trainees and as reference for mentors	Signed at the start of the course	Available in trainee's PebblePad on the Key Documents page
Tutor Connect Template	For tutors, mentors and partners as part of course quality assurance	Once per year	Partnership webpage - Documentation
Research project assessment form	For mentors to complete for trainees as formative assessment	Before May half term	Partnership webpage - Documentation
Support plan flowchart and supporting documentation	For tutors and mentors	As required	Partnership webpage – Additional Information
Assessment guidance overview	For all stakeholders	As applicable	Partnership webpage – Documentation.
PGCE FE Attendance Record	To monitor compliance. Trainees complete and subject mentors validate	Daily by trainee with periodic validation by Personal and Academic Tutor	Sent to trainees at start of course. Trainees to keep copy which should be available for tutorials.





# PGCE FE

Partnership Handbook (FE) 2022-23

**University of Worcester**

School of Education

September 2022