



**University
of Worcester**

PGCE FE

Guide to Professional Reports (PRs) and
the report writing process

1. What is a Professional Report?

The Professional Reports are the cumulative reports of progress and teaching grades for the PGCE FE teaching practice module, PGFE3000. Grading judgements are negotiated between the trainee, tutor and mentor (the tripartite team) and recorded in the Professional Report section of the trainee's PebblePad portfolio which the tripartite team has access to.

There are three reporting points over the year: Autumn, early Spring and late Spring. The first PR is written by the trainee and tutor and the second and third PRs are written by trainee, mentor and tutor.

Note: The PGCE FE **Review of Progress against Practice Themes** booklet gives a framework of descriptors and grades for assessing trainee progress must be referred by all involved in reporting progress for this module.

2. What is the process for completing Professional Reports 2 and 3 ?

The process for compiling Professional Reports 2 and 3 is as follows –

- **trainee** completes the Review of Progress and Professional Report in PebblePad
- **trainee** arranges professional discussion meeting with **mentor** to discuss progress and grade progress – the **mentor** prepares for this discussion by reviewing trainee's PebblePad evidence and other relevant evidence
- mentor can complete their Professional Report in PebblePad before or after the professional discussion of progress and grading
- **mentor** completes their Professional Report then submits their report (for PR 2 and PR 3 only) after the trainee/mentor meeting
- PGCE FE course tutor signs off the trainee and mentor reports and agreed grade

3. How do I structure the Professional Reports?

Professional Reports can be structured using the practice theme headings:

Evaluating Practice (EP); Subject and Pedagogical Knowledge (SPK); Learner and Classroom Engagement (LE); Planning for Learning (Pfl); and Professional Development (PD).

Professional Reports should summarise trainee strengths and development targets across the Practice Themes.

4. What checks and measures are there for consistency?

Individual Reports

The trainees drive the review of progress and must complete a review of progress activity in PebblePad for mentors and tutors to consider. The review also requires trainees to provide a table of evidence on evidence to support their review and grade. Trainees will have different amounts of evidence and grades depending on their experience and the context of teaching. The key feature of all Professional Report should be that it is aligned; this means that the Review of Progress grades, the evidence used to support the grades, Professional Reports and the overall grade itself “stack up”. There should be a clear story of why the grade has been agreed.

The trainee’s Professional Reports 2 and 3 are key documents for mentors to refer to in reviewing progress. However, you will have your own progress judgements and examples of evidence to refer to support or challenge a grade. Mentors use their own evidence/judgement of trainee’s practice – mainly to add to evidence and remind the trainee of what they have achieved!

Mentors should aim to review and report on the Practice Themes twice over the course duration.

Whole cohort reports

The course team complete quality assurance checks across all Professional Reports and the outcomes are shared with trainees and mentors. This process checks the relevance of evidence and alignment to practice themes grades.

Professional Report 3 is treated as the summative report for module assessment. Trainees must achieve a minimum grade of **competent** across all themes to pass the module.

Professional Report Grades are used as part of the overall assessment result for the module.

For further details please contact the Course Leader, Jane Sisk

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Appendix A

PGCE FE 23-24

Professional Report 2 – sample subject Foundation/ SEND – tips in green boxes

- State that you have referred to the Review of Progress descriptors
- Include language/references that that you are using the Review of Progress descriptors
- Refer to trainee’s evidence linked to themes to show you have seen it and agree
- Refer to your own evidence and judgements

Tip: Make a statement to show that you have referenced the Review of Progress against the Practice Themes and you met with trainee before or after writing your Report

Thank you for meeting with me to discuss your Review of Progress and Professional Report 2. Following our meeting, I have completed my Professional Report 2 on your progress below using the Review of Progress against the Practice Themes guidance.

Evaluating Practice (EP)

You have a very strong evaluative streak and this means you are able to accelerate your progress through your own reflective practice and through extensive dialogue with colleagues. Your enthusiasm for evaluation and improvement has inspired the department! Furthermore, you champion a range of CPD activities for yourself and promote to others. For example, your online mental health training course recommendation has been well received. Your enthusiasm for evaluation and improvement has inspired the department! Please continue this.

Tip: Use language of Review of Progress descriptors to fit grade – “Secure and current”, “evidence-informed practice “

Subject Pedagogical Knowledge (SKP)

You have shown a secure and current understanding of how the learners in the group require support to engage and learn. You have addressed the needs of those with ADHD, SEND and ESOL as well as challenging behaviour, and have put in place strategies to support this. Not everyone can walk into a NEET learning environment and feel confident in applying subject knowledge to support learners, however, you have done this with ease. You demonstrate secure and current knowledge in how to meet the needs of learners, and this has created a wonderful rapport and great respect – which is often difficult to master.

You have adapted your delivery and resources to ensure all learners are supported in the correct way and have considered aims recorded on EHCPs and these can be integrated into your planning.

You have a secure understanding of how to develop and use a range of resources to respond to diverse needs, for example, level of study. In Functional Skills Maths and English you manage learners studying from Entry Level 3 to Level 2. Formative assessment is a cornerstone of your practice. (SPK 1 and 2)

Tip: This is a quick reference trainee’s 2nd **Review of Progress and Evidence** page which can be viewed from the this page’s menu.

Next steps: Continue to experiment with different assessment methods to gauge what works for you and the learners and seek support in this from colleagues. There is a variety of practice in the department which you would benefit from seeing and talking about, including monitoring systems.

I agree with your grading of good against the SPK descriptors for this theme.

Classroom Learner Engagement (CLE)

You have shown great skill in the way you engage and challenge learners in the classes you teach. This is particularly evident in Maths and English lessons. The *Target* group is a very challenging to manage class, and you manage learning and behaviour well. Employability and real-life scenarios to enhance engagement and make content relevant.

You inspire, challenge, motivate and communicate with learners to ensure they make progress through coaching and skills development. Employability and real-life scenarios enhance engagement and make content relevant. You have also introduced me to “check-in Chris and Carl”, coaching characters which really have an impact. The use of these characters within pastoral opportunities helps the learners to feel supported and encourages engagement, as well as delivering key messages. The learners now recognise these two characters and show enjoyment when they pop up in sessions.

Use examples your own observed examples from practice as examples within text or refer to trainee’s Review of Progress evidence (see example above and last paragraph of this theme below)

You have secure classroom management based on clear expectations. These are confidently enacted in a range of strategies - pauses to wait for learners to show they are listening; asking learners to stand outside the room to discuss poor behaviour; setting and sticking to clear expectations and the use of seating plans when required. You have secure knowledge on the college student standards and ensure these are maintained, for example, by challenging use of phones, removal of coats, and maintaining a food and drink free zone. You have also shown great resilience and force when learners have pushed back at boundaries with rudeness, offensive language and shown disrespect towards you.

You have supported learner enrichment and have contacted several different organisations to deliver sessions in relation to the *Target* course content. These opportunities support with progression, employment, and personal development. You have begun to make contact to arrange an excursion to the university to support learners with progressing to higher education given them an insight into the student lifestyle. (See evidence CLE2 and CLE4)

Next steps:

I would grade your progress as good against the descriptors against this theme.

Planning for Learning and Assessment (PFLA)

You had success with introducing effective strategies to check for understanding, for example, pass-pause-pounce question method. This worked well with the *Target* learners as there are two learners who like to control the sessions and shout out answers. It also aids quieter learners and those who get distracted easily and keeps them engaged. I encourage you to plan to use more methods like this to enable you to find the best methods which work for you and the learners. We will set time to discuss different methods to form content for a professional discussion.

You have created several resources to aid with assessment in English & Maths. For example, a laminated number line for each learner, these have been used on a effectively and have promoted learner confidence and thinking skills around questions used for.

You have clear understanding of the SOW for each topic you deliver and consistently produce lesson plans, activities, and resources with clear outcomes to support the SOW content. You plan ahead and have extension tasks available; these range from mindfulness exercises to content which embeds Maths and English as well as stretching learner knowledge.

With 4 ESOL learners in the group who speak very little English, you adapt resources using Google Translate, offering text in native language and English and use a translation tool when presenting via PowerPoint. This supports inclusion and allows for these learners to be assessed effectively. You work effectively with support staff (LSA & PLC) to not only support ESOL learners but others in the group who require prompting, further explanation, and emotional/social support.

You have shown competency in delivering activities using technology and supporting the use of technology for learners to provide evidence. Two learners in the group prefer to work using a laptop and all work is set and submitted electronically. You have also used methods such as surveys, quizzes and apps to enhance the use of technology to obtain forms of assessment.

One of the areas picked up in the first joint observation was to ensure all learning outcomes are assessed before moving on. I feel this has been addressed by X. The pace of activities / tasks has slowed down to ensure outcomes can be discussed and assessment can take place.

Next steps: One recommendation is to utilise more peer assessment methods – particularly in Maths and English, this was a target set from the most recent mentor observation. I also encourage you to plan for more formative assessment across your teaching . We will set time to discuss different methods to form content for a professional discussion.

I would grade your progress as good against the descriptors against this theme.

Professional Development (PD)

You have integrated well into the Department and are a very much valued member of the team. You have shared your extensive knowledge in SEND with colleagues and have offered suggestions, points of contact and recommended various organisations to aid with the support of learners. You have also visited another Capus site to meet the extended members of the team and some of the learners. You have also suggested CPD opportunities to colleagues which are relevant to improve their own practice.

You remain professional in all situations you have faced so far and recognise areas in which you need to further develop, acting upon this by taking on additional CPD or asking colleagues and fully engaging in the Department.

Following our discussion, we have agreed an overall grade of good against the PGCE FE Practice Themes. Well done and I look forward to seeing your progress in the coming weeks!