



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
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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.

Total Time on Placement 250 hours (min)			
Teaching Practice 150 hours (min)		Additional Duties 100 hours (min)	
Specialist Subject 100 hours (min)	Other Subject(s) Not compulsory		
Online Delivery			Placement 2 20 hours (min)

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	Formative PR3	Summative / Viva Voce
PGFE3000	Item: Portfolio Audit Item: Professional Report 1	Item: Portfolio Audit Item: Professional Report 2	Item: Professional Report 3	Item: Completed Portfolio 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

- Subject Mentor *at least one hour fortnightly and observations as agreed*
- Course Tutor/s *regular contact through teaching, assessment and observation*
- 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 having 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 module PGFE3000. Details of the training and timeframes for completion can be found in the Partnership Handbook and will be disseminated through Mentor Connect Bulletins.

4. Observations

Key Details

- Who is involved? Trainees, Subject Mentors, Course Tutors
- 10 observations should spread out over the placement period (5 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 only).

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, online, or by email.

During the Observation

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

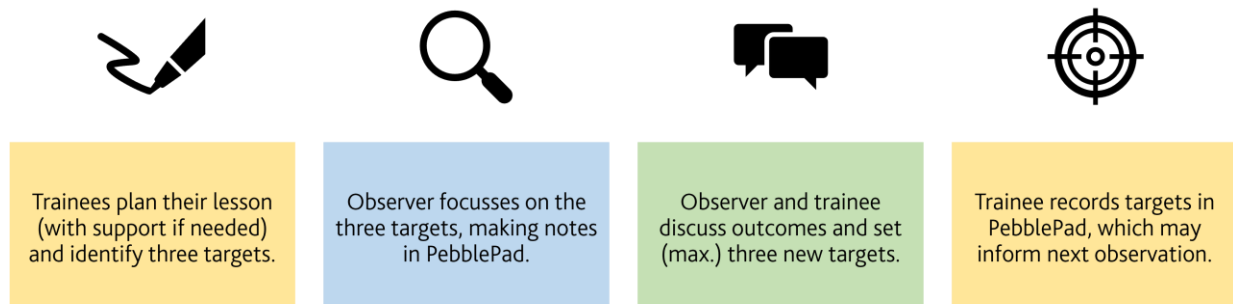
Feedback can be added directly into PebblePad. Observer feedback should **focus on the targets** the trainee has set for this lesson, identifying strengths seen in the lesson. This helps observers to be precise. There is space to make comments on other relevant aspects of the lesson at the discretion 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



5. 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 October and is compiled by the trainee and their PAT.
- Professional Report 2 is submitted in February.
- Professional Report 3 is submitted in May.
- The Viva Voce will take place in early 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 Reports have two parts; the first part is completed by the trainee and the second part is completed by either the PAT (PR1) or the Subject Mentor (PR2 & 3). All reports are completed in PebblePad.

Trainees and Mentors will report on the progress made by Trainees at that point in the year, ensuring trainees are on track.

For Professional Reports 2 and 3, the trainee completes their report and uploads their evidence, the Subject Mentor and the Trainee will then discuss Trainee's progress. The Subject Mentor will write an overall summary, with reference to the Practice Themes, and inform the PAT that the report is ready to be checked. 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 the final week of the course follows the final 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 the PGCE FE qualification.

Summary



Trainees write reflections and collect evidence for their Report on PebblePad



The Trainee and Subject Mentor meet to discuss the Report



The Subject Mentor adds a summary comment



The Trainee and Subject Mentor agree targets for the next Report

6. 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](#)

Collection of evidence is an ongoing process. The Portfolio **must** include the following evidence:

- 10 Observations
- 3 Professional Reports
- Target Setting and Sign Off

Building your Professional Reports

You will submit three professional reports during the PGCE, which will be written by you. (Your mentor will also guide you and contribute to Reports 2 and 3.)

Your role is to build your reports throughout the year by completing a series of reflective tasks that will be set by the course team. Each reflection should be between 120 and 150 words. Some also require you to upload relevant evidence.

Professional Report 1
Professional Report 2
Professional Report 3

Submission Deadline: Friday 24 October 2025
Submission Deadline: Friday 20 February 2026
Submission Deadline: Friday 22 May 2026

(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](#)

7. Target Setting

Key Details

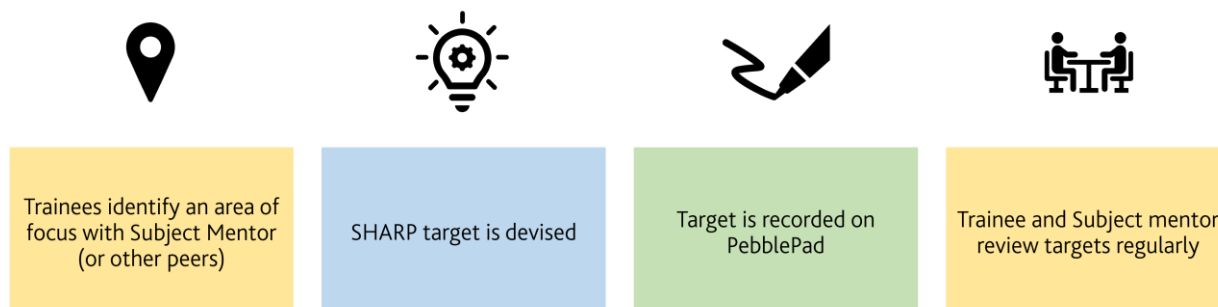
- Who is involved? Trainees, Subject Mentors, PATs
- Targets set before and after observations, professional discussions, and at other points.
- Targets reviewed regularly during Subject Mentor meetings.
- Recorded by Trainee on PebblePad.

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
I want to have a strong start to TG0971's lesson on Tuesday by preparing a 'do now' activity. I will set up the classroom with a textbook on each desk and 10 quiz questions from prior learning on the board. I will give clear, consistent, and concise instructions to reduce cognitive load.	Learner Progress
I want to use flexible questioning in an extended class discussion with Group 081 on Wednesday to develop their critical thinking. 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.	Communication Professionalism
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. 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.	Learner Progress Regulation & Guidance

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 should be recorded in PebblePad.

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. 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.

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

Reflective Tasks

Reflective Tasks should be written regularly by the trainee and recorded in PebblePad in the reports section. Specific topics 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 academic year, 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 Certificate	GDPR Training
PREVENT Training Certificate	Other CPD evidence
Cite Them Right Online Certificate	Teaching Timetable
Code of Conduct	Course Specification(s) Sample for subject
Attendance Record	
Artificial Intelligence Online Course	
Placement Induction Booklet	

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. The Mentor 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	•			
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 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 UW [Partnership Pages](#).

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