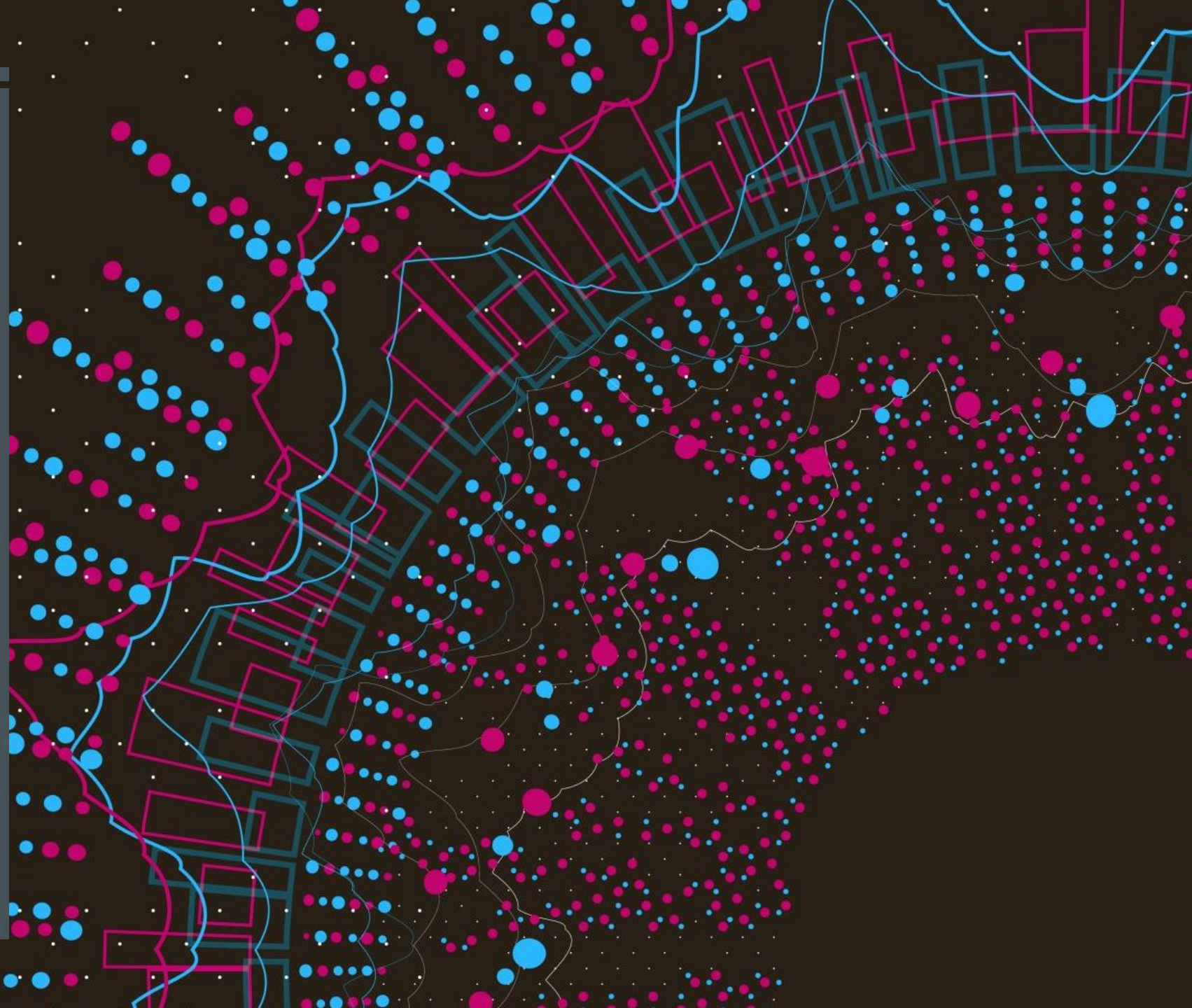


PGCE (PCET)

CONTEMPORARY ISSUES &
PROFESSIONAL ROLES IN PCET



TODAY'S SESSION

- Discuss the PTE element of year 2 of the programme
- Introduce the CIPR module and assessment





PROFESSIONAL TEACHING EXPERIENCE

YEAR 2

PORTFOLIO REQUIREMENTS

- Submission date: 28th May 2021
- Compilation of portfolio is via OneNote – available from 5th March
- 4 elements to the portfolio
- 5000 words total

PORTFOLIO – ELEMENTS 1&2

Introduction to the teaching experience setting (approximately 500 words)

- This should provide an outline to the setting in which the professional teaching experience was conducted. It should detail the type of setting, the subject areas taught as well as the cohort. If more than one teaching experience placement has been undertaken, then please ensure that all settings are evidenced.

Practical teaching experience evidence

- This should be an accumulation of the necessary evidence to support engagement with the practical teaching experience element of the programme to include:
 - Record of teaching hours authenticated by placement setting (60 teaching hours in total across the two years of the programme with 10% allowance for administrative duties)
 - Lesson assessment forms and all associated documentation for formally observed lessons (4 lessons in total) or authentication of practice statement
 - Lesson plans and associated documentation for a further 4 lessons delivered by the trainee.
 - Professionally focused CV

PORTFOLIO – ELEMENTS 3&4

Reflective evaluation of overall experience (2500 words)

- Your reflective evaluation should relate specifically to your teaching practice and incorporate suitable reflections on the aspects included under element 2 of the portfolio, namely your practical teaching experience evidence.
- You should critically reflect on the breadth and depth of the teaching experience undertaken as well as the feedback received through any formally observed sessions as well as any mentor feedback that may be available. You should also consider any professional development activities undertaken and how they have contributed to your development as a practitioner

Action plan for future professional development (1500 words)

- This action plan should summarise clearly the steps required in order for you to develop further as a PCET practitioner and the requisite steps needed along with a timeframe for completion of the actions identified.
- The action plan should be clearly linked to relevant professional standards, where appropriate.

CONTEMPORARY ISSUES AND PROFESSIONAL ROLE IN PCET

INTRODUCTION TO
THE MODULE



AIMS OF THE MODULE

- To present learners with information about the current landscape of PCET
- To facilitate learners in assessing their own position within PCET and to systematically plan for their continuing professional development



MODULE LEARNING OUTCOMES

- Identify key developments in the PCET sector by critically analysing the roles of relevant bodies and agencies and the effects of national policies and initiatives
- Critically evaluate policies/initiatives that relate directly to professional practice
- Critically evaluate own strengths and weaknesses within the PCET environment and identify appropriate opportunities for personal continuing professional development

SCHEDULE OF SESSIONS

* Asynchronous sessions, material will be available on Moodle from this date

Date	Session
01.03.21	Introduction to the module • Current debates in the context of PCET - challenges and aspirations • Module assessment
15.03.21	* The PCET professional • Roles and responsibilities • GDPR and data management • Safeguarding • Enhancing your professional profile • Skills for self-management
29.03.21	The skills agenda within PCET • Employability and essential skills • The Well-being of Future Generations (Wales) Act 2015 • Further and higher education - developments and opportunities
26.04.21	* The Future of PCET • Forthcoming policies and initiatives
07.05.21	Assignment submission deadline

MODULE ASSESSMENT – ACADEMIC CRITIQUE

Part 1 (1500 words)

- Students are required to identify an issue of contemporary national, regional or local significance and produce a critical evaluation as to the potential impact this may have on the post-16 sector and on their own professional practice in particular.
- Students will be expected to consider the context in which the issue has emerged i.e. is it a national policy or an emergency response to an event or a curriculum change? They will then need to explore relevant literature and evidence to provide a critical response as the extent to which this issue is likely to impact on the post-16 sector in the widest sense.

Part 2 (1000 words)

- Following part 1, students will need to evaluate their own skillset and knowledge in relation to the issue identified within part 1 and outline any further skills or knowledge development that may be required in order to respond effectively as a post-16 practitioner to the identified issue. Where practicable, actions noted for personal development should be presented with a clear timeframe in which developmental activities are expected to occur.

DISCUSSION

- What are the key challenges for the PCET sector at this moment in time as you see them?
- Where have these challenges come from?
- What do you see as the key skills needed for PCET professionals at this moment in time as well as for the future?
- What are the challenges facing our students?

REFLECTION

- What are we doing now to prepare ourselves as practitioners for the challenges of the future?
- What are we doing now to prepare our students for the challenges of the future?
- What could we be doing differently?