Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PGCE/ProfGCE/PCE (PCET) Professional Teaching Experience (PTE) Handbook

This document is available in Welsh and English

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1. Introduction and Overview

Purpose of the handbook

This handbook has been designed to provide key information for the Professional Teaching Experience element of the PCET range of qualifications as listed below. The handbook is designed to support trainee teachers in understanding the purpose and requirements of the Professional Teaching Experience to meet the needs of the award.

The Professional Teaching Experience is a key element of the programme and must be satisfactorily passed to attain the award. The professional teaching practice is an opportunity for trainee teachers to extend their knowledge, develop and build their confidence as well as enhance their subject knowledge through structured opportunities to work with learners and we hope that this is a positive and rewarding experience for all.

1.1 Programme aims

The following aims apply to the PCET portfolio of programmes. Further details can also be found in the Programme of Study Handbook and Module Directories available on the Moodle VLE on the PCET Homepage.

- To produce a quality learning experience that will enable students to achieve a teaching qualification pertinent to the post-compulsory education and training.
- To encourage students to manage their own learning, and to make use of scholarly reviews and primary sources relevant to the discipline by producing reflective teachers or trainers who can demonstrate competence in a range of roles including teaching, assessment and evaluation of learning and the management of education and training.

1.2 Awards within the programme

The PCET range of qualifications are designed to allow a range of individuals to be able to access the course. The available pathways are summarised below.

- ***Professional Certificate in Education and Training (PCET)***
    - This is an enrollable award offered at level 5 for year 1 and then at level 6 for year 2.
    - This pathway is for trainee teachers entering the programme who do not already hold an undergraduate degree.

- The title of the award is often abbreviated to PCE (PCET)

- ***Professional Graduate Certificate in Education and Training (PCET)***
  - This is an enrollable award offered at level 6 for both years of the programme.
  - This pathway is for trainee teachers entering the programme who already hold an undergraduate degree.
  - The title of the award is often abbreviated to ProfGCE (PCET)

- ***Postgraduate Certificate in Education and Training (PCET)***
  - This is not an enrollable award and is a pathway available for trainee teachers following the Professional Graduate pathway who may wish to study year 2 of the programme at level 7. It is only available to trainee teachers subject to appropriate grades achieved in year 1 of the programme and anyone interested should discuss this with their personal tutor or academic director prior to commencing year 2 of the programme.
  - The title of the award is often abbreviated to PGCE (PCET)

2. Professional Teaching Experience

Trainee teachers undertaking the programme on any of the named pathways above will be completing the award over two academic years. A total of **100** hours of learner facing instruction is required to attain the award.

As this teaching award is for the post compulsory sector then the professional teaching experience undertaken must be completed within a relevant setting with learners over the age of 16.

It is acknowledged that trainee teachers may enter this programme with varying ranges of experience from those who have no previous teaching experience as well as those who may already be engaged in a teaching role. It is therefore important that the programme offers sufficient flexibility to support this diversity of experience and to allow a quality learning experience for all trainee teachers on the programme.

2.1 The Professional Teaching Experience placement process

Trainee teachers are expected to take responsibility for arranging a suitable placement opportunity to allow them to complete the necessary professional teaching experience requirements. This may be through a single placement or several placements depending on the needs and preferences of the trainee teachers.

- Please be aware that some settings may request an interview to identify a trainee teacher's suitability for undertaking placement within their organisation and many will also request an up-to-date CV.

All trainee teachers will require a DBS check to be completed as part of their enrolment on the programme and will need to meet the costs incurred for this. This DBS must be completed prior to undertaking the professional teaching experience, any observations or teaching within their placements. If students do not have a DBS in place any teaching hours up until a DBS is acquired will not be counted and observations of teaching practice will not be available. There are a number of assignments within the programme which require an observation of practice to complete them, therefore, without a DBS in place it is possible that students will not be able to complete these assignments, or gain the required teaching hours, and consequently will not be able to complete the programme.

- Trainee teachers will also need to be meet the costs of travel to and from placement settings.

Once a potential placement has been identified, the trainee teacher should notify the PGCE (PCET) team to confirm the suitability of the placement and to ensure the appropriate documentation is completed in advance of the placement commencing.

The UWTSD Student Placements Protocol applies to all trainee teachers undertaking placement activity to support their studies on the programme. They will be provided with a copy of the protocol at the beginning of their studies which outlines the responsibilities of the trainee teacher, the university and the placement provider to ensure the experience is meaningful and contributes effectively towards the trainee teacher's learning.

There are a range of forms that support the Placements Protocol that will need to be completed prior to a trainee teacher beginning placement activity. These will be made available to trainee teachers by the programme team who can also provide further guidance about their completion if required.

It should be noted that trainee teachers will not be permitted to begin placement activity without their DBS check confirmed, as required by the University, or without the relevant placement forms being received by the programme team.

2.2 What activities count as Professional Teaching Experience?

Teaching and/or training within post compulsory education can be a rewarding and varied experience and as such, teaching experiences can vary depending on the subject area of the trainee teacher as well as the setting in which the professional teaching experience takes place. Therefore, the following principles apply:

- Observations of other practitioners or familiarisation activity are valuable developmental opportunities but do not count towards the professional teaching experience hours required.

- Examples of activities that may be included are as follows:
    - Large group teaching
    - Small group teaching
    - Workshop facilitation
    - Team teaching with another practitioner
    - Working with individual learners*
    - Delivering online teaching sessions*
    - Recording teaching material for asynchronous teaching*
    - Supporting field trips*

- Assessing learners does not typically count towards the professional teaching experience hours.
- Preparatory work such as writing lectures, developing slide decks, and lesson planning does not count towards the professional teaching experience hours required.
- A maximum of **10%** of the professional teaching experience hours required may be allocated against administrative duties such as assessing learner work, attending meetings etc. However, this will depend on the overall profile of the trainee teacher and the progress they have made in their professional teaching experience. Further guidance can be sought from personal tutors or the programme team.

* *Trainee teachers are expected to gain as wide a range of experiences as possible to support their development as teaching practitioners. The inclusion of activities such as these should only be included in moderation and in consultation with the trainee teacher's personal tutor to ensure there is a good range of activities evidenced for their professional teaching experience.*

The programme recognise that trainee teachers may be engaging with a wide range of learner facing instruction which can count towards the professional teaching experience requirements and where there is any uncertainty, trainee teachers or mentors should discuss this with the programme team as soon as possible.

2.3 Observing other practitioners

Trainee teachers are encouraged to undertake observations of experienced practitioners both as part of module assessments and for professional development purposes. For assessments that require specific observations, details will be provided within the relevant module assessment proformas. Where trainee teachers are undertaking observations of practitioners for professional development purposes the number of observations undertaken by the trainee teacher should be negotiated with the placement setting and will depend on the needs of the trainee teacher.

When observing experienced practitioners, trainee teachers should complete the Practitioner Observation Form (Appendix 1) as a means of documenting the process and to support reflection on the learning gained.

Some key points for undertaking observations of experienced practitioners:

- For observation to be useful it must be **focused and purposeful**.
- Trainee teachers need guidance both about purposes and about how to observe effectively.

- Observation does not just have to take place passively from the back of the class; Trainee teachers can also observe while taking part in collaborative teaching or joining a group of students.
- Observation does not have to take up the whole of a lesson.
- While observation is likely to be more frequent early on, it also has a very valuable part to play throughout the Professional Teaching Experience.

To achieve a full understanding of the teaching process, the trainee teacher will need to know how the teacher perceives what is happening in his or her classroom on any particular occasion. It is by discussing the observed teaching with the teacher that the trainee teacher can better understand, for example:

- the kinds of student activities and progress the teacher is trying to promote
- the actions taken to bring these about
- the conditions impinging on the teaching which had to be considered when deciding what to do

Purposeful Observation

Purposeful observation allows the trainee teacher to:

- shift from a student to a teacher perspective
- learn to analyse what is happening in classrooms
- get a sense of the standards which teachers set for their learners and the professional standards they adhere their practice to
- discover different ways of doing things
- learn to monitor the progress of a lesson
- identify things which they do not understand

Focused Observation

During the earlier part of the trainee teacher's time in placement the mentor and/or teacher being observed should decide on the focus of any observation. This is likely to be such things as:

- class rules and routines

- basic classroom management skills
- beginning and ending lessons
- the transition from whole class to individual/group activity
- basic teaching skills

After a while the focus may switch to such aspects as:

- types of teacher contact with individual learners
- how learners spend their time in a lesson
- classroom talk
- small group work
- specific teaching methods/activities
- working with learners who are experiencing difficulties/more able students, etc.

2.4 Documenting the Professional Teaching Experience

Trainee teachers are required to upload the evidence of their professional teaching experience to their Professional Development Portfolio (PDP). The platform used for the PDP is Microsoft OneNote and each student is allocated to their PDP at the start of the course. A link to access this will be sent to the trainee teacher's UWTSD email address. It is the trainee teacher's responsibility to ensure that they are able to access the PDP and update it on a regular basis with the evidence to support the professional teaching experience requirements of the programme.

The PDP is also available to the student's personal tutor and will be regularly reviewed during personal tutorial sessions. Guest access to the PDP for mentors can be arranged on request via the programme team. Further details regarding the PDP are in section 4 of this document.

The link to the Professional Development Portfolio for students beginning year 1 of the programme in the academic year 2024/5 is noted below:

2.5 Roles and Responsibilities

2.5.1 Trainee teacher responsibilities

When undertaking professional teaching experience, trainee teachers are expected to conduct themselves in accordance with the UWTSD Student Charter. Trainee teachers are also expected to ensure they adhere to the professional standards as outlined in the '*Professional standards for further education teachers, work-based learning practitioners and adult learning practitioners in Wales'* (2023) available here and summarised in Appendix 2. These professional standards are central to the development of the trainee teacher in aligning their practice to expected requirements and they also underpin the learning gained throughout the programme. It is also acknowledged that trainee teachers may be required to demonstrate alignment to alternative professional standards depending on the nature of the sector they may already work in and where that is the case, this should be discussed with the personal tutor.

Trainee teachers are expected to work proactively with their placement setting to negotiate a suitable timetable of activities to support them in attaining the requisite teaching practice hours required.

Whilst it is acknowledged that trainee teachers on the part-time programme are undertaking their studies alongside other commitments, it is the trainee teacher's responsibility to ensure they can meet the needs of the programme for Professional Teaching Experience and have appropriate flexibility and time to support this.

Where there is a concern that the requirements of the Professional Teaching Experience may not be met, this should be discussed with the trainee teacher's personal tutor or the PCET programme team as soon as possible.

2.5.2 Programme responsibilities

This section outlines the responsibilities of the programme team in supporting the trainee teacher during their Professional Teaching Experience.

2.5.3 Personal tutor

During their studies, trainee teachers are allocated a personal tutor from a member of the programme team. The role of the personal tutor is to liaise regularly with the trainee teacher to ascertain progress as they move through the course. The personal tutor will also be responsible for monitoring the

trainee teacher's engagement with their Professional Development Portfolio and identifying any areas of development needed for the trainee teacher to support their further development.

Personal tutors will arrange appropriate meetings with trainee teachers and the Personal Tutor Meeting Record (Appendix 3) will be completed to acknowledge the key areas discussed and any actions determined will be confirmed with the trainee teacher. The form will be completed by the personal tutor and uploaded to the trainee teacher's PDP where the trainee teacher will be expected to sign the record to acknowledge their acceptance of the guidance noted within the record. In the event of any disagreement with any guidance or actions noted, the personal tutor should be contacted in the first instance. Relevant actions should be added to the trainee teacher's dynamic action plan as noted in Section 3.3 Action Planning, as appropriate.

This action plan should be a dynamic action plan used to inform the action plan within your professional practice portfolio as well as any assignments requiring an action plan.

2.5.4 Intersection with UWTSD policies

The Professional Teaching Experience is supported by the UWTSD Placement Protocol as outlined in section 2.1. The programme team will work with the trainee teacher to ensure that potential placements are suitable locations to meet the needs of the trainee teacher and the programme requirements.

Where there is a concern raised in relation to the progress of the trainee teacher, either by the programme team or the placement setting, additional policies within UWTSD may apply including (but not limited to) Support for Study and Fitness to Practice. Such policies are designed to provide additional support for the trainee teacher to allow them to fully participate in their studies and to allow them to achieve to their full potential.

2.5.5 Placement provider responsibilities

In agreeing to support a trainee teacher for their Professional Teaching Experience, a placement provider is asked to ensure where possible that they are committed to meeting the needs of the trainee teacher in relation to the teaching hours required. In some instances, a provider may only be able to provide partial support in terms of teaching hours and in such instances the trainee teacher should be made aware of this as soon as practicable.

Where possible, placement settings are asked to identify a named individual who can act as a mentor for the trainee teacher. Such a role is invaluable for trainee teachers in supporting their subject-specific skills and knowledge within the teaching context. Mentors should not be a relative or close friend of the trainee teacher. Where it is not possible (or practical) for a named mentor to be assigned,

this role may be undertaken by a member of the programme team. A summary guide for mentors is in Appendix 4 and further guidance for mentors can be found in the Professional Teaching Experience: Guidance for Mentors Handbook. Where changes to the named mentor are necessary during the course of the trainee teacher's programme, such as due to illness or employment changes, the personal tutor should be advised as soon as possible.

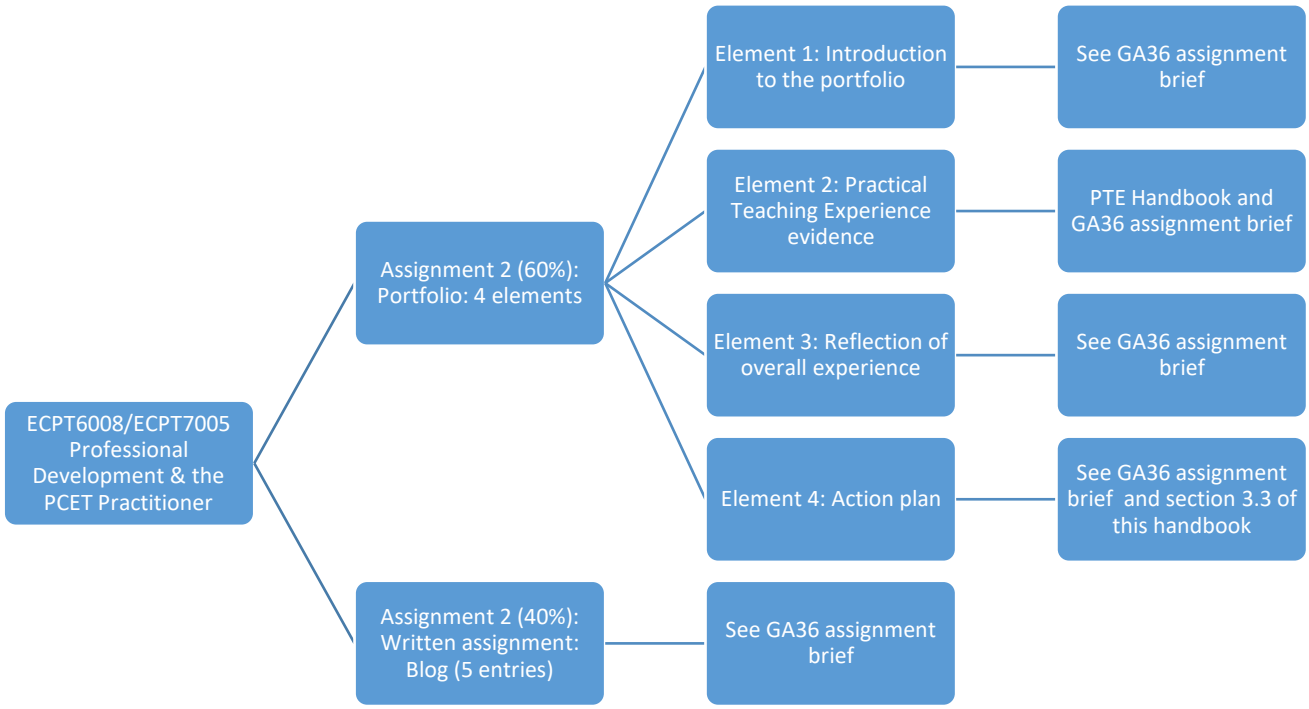
3 Professional Development Portfolio Guidance

The Professional Development Portfolio allows trainee teachers to evidence their engagement with the Professional Teaching Experience requirements of the course and provide key evidence in relation to their progression and development as a teaching practitioner. Therefore, it is vital that the PDP is kept up to date and reviewed regularly by the personal tutor as well as the placement setting to ensure sufficient progress is being made by the trainee teacher.

The PDP is formally assessed as part of the module ECPT6008/ECPT7005 '*Professional Development & the PCET Practitioner*' as part of Assignment 2: Portfolio (60%). This Professional Teaching Experience handbook will focus only on the requirements of section 2 of Assignment 2 which relate to the evidence required to support your PDP. Please ensure also refer to the relevant GA36 assignment briefs for that module which will provide further information on the other assessment requirements.

Figure 1 below indicates which documents should be consulted to support the different assessment elements of the module.

Figure 1: Assessment overview and supporting documentation



3.1 Reflective Journals

As part of the formative assessment for the programme, students are expected to keep a regular weekly reflective journal to support their engagement with the programme and their teaching placements. These journals should be reflective in nature and critically focused. Where appropriate, wider reading should be appropriately incorporated within the reflections and further guidance will be provided by the programme team. Completion of the reflective journals will be monitored by personal tutors and whilst these are not formally assessed, they may be used as a basis for tutorial discussions as well as a mechanism for trainee teachers to develop initial ideas in relation to formal assessments.

3.2 Practical Teaching Experience evidence

Although the portfolio will not be formally assessed until the end of the second year of the programme, it is important that the process of collating the necessary evidence begins as soon as possible following the start of the Professional Teaching Experience placement. This will allow the programme team and placement mentor (if applicable) to provide the most effective support. Therefore, trainee teachers should familiarise themselves with the OneNote platform and the portfolio requirements on a regular basis.

Top tip

Ensure evidence is uploaded on a regular basis and avoid storing it only on a personal computer or cloud drive. In some cases, trainee teachers who avoid uploading their evidence until the end of their studies may find that some elements are incomplete or are missing which would have been easier to resolve had the evidence been uploaded at an earlier date. It is also helpful to ensure that computer files are kept in good order and maintain a clear naming protocol for such files so it can be identified at a later date, if required.

Please note that personal tutors cannot be held accountable for issues that arise as a consequence of trainee teachers not following the requirements to upload their evidence to their PDP regularly. Personal tutors also require sufficient time to review evidence submitted by trainee teachers in order to provide meaningful feedback to inform progress and this should form part of the trainee teacher's planning approach for their studies.

Below indicates the different elements required for the Practical Teaching Experience portfolio along with further guidelines on good practice in gathering the evidence.

Where trainee teachers are undertaking Professional Teaching Experience within more than one placement setting, evidence should be presented in the PDP from across the different settings.

Important point to note

Remember that the Practical Teaching Experience evidence is an indication as to the trainee teacher's progression and development as an effective teaching practitioner. It should therefore show consistent engagement with reflective practice and appropriate alignment professional standards throughout the programme. It should not be considered a tick box exercise to simply accumulate the relevant paperwork.

3.2.1 Record of teaching hours

Trainee teachers are required to complete a record of the teaching hours accumulated for the Professional Teaching Experience. These can be recorded via the Teaching Hours Record as indicated in Appendix 5 and then uploaded to the OneNote portfolio or added directly to the portfolio itself. Trainee teachers should ensure that there is enough information included in the record so that this can be verified if required for auditing purposes.

Authentication of teaching hours

Teaching hours claimed for Professional Teaching Experience purposes will need to be verified by the placement mentor or another individual who has the authority to confirm the hours cited. This can be done through either having the Teaching Hours Record signed (digital signatures are acceptable) at regular intervals by the placement provider or through the trainee teacher sharing the Teaching Hours Record and requesting an email confirmation that the hours claimed are correct. The email confirmation can then be uploaded to the PDP.

3.2.2 Documentation for observed lessons

Trainee teachers are required to have 6 observations of their professional practice during their studies as follows:

- ✓ **4** observations by placement mentor or another authorised individual
- ✓ **2** observations by the trainee teacher's personal tutor or other member of the programme team

Before the observation

The trainee teacher will need to complete the student section of the Teaching Observation Record (Appendix 6) and upload this to the relevant section of their PDP at least two working days before the scheduled observation. The trainee teacher will also need to upload the completed lesson plan (see Appendix 7 for the Lesson Plan Template) that is to be used during the session along with a copy of any resources to be used in the class such as slide decks or handouts.

If the documents above are not available to the observer two working days prior to the observation the observer might not be able to observe the teaching session. It is the students responsible to upload the documents on time and, if there are any issues or concerns to raise them with their observer as soon as possible.

These documents are integral to assessing the progress and competency of the trainee teacher as part of the observation process. If these documents are not provided to the observer before the session, the observation may not go ahead and will need to be rearranged.

After the observation

Following the observation, the observer will complete feedback via the Teaching Observation Record and provide feedback to the trainee teacher. This will be done through uploading the document to the PDP within two working days of the observation taking place, unless otherwise agreed. The trainee teacher will then be expected to complete the student reflection section of the record. In some instances, a tutorial may be arranged to discuss the feedback in more detail, if this is deemed necessary.

Key principles for observed lessons

- Observations should be conducted on a regular basis throughout the programme so that there is sufficient time to reflect and act on any feedback obtained.
- Observations typically last for approximately an hour and there should be a minimum of 4 learners within the teaching session. Where learner numbers are less than this on the day of the observation then rescheduling may be necessary.
- There should be at least a week's notice given to arrange an observation so that staff can check their availability.
- Trainee teachers are welcome to negotiate with their observer which session or which element of a session they would like to have observed. Remember that observations are intended to be valuable to a trainee teacher in supporting their professional development so it may be that certain sessions are more helpful that others to be included for observation.
- Where placement settings are unable to complete their 4 observations required, additional observations can be conducted by personal tutor/programme team.
- Additional observations of trainee teachers may need to be arranged where there is a potential concern over progress or where existing observations have not been deemed as sufficient in evidencing appropriate development of the trainee teacher's practice.
- Online teaching sessions can be used for observation purposes but should not be the only classes observed to ensure a range of teaching skills have been evidenced by the trainee teacher. Online sessions should not constitute more that 40% of the total number of the required observed sessions.
- Where institutions stipulate that their own lesson plans are used by the trainee teacher, this is acceptable providing that there is still appropriate consideration of relevant professional standards.
- The programme team reserve the right to refuse to undertake an observation if is felt that undertaking the observation would not be in the developmental interest of the trainee teacher.

3.2.3 Documentation for non-observed lessons

Trainee teachers will also need provide evidence of an additional 8 lessons that they have delivered during their Professional Teaching experience. The evidence to be uploaded should include:

- Lesson plan
- Resources used within the session including slide decks and student handouts

The lessons uploaded should be selected to ensure that the evidence reflects the breadth of teaching that has been undertaken by the trainee teacher.

It is recognised that there may be instances where lesson plans and resources have not been directly produced by the trainee teacher due to organisational or professional body requirements. Where this has occurred, this should be appropriately acknowledged within the PDP to delineate between the resources produced by the trainee teacher and those which haven't. Further guidance, if required, can be sought from the personal tutor.

Presentation of evidence

Trainee teachers should ensure that their evidence is logically and clearly organised within their PDP. A table form is recommended for ease of access with the appropriate evidence uploaded to the relevant location. An example of this can be seen below in Figure 2.

Figure 2: Exemplar layout for teaching evidence

Observation No	Observer	Teaching Observation Record	Teaching Material	Lesson plan
1 16/10/2023	Marion Phillips	Teaching Observation	Learning styles_BMSP	Lesson plan_BA
2 21/03/2024	Marion Phillips	Teacher Observation	Lesson plan - 21.03.24 -	Lesson plan - 21.03.24 -

3.2.4 Details of professional development activity undertaken

Trainee teachers are encouraged to undertake professional development opportunities as part of their programme of study to support their Professional Teaching Experience. Professional development may be formal either through opportunities and training provided by the programme team within the University or through the placement provider. Professional development may also be informal and are opportunities identified by the trainee teacher as they progress through their studies and identify elements of learning and further development for themselves.

Examples of the types of professional development activities that may be included are:

- Attending conferences
- Staff development training
- Completion of online courses (either certified or uncertified)
- Short courses or standalone training events

Trainee teachers are encouraged to upload appropriate evidence of the completion of such activity to their PDP which could be in the form of course completion certificates or copies of conference agendas etc.

It is acknowledged that not all trainee teachers will undertake such activity depending on their own developmental needs as well as the time they have available to allocate to such activity. Therefore, there is no minimum or maximum requirement for professional development activity and trainee teachers should be guided by their personal tutor and/or placement provider in determining what to include for this section of the PDP.

3.2.5 Mentor meeting records

Trainee teachers who are working with a mentor as part of their Professional Teaching Experience are expected to meet at appropriate intervals with their mentor to ascertain their progress and to determine any pertinent actions for the trainee teacher. The frequency of such meetings will vary depending on the needs of the trainee teacher and their pre-existing experience and knowledge; however, it is anticipated that a formal review of progress will be undertaken on a termly basis. Under normal circumstances this means that there should be a minimum of three meetings held over the course of the academic year between the mentor and the trainee teacher.

A Mentor Meeting Record (Appendix 8) is included to record the details of such meetings and should be uploaded to the trainee teacher's PDP on a regular basis. The trainee teacher is expected to be proactive within such meetings and to determine the agenda for these meetings with their mentor. Mentoring should be a supportive process where the trainee teacher is able to benefit from the

experience and guidance of an experienced practitioner and trainee teachers will gain the most from this if they are prepared to fully engage with the support offered. The trainee teacher should complete and send the Record to the mentor in advance of any meeting, highlighting any particular issues they wish to focus on. The Record should be amended as required during the course of the meeting and then finalised by the mentor and returned to the trainee teacher following the meeting. Any actions noted should be added by the trainee to their action plan.

Guidance for student without mentors

In some instances, it is not possible for trainee teachers to be allocated mentors for several reasons. In such cases an enhanced role will be undertaken by the trainee teacher's allocated personal tutor within the programme to provide additional support. Where this is the case, the Mentor Meeting Forms will not be a required part of the PDP. Instead, trainee teachers should upload copies of their Personal Tutor Meeting Record (Appendix 3) as an alternative means of evidencing their engagement with wider support.

3.2.6 Professionally focused CV

Trainee teachers are also required to upload an up-to-date professionally focused CV to their PDP, and this should be completed towards the end of the programme of studies. The CV should recognise the skills and experience gained during the programme to prepare the trainee teacher for future employment as a teaching practitioner within the post compulsory sector.

The UWTSD website offers resources for students to support their career development including CV writing and can be accessed at this link CVs and applications. The programme team may also provide further guidance and training as part of the taught modules studied.

3.3 Action Planning

As part of the portfolio assessment as noted in the GA36 handbook, a summative action plan focusing on future needs as a developing teaching practitioner is required. This should identify SMART targets that draw from the evidence presented in your portfolio and link clearly to relevant professional standards. To support this formatively as the trainee teacher moves through the programme a dynamic action plan should be included within the PDP. This should be presented in table form and outline the developmental needs of the trainee teacher as identified through personal tutor meetings, mentor meetings, observations of practice, assessment feedback etc.

It should be treated as a live document as the trainee teacher progresses through the programme and can then be used to inform the final action plan following completion of the Professional Teaching Experience. The dynamic action plan will be regularly reviewed by personal tutors and should also be

made available to mentors as appropriate. Further training and guidance on action planning will be provided by the programme team.

4 Contact details

The programme team involved in the delivery of the course come from a range of backgrounds and are all committed to supporting trainee teachers in their development as effective practitioners for the post compulsory sector.

Contact details for the team are as follows:

Email: pcet@uwtsd.ac.uk

You can also contact individual programme staff as noted below:

- Caroline Lewis (Head of the Centre for Professional Learning & Leadership) – caroline.lewis@uwtsd.ac.uk
- Lesley Morgan (Programme administrator) – lesley.morgan@uwtsd.ac.uk
- Mark Flagg (Lecturer and personal tutor) – mark.flagg@uwtsd.ac.uk
- Katie Gardner (Lecturer and personal tutor) – k.gardner@uwtsd.ac.uk
- Marion Phillips (Lecturer and personal tutor) – marion.phillips@uwtsd.ac.uk

5 Appendices

All documents contained within the appendices are additionally available via the Moodle VLE as well as located within the OneNote PDP.

Appendix 1 – Practitioner Observation Form

Appendix 2 - Summary of the professional standards for further education teachers, work-based learning practitioners and adult learning practitioners in Wales

Appendix 3 – Personal Tutor Meeting Record

Appendix 4 – Summary guide for mentors

Appendix 5 – Teaching Hours Record

Appendix 6 – Teaching Observation Record

Appendix 7 – Lesson Plan Template

Appendix 8 – Mentor Meeting Record

Appendix 1 – Practitioner Observation Form

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Practitioner Observation Form

Teacher	
Date	
Group	
Topic/Context	
Notes on the lesson:	
What I have learned:	

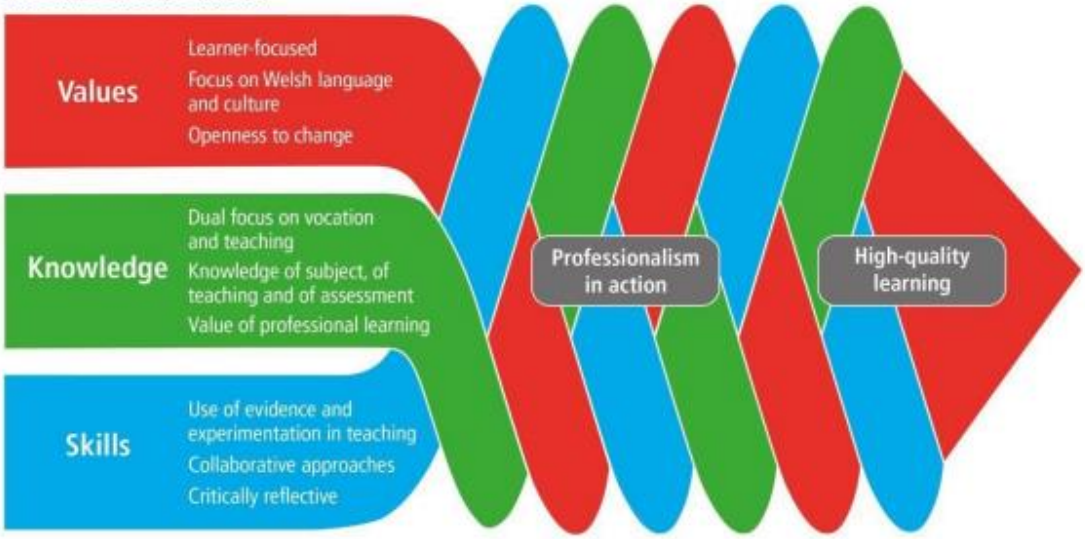
Targets to improve my own practice (mapped to professional standards):

Appendix 2 – Professional Standards

Summary of the professional standards for further education teachers, work-based learning practitioners and adult learning practitioners in Wales (2023)

Our model of professionalism

FE, WBL and AL practitioners need a particular blend of values, skills and knowledge. Taken together these define their professionalism and indirectly lead to improved outcomes for learners.



The DNA-like model above seeks to show the inter-relatedness of the values, knowledge and skills which make up professionalism and which, in turn, contribute to better outcomes for all learners[1].

The professional standards for Wales are expressed in the form of a series of personal commitments – *In my practice and with others, I . . .*

Demonstrate commitment to learners, their learning, safety and well-being

- inspiring, supporting and stretching learners, taking account of their starting
- points and progression options
- working with others to ensure learners are fully supported
- ensuring safe and inclusive learning environments

Value and promote diversity, equality of opportunity and inclusion

- embracing diversity and advocating inclusion

- challenging discrimination in all forms

Understand the importance of the Welsh culture and language as a bilingual nation

- taking opportunities to celebrate the diverse culture of Wales and its place in the world
- pursuing opportunities for my own Welsh language development and promoting its importance to others

Demonstrate dignity, courtesy and respect towards others

- listening to and respecting other peoples' views, opinions and ideas
- acting as a role model for fair, courteous and respectful behaviours
- supporting the wellbeing of learners and colleagues, seeking support where necessary

Maintain and update knowledge of my subject(s) and how best to teach and assess them

- keeping abreast of my subject or vocational area and of effective teaching and assessment methods
- using assessment of and for learning to support learner progress

Know how to use evidence and research to improve my practice

- accessing and experimenting with research from a range of sources
- reflecting on the latest theories and research with colleagues and exploring their relevance to my teaching and learning context

Plan and deliver effective learning, teaching and assessment

- identifying, preparing, delivering and assessing learning programmes
- using a range of media, including digital, effectively to enhance the learning process

Build positive and collaborative relationships

- working to build and maintain relationships with learners, colleagues, employers and others as appropriate
- exercising leadership through all aspects of professional practice and participating in and contributing to professional learning networks

Enable learners to share responsibility for their own learning and assessment

- working with all learners to empower them to set challenging goals and targets and to evaluate their own progress against these
- communicating effectively with all learners, employers and others as appropriate

Critically reflect on own values, knowledge and skills to improve learning

- developing my own literacy, numeracy and digital literacy skills along with other appropriate professional skills
- critically appraising my own practice and adapting it in the light of reflection and feedback, including feedback from learners.

Demonstrate a commitment to sustainability

- inspiring and motivating learners and colleagues to make the changes that will guarantee a sustainable future for everyone
- supporting learners to acquire the knowledge and skills needed to promote sustainable development

Appendix 3 – Personal Tutor Meeting Record

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Trainee teacher name:

Personal tutor:

Programme:

Date of meeting:

Portfolio reviewed: Yes/No/Not applicable

Key issues discussed

Next actions agreed

Date of next meeting:

Appendix 4 – Summary guide for mentors

The responsibilities of mentors are summarised below, and further information can be found in the programme's *Professional Teaching Experience: Guide for Mentors Handbook*.

Mentor responsibilities

1. Arranging for the trainee teacher to plan activities; to teach individual students, small groups of students, and whole classes; and to help the trainee teacher to evaluate these experiences.
2. Helping the trainee teacher to analyse and evaluate their teaching.
3. Developing a variety of modes of collaborative working and pair teaching.
4. Helping the trainee teacher to make the maximum use of the opportunities afforded by observation in order to learn about teachers' skills, strategies and achievements in the class.
5. Contributing to the training of the trainee teacher in achieving the appropriate professional standards.
6. Liaising with their line manager (where applicable), in particular to incorporate into the trainee teacher teacher's programme whole-college/centre/university issues which can be investigated through their placement activity.
7. Providing oral and written feedback on teaching performance.
8. Providing **FOUR** formal assessments of teaching performance.
9. Assessing and reporting termly on the progress and standards reached by the trainee teacher.
10. Contributing to course quality assurance procedures

Appendix 5 – Teaching Hours Record

Date	Location	Time	Topic	Hours claimed	Authorised by

Total hours claimed:

I certify that this is a true and accurate record of the hours claimed in relation to my Professional Teaching Experience

Trainee teacher signature:

Appendix 6 – Teaching Observation Record

PGCE/ProfGCE/PCE (PCET)

@caroline

Teaching Observation Record

Guidance on the use of form

This form is intended to be used to record feedback from formally observed teaching sessions including micro-teaching. The trainee teacher should complete Section 1 in advance of the teaching session and forward the completed form to the scheduled observer. They will then provide feedback to the trainee teacher based on the headings indicated in Section 2 and suggested areas for feedback. However, this is not intended to be prescriptive in nature, but rather to promote dialogue on the quality of the teaching that has been observed in order to provide guidance and to inform targets for future professional development for the trainee teacher. Section 3 should be completed by students

following receipt of the observation feedback as a reflection on the feedback obtained and the suggested points for development.

Section 1

Trainee teacher:	**Observer**:
Date:	**Time**:
Topic:	**Group**:
Setting (classroom, workshop etc):	**Number of learners**:

Trainee teacher notes

Please note here any information you feel would be beneficial for your observer to be aware of prior to the start of the lesson, such as your rationale for a particular teaching approach, how this lesson fits into the wider curriculum for the learners etc.

Please note here any specific areas that you would like to request feedback on from your observer, for example delivery style, planning and preparation, teaching strategy used.

Section 2

Observer Feedback:

1. ***Lesson planning and preparation:***

For example (but not limited to)

- *Lesson plan (structure, detail provided, variety of activities, appropriateness)*
- *Resources prepared (clarity of any slides used, handouts provided, are resources accessible)*
- *Learning outcomes (suitability of outcomes for learning group and subject)*

2. ***Teaching and delivery:***

For example (but not limited to)

- *Lesson start/conclusion (timing, sharing and reflecting on outcomes, were outcomes met?)*
- *Classroom presence and presentation skills (appropriateness of teaching strategies used)*
- *Pace of lesson and use of time (inclusiveness of lesson for all students, overall workload expectation on students and impact on well-being)*

3. ***Professional knowledge and skills***

For example (but not limited to)

- *Subject or vocational knowledge (familiarity with the subject being taught, responding to questions)*
- *Clear expectations for learning and behaviour (formative and summative assessment, checking on student knowledge)*

• *Identification of and engagement with professional standards (which standards are evidenced and where)*

4. ***Points for future development (no more than 3 or 4). Where possible these should be identified in negotiation with the trainee teacher teacher.***

Section 3

Student teacher reflections:

Note here your reflections on the lesson itself, the feedback obtained and any plans you have to address the development points notes.

Appendix 7 – Lesson Plan Template

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Lesson Plan

Topic:		**Class:**
Date:	**Length of lesson:**	**Number of students:**
Resources required:		
Aim of Lesson		
Learning Outcomes – The Learners Should Be Able To:		
Previous student knowledge required for the session:		

Anticipated difficulties (if applicable):
Professional Standards (where are these being met within the session)

Lesson Detail:

Stage	**Focus**	**Strategy**	**Time**
Introduction **Development**			

Plenary/conclusion			

Assessment Strategies: when and how are they included within the lesson?

Informal reflection (to be completed after the session)

Appendix 8 – Mentor Meeting Record

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Mentor Meeting Record

Trainee teacher Name: _____ Date: _____

Brief summary of discussion

Review of existing targets (include reference to Professional Standards where applicable)

New Targets agreed upon (with dates if applicable)

Outline of future training activities required to achieve targets

Trainee teacher signature: _____ Date: _____

Mentor signature: _____ Date: _____

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