



Institute of Education
PGCE in Further Education

Review of Progress against Practice Themes
2023-24

How to use this document

The Practice Themes are used by trainees, mentors, and tutors as a reference framework across the course, and provide a shared language for discussing trainee progress.

These descriptors should be used in the assessment of teaching practice.

The codes (SPK1, PLA3, etc.) can be used in observation feedback, can be incorporated into the target setting process, and should inform the Professional Report that mentors and tutors will complete at predetermined points throughout the course.

By using the rubrics in this document, trainees, mentors, and tutors can discuss the evidence for trainee progress against each code and plan for future practice.

The final page includes a handy at-a-glance guide to the Practice Themes and their content.

Practice Theme	Practice Theme Reference	
Evaluating Practice (EP)	EP1	Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
	EP2	Engage with and promote a culture of continuous learning and quality improvement.
Subject and Pedagogical Knowledge (SPK)	SPK1	Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
	SPK2	Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
	SPK3	Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
	SPK4	Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
Classroom and Learner Engagement (CLE)	CLE1	Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning
	CLE2	Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
	CLE3	Promote and support positive learner behaviour, attitudes, and wellbeing.
	CLE4	Apply motivational, coaching and skill development strategies to help learners progress and achieve.
	CLE5	Develop enrichment & progression opportunities for learners through collaboration with employers, higher education and/or community groups
Planning for Learning and Assessment (PLA)	PLA1	Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
	PLA2	Value and champion diversity, equality of opportunity, inclusion and social equity.
	PLA3	Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
	PLA4	Select and use digital technologies safely and effectively to promote learning.
	PLA5	Develop learners' mathematics, English, digital and wider employability skills.
	PLA6	Provide access to up-to-date information, advice, and guidance so that learners can take ownership of their learning and make informed progression choices.
Professional Development (PD)	PD1	Promote and embed education for sustainable development (ESD) across learning and working practices.
	PD2	Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
	PD3	Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.

Practice Theme - Subject and Pedagogical Knowledge

	Emerging	Competent	Good	Very Good	Practice Aspiration
SPK1	Working towards this.	Demonstrate secure subject specialist knowledge in teaching and learning.	Demonstrate secure and current knowledge of subject specialism to underpin teaching and learning.	Apply depth of subject specialism knowledge to support learners.	Develop and update knowledge of your subject specialism, taking account of new practices, research and/or industry requirements.
SPK2	Working towards this.	Use a range of educational research, pedagogy and assessment to develop evidence-informed practice	Systematically engage with educational research, pedagogy and assessment to develop evidence-informed practice	Systematically engage with a broad range of educational research, pedagogy and assessment to develop evidence-informed practice	Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
SPK3	Working towards this.	Demonstrate secure knowledge of special educational needs and disabilities to create inclusive learning experiences.	Demonstrate secure and current knowledge of special educational needs and disabilities to create inclusive learning experiences.	Apply depth of knowledge of special educational needs and disabilities to create inclusive learning experiences.	Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
SPK4	Working towards this.	Explain appropriate and fair methods of assessment which enable learners to make progress.	Give examples of appropriate and fair methods of assessment which enable learners to make progress.	Discuss, with evidence, appropriate and fair methods of assessment which enable learners to make progress.	Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.

Practice Theme - Classroom and Learner Engagement

	Emerging	Competent	Good	Very Good	Practice Aspiration
CLE1	Working towards this.	Enable learners to meet intended learning outcomes. Demonstrate enthusiasm in teaching of subject.	Ensure all learners are sufficiently engaged and challenged to make good progress. Inspire and communicate with learners in teaching of subject.	Use a range of approaches to ensure all learners are appropriately challenged to make very good progress. Engage, motivate and inspire all learners in teaching of subject.	Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
CLE2	Working towards this.	Contribute to teaching, pastoral, subject and employability initiative.	Make a range of contributions to contribute to teaching, pastoral, subject and employability initiative.	Show capacity to make an impact to teaching, pastoral, subject and employability initiative.	Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
CLE3	Working towards this.	Set clear expectations for learning and behaviour.	Manage learning and behaviour and understand a range of different approaches and explain why particular approaches are appropriate.	Deal confidently and flexibly with learning behaviours, maintaining a rapport with individuals and groups conducive to high quality engagement in learning.	Promote and support positive learner behaviour, attitudes and wellbeing.
CLE4	Working towards this.	Enable learners to progress and achieve by applying motivational, coaching and skill development strategies.	Ensure all learners progress and achieve by motivational, coaching and skill development strategies.	Use a range of approaches to ensure that all learners progress and achieve through motivational, coaching and skill development strategies.	Apply motivational, coaching and skill development strategies to help learners progress and achieve.
CLE5	Working towards this.	Contribute to enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.	Make a range of contributions to enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.	Show capacity to make an impact on enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.	Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.

Practice Theme – Planning for Learning and Assessment

	Emerging	Competent	Good	Very Good	Practice Aspiration
PLA1	Working towards this.	Use established and some new approaches to support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.	Evaluate and extend a range of strategies to support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.	Develop innovative and creative approaches to support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.	Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
PLA2	Working towards this.	Demonstrate an understanding of social and cultural diversity, equality of opportunity and inclusion.	Demonstrate a secure understanding and application to your teaching of social and cultural diversity, equality of opportunity and inclusion.	Promote learners' understanding by exploiting the potential provided by social and cultural diversity, equality of opportunity and inclusion.	Value and champion diversity, equality of opportunity, inclusion and social equity.
PLA3	Working towards this.	Produce planning with clear outcomes and planned activities to enable individuals to meet these outcomes, taking into account barriers to learning.	Consistently produce planning with clear outcomes and planned activities to enable individuals to meet these outcomes, taking into account barriers to learning.	Develop and adapt sequenced planning to accommodate a range of individual needs and deal skilfully with barriers to learning.	Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
PLA4	Working towards this.	Use technologies safely and effectively to promote learning.	Use a range of technologies safely and effectively to promote learning and overcome barriers to learning.	Make creative and innovative use of technology to develop in-depth understanding and/or acquisition of skills relevant to subject / vocational area.	Select and use digital technologies safely and effectively to promote learning.
PLA5	Working towards this.	Develop personal knowledge and skills in English and Maths which can be embedded in learning sessions.	Demonstrate secure personal knowledge and skills in English, Maths, digital and wider skills which can be embedded in learning sessions.	Demonstrate secure and confident personal knowledge of English, Maths, digital and wider skills which can be embedded in learning sessions.	Develop learners' mathematics, English, digital and wider employability skills.

PLA6	Working towards this.	Encourage and respond to learners' contributions and questions to support progress. Demonstrate knowledge of information, advice and guidance to support autonomy.	Show flexibility and adaptability in response to learners' contributions and questions to support progress. Demonstrate a range of knowledge of information, advice and guidance to support autonomy.	Demonstrate a wide range of knowledge of information, advice and guidance to support autonomy.	Provide access to up-to-date information, advice, and guidance so that learners can take ownership of their learning and make informed progression choices.
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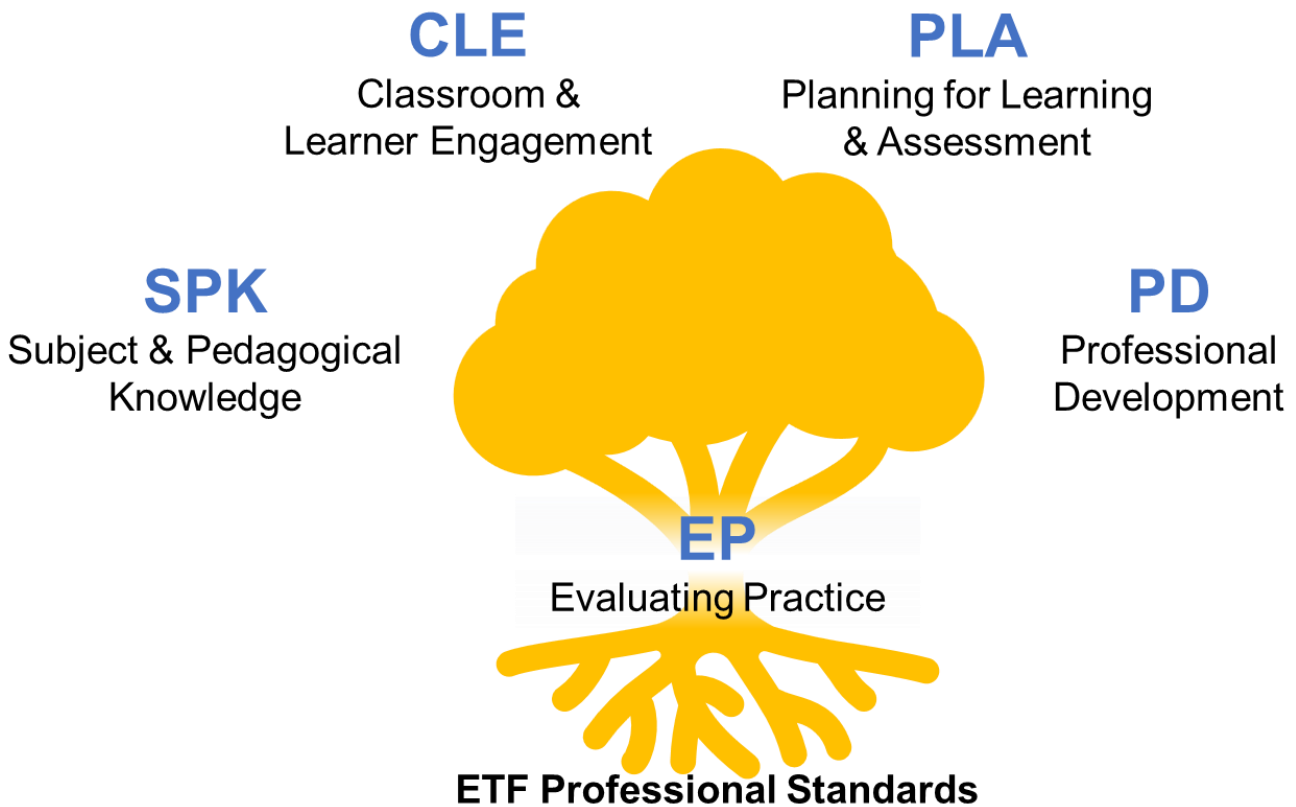
Practice Theme – Professional Development

	Emerging	Competent	Good	Very Good	Practice Aspiration
PD1	Working towards this.	Demonstrate an understanding of education for sustainable development (ESD) across learning and working practices.	Demonstrate a secure understanding and application of education for sustainable development (ESD) across learning and working practices.	Promote learners' understanding of the potential of education for sustainable development (ESD) across learning and working practices.	Promote and embed education for sustainable development (ESD) across learning and working practices.
PD2	Working towards this.	Contribute to sharing and updating of knowledge of effective practice with colleagues and networks to support improvement.	Make a range of contributions to sharing and updating of knowledge of effective practice with colleagues and networks to support improvement.	Show capacity to lead to sharing and updating of knowledge of effective practice with colleagues and networks to support improvement.	Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
PD3	Working towards this.	Explain your own view of teacher professionalism and relate this to role and responsibilities including legal, regulatory, institutional and ethical contexts.	Discuss different ways of thinking about teacher professionalism and relate this to role and responsibilities including legal, regulatory, institutional, and ethical contexts.	Critically evaluate different perspectives of teacher professionalism and relate this to role and responsibilities including legal, regulatory, institutional, and ethical contexts.	Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional, and ethical contexts.

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Practice Themes Summary



EP Evaluating Practice	SPK Subject & Pedagogical Knowledge	CLE Classroom & Learner Engagement	PLA Planning for Learning & Assessment	PD Professional Development
Critical Reflection	Subject Knowledge	High Expectations	Developing Learner Autonomy	Sustainability
Continuous Learning	Evidence-informed Practice	Relationships	Equality, Diversity, Inclusion	Communities & Networking
	SEND	Wellbeing	Safe & Relevant	Ethical & Legal
	Assessment & Feedback	Motivation	Digital Skills	
		Enrichment & Progression	Maths, English & Employability	
			Advice & Guidance	