



School of Arts, Media and Education

Continuing Professional Development: Skills for Life (CPD SfL Scheme)

PROGRAMME HANDBOOK 2008/2009

In association with Bury College and Cirencester College

CPD SfL SCHEME PROGRAMME HANDBOOK

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1 WELCOME FROM THE CPD SKILLS FOR LIFE TEAM

The CPD Skills for Life Team would like to welcome you to your studies at The University of Bolton. The Team has experience in delivering Skills for Life and CPD Skills for Life across the Lifelong Learning Sector. The University of Bolton's provision is long established and we are one of the largest providers of professional development for the Lifelong Learning Sector in England. Strong partnership links exist between the University of Bolton and providers of education across the Lifelong Learning Sector including: colleges, community based provision, prison, probation service, pre-employment and the work-based sector.

The CPD Skills for Life Scheme (CPD SfL Scheme) is designed to provide you with opportunities to acquire and develop the knowledge and skills needed for teaching Skills for Life in the Lifelong Learning Sector. The courses within the Scheme are recognised and endorsed by SVUK (Standards Verification UK).

LLUK (Lifelong Learning UK) is responsible for the professional development of all those working in the lifelong learning sector. They are a useful source of information regarding the national framework for QTLS and also offer free, professional advice. See <http://www.lifelonglearninguk.org>

We believe that our CPD SfL Scheme works towards the Education Team's Philosophical Statement:

“Our focus is education and its significance in the widest sense. Our purpose is to create a safe and ethical environment where we can use our differences to engage in critical and creative thinking, and thoughtful action. We aspire to encourage learning through challenge, opportunity, curiosity and inspiration within a community of enquiry”

The CPD Skills for Life Team are confident that you will find your course enjoyable, stimulating and valuable.

1.1 Contact Details

The CPD Skills for Life pathways at the University of Bolton are led by a Pathway Leader. The provision in our Partner Colleges is led by Centre Leaders. The Pathway Leader, Centre Leaders and the Teacher Training Manager form the Teacher Training Management Team.

Name	Role	Contact Details
Gill Waugh	Teacher Training Manager The University of Bolton	01204 903301 gw4@bolton.ac.uk
Emma Platt	Pathway Leader, CPD Skills for Life The University of Bolton	01204 903302 ekc1@bolton.ac.uk
Patricia Strickland	Centre Leader Bury College	0161 280 8535 patricia.strickland@burycollege.ac.uk
Rosemary Coop	Centre Leader Cirencester College	01285 640994 rxs@cirencester.ac.uk
Safiya Matadar	CPD Administrator The University of Bolton	01204 903315 sm1@bolton.ac.uk

2 ABOUT THIS PROGRAMME HANDBOOK

This Programme Handbook, together with the following:

- The Arts, Media and Education School Handbook
- The University of Bolton Student Handbook
- The University of Bolton Web Site <http://www.bolton.ac.uk>

constitute the definitive information about your course.

This Programme Handbook contains information specific to your course. Other important information, which applies to other courses in the School also, is presented elsewhere as follows:

Topic	Relating to	Refer to
General information on relevant personnel	Academic and administrative staff	AME School Handbook
Opening Hours of relevant offices		AME School Handbook
Policies and procedures	Those specific to your programme are presented in this handbook Those that also apply to other courses, see ... Those that apply to the whole University, see ...	The AME School Handbook The University of Bolton Student Handbook and http://www.bolton.ac.uk
Communication systems	Location of staff and their contact details	AME School Handbook
Pastoral support and guidance	Information about Personal Tutors	AME School Handbook
Assessment procedures	Due dates, handing-in procedures, extension requests and dates, submission of personal mitigating circumstances, marking and feedback policies and procedures, official publication of results	This programme handbook
Attendance and withdrawal		This programme handbook

3 PROGRAMME MANAGEMENT AND ORGANISATION

3.1 Forms of Provision

The course offers three pathways ;(i) Teaching English (ESOL CPD), (ii) Teaching English (Literacy CPD), (iii) Teaching Mathematics (Numeracy CPD).

AWARDS	LENGTH
Level 5 Diploma in Teaching English (ESOL CPD) in the Lifelong Learning Sector	Part-time: 1 academic year equivalent
Level 5 Diploma in Teaching English (Literacy CPD) in the Lifelong Learning sector)	Part-time: 1 academic year equivalent
Level 5 Diploma in Teaching Mathematics (Numeracy CPD) in the Lifelong Learning Sector)	Part-time: 1 academic year equivalent

The Level 5 CPD Skills for Life Diploma qualifications require course members to complete at least 75 hours of teaching practice. Securing appropriate teaching hours is the responsibility of the course member. There must be a minimum of 4 observations of teaching (lasting at least 30 minutes) totalling a minimum of 4 hours.

The sections on Work Based Experience (Sections 7 and 8) give further details of the requirements of this element of the programme.

3.2 Criteria for Admission

The University's equal opportunities policy will be consistently applied to all applicants.

To gain entry, candidates must:

- a. have appropriate qualifications
- b. provide proof of qualifications
- c. have relevant work experience in the appropriate subject specialist area
- d. provide satisfactory references
- e. undertake induction and diagnostic testing for literacy and numeracy levels, as appropriate

a. Appropriate Qualifications

Candidates must hold a full Stage Three teaching qualification. Candidates should also hold appropriate language or mathematics qualifications, as appropriate. LLUK requirements and guidance of required qualifications for entry to endorsed Level 5 CPD Skills for Life Diploma qualifications are as follows:

For the Literacy and ESOL subject specialisms:

- BA or B.Sc or B.Ed or higher degree in English Language
- BA or B.Sc or B.Ed or higher degree in Communication (This must have been completed in the English language)
- A level 7 Diploma in English Language Teaching to Adults

For the numeracy subject Specialism:

- BA or B.Sc or B.Ed or higher degree in Mathematics

For those not holding the required language or mathematics qualifications above, the University has a pre-course assessment which will enable candidates to evidence their language or numeracy skills at Level 3. This must be completed prior to the start of the course.

INTERNATIONAL APPLICANTS

An additional requirement for international applicants who have English as a Second or Foreign language is to show proof of having IELTS level 6.5, TOEFL 575 (written), or TOEFL 230 (computer based).

b. Proof of qualifications

At induction, or prior to enrolment, candidates must produce original copies (plus photocopies) of all qualifications related to entry to the programme.

c. Relevant Work Experience

Candidates will be required to have relevant work experience in the appropriate subject specialist area. Candidates must provide a completed Teaching Hours and Support in Practice form confirming that they will have access to 75 hours of teaching whilst on the programme. This teaching must be in the relevant subject specialist area and involve teaching within at least two levels of the Skills for Life Core Curricula – Entry level, level 1 and level 2.

d. Provide satisfactory references

Candidates need to provide satisfactory references

e. Induction

All candidates will attend induction before entry onto the programme. At induction, all applicants will complete a literacy assessment (literacy and ESOL applicants only), and a numeracy assessment (numeracy applicants only).

3.3 Details of credit for prior learning: APL

The mandatory *Units of Assessment* provided by LLUK are common to programmes run in other institutions providing teacher training and there is Credit Accumulation and Transfer (CAT) agreement set out by LLUK which the University and Partner Colleges need to comply with.

APL on qualifications will be done on an individual basis following guidance from SVUK. The Scheme will follow the School's AP(E)L policy, which will explicitly lay out "tariffs" (automatic APL allowances) for those qualifications in the national QTLS framework, and the University's APL policy).

3.4 Teaching rooms and learning resources

The University provision is based at the Deane campus and most of the sessions will take place in the classrooms on T4 which is in Eagle Tower. Those studying at Partner Colleges will be advised as to which campus they will be studying on at induction.

Teaching accommodation

The learning resource environment in the University and Partner Colleges consists of:

- Classrooms with: moveable desks and chairs; PowerPoint facilities; flip charts; overhead projectors; and marker boards. Movable desks and chairs are required for the facilitation of face-to-face teaching and for group work. PowerPoint facilities, flip charts, overhead projectors and marker boards are required to facilitate tutor and course members' inputs.
- Computer facilities are available in the University's Learning Support and Development Unit. These consist of suites of networked computers. PowerPoint facilities, marker boards, and an OHP are available in the rooms. The facilities will be used for practical work. PowerPoint facilities, marker boards, and an OHP will be required to facilitate both tutor and course members' inputs. Partner Colleges also have equivalent computer facilities
- Course members at the University and at Partner Colleges will be able to access the electronic databases which are available to all students in the University. Course members will be supplied with usernames and passwords and will be shown how to access the electronic databases. By using the electronic databases course members will have access to a wide range of books, journals and articles and be able to access them from outside the University.
- Course members can also access the following useful booklets via the University's Library Unit online:

[Cite Me I'm Yours: Harvard Style](#)
[Essay Writing](#)
[Giving a Presentation](#)
[Note Taking](#)
[Preparing for Dissertations and Projects](#)
[Report Writing](#)
[Study Skills: a brief guide](#)
[Writing: the basics](#)

These booklets are available online at:

<http://www.bolton.ac.uk/Students/StudyResources/Library/HelpGuides/StudySkills/Home.aspx>
and can be obtained from the Library in hard copy format.

Library

Access to the library facilities at Bolton is an entitlement of all course members and access to electronic resources is available through WebCT. In addition Partner Colleges have their own well resourced library facilities and web based materials

Technical staff

The University and Partner Colleges have suitably qualified technical staff to support the programmes; specifically technical staff can assist course members with ICT difficulties that they may experience.

4 PROGRAMME AIMS AND INTENDED LEARNING OUTCOMES

4.1 Programme overall educational aims

The overall aims of the programme are:

1. To provide Skills for Life subject specialist teacher training to develop course members' professional practice in the Skills for Life sector.
2. To develop course members' practical professional competences, underpinning knowledge, and reflective practice strategies needed for effective teaching and support of learning in the Skills for Life sector of education.

4.2 Intellectual Objectives

Course members will:

1. Analyse curriculum specifications and requirements, students' needs and characteristics, and available resources to make informed choices for teaching and supporting learning.
2. Justify approaches taken towards planning, preparing, assessing, evaluating and reviewing learning.
3. Apply the principles and methods of reflective practice.
4. Evaluate educational literature and research and apply relevant insights to their practice.
5. Develop inclusive approaches to teaching and learning, addressing issues of disability, age, race, ethnicity, culture, gender, class and sexual orientation.
6. Synthesise their learning to create innovative teaching resources.
7. Develop and record their own professional development through the Institute for Learning's *Reflect*

4.3 Practical Skill Objectives

Course members will:

1. Undertake teaching: planning, preparing, implementing, assessing, evaluating and reviewing teaching and learning for individuals and groups, communicating effectively, creating an appropriate climate, and promoting learning.
2. Engage in structured reflection and practitioner research.
3. Develop knowledge and understanding of pedagogical issues arising from the use of communication and information technologies in the Lifelong Learning Sector and the ability to use ICT effectively in learning situations.
4. Develop knowledge and understanding of pedagogical issues relating to language, literacy and numeracy in the lifelong learning sector, and the personal skills required to use them effectively in learning situations.

4.4 Transferable / Key Skill Objectives

Course members will:

1. Communicate effectively using written, verbal and non-verbal means and visual aids.
2. Use information technology to support teaching and learning.
3. Monitor their own progress through reviewing, reflecting, action planning and target setting.
4. Work effectively and co-operatively with others: their peers, other teachers, students, and work effectively on collaborative group assignments.
5. Display skill in the application of number, as appropriate.

6. Display skill in effective problem solving.
7. Develop their capacity to learn about and to investigate teaching and learning.
8. Exhibit professional behaviour in the workplace.

4.5 Achieving the Scheme Aims and Objectives

The Scheme has a set of two core modules for each subject specialism. These clarify the Scheme's scope and purpose; teaching and learning methods; learning outcomes etc., informed by national standards as appropriate. Work Based Experience is integral to the course and the modules.

The integration of theory and practice is an important theme in the module assignments. Practical teaching is assessed by means of teaching observations which are related to module assessments.

Course members who are assessed as successful in each of the modules are inferred to have achieved the Scheme's aims and objectives, since the former are a detailed clarification of the requirements of the latter. Provided there has been no infringement of the University's or Scheme's regulations, such a course member would normally be recommended to the Teacher Training Assessment Board for a pass in the award for which they were registered.

4.6 Personal Tutors and Mentors

Each course member is allocated a Personal Tutor who will be an experienced teacher educator and practitioner in the Skills for Life sector.

In addition to the Personal Tutor every course member is required to have a mentor. This will normally be an experienced practitioner within the institution providing a placement for the course member. The mentor will be a subject specialist in a field directly or closely related to the course member's teaching subject. The mentor and course member will meet on a regular basis and the key element to the discussions will be subject specialist pedagogy. It is expected that the mentor and course member will meet on a weekly basis but contact may be via e-mail or by phone.

5 ATTENDANCE REGULATIONS

Attendance and attendance rates will be recorded and monitored by all staff teaching module groups.

For any module group, where a course member's attendance is causing concern (approaching 70% for the individual module), the module tutor will:

1. Determine who is the course member's personal tutor.
2. Begin providing weekly summaries (in writing) of the course member's attendance on that module to the personal tutor.

The personal tutor, having thus been alerted to a possible problem, must enquire of the course member's other module tutors to establish the overall attendance situation. This is important because an attendance problem may or may not be confined to one module.

A course member whose attendance for the scheduled classes of a module is below 70% will not normally be recommended to the Assessment Board as having successfully completed that module.

For overall programme attendance, except in exceptional circumstances, the minimum attendance requirement is 70%. This applies to an academic year as a whole.

Where overall programme attendance approaches, or is deemed by the personal tutor as likely to approach, the 70% threshold for the year as a whole the personal tutor will write to the course member to express concern and to establish a tutorial meeting to explore the problem and clarify the jeopardy. This letter will draw the course member's attention to the relevant attendance regulations in their Handbooks. It will also be copied to the Teacher Training Manager (or, in the case of partner provision, to the Centre Leader).

Other than in exceptional circumstances, programme attendance below 70% for the award being pursued will result in overall failure

6 PROGRAMME STRUCTURE AND CONTENT

6.1 Total Class Contact Hours per week (all modes and stages)

The Level 5 CPD Skills for Life Diploma qualifications will normally have 90 contact hours, which is approximately 3 hours per week. In addition course members will be required to gain 75 hours of teaching practice during the course. This teaching must be in the relevant subject specialist area and involve teaching within at least two levels of the Skills for Life Core Curricula – Entry level, level 1 and level 2.

6.2 Programme Structure

Each Diploma comprises two modules totalling 45 credits; one module of 15 credits at Level 4 and one module of 30 credits at Level 5:

SKILLS FOR LIFE MODULES – LEVEL 5 DIPLOMAS		
ESOL	LITERACY	NUMERACY
ESOL and the Learners (15 credits at Level 4)	Literacy and the Learners (15 credits at Level 4)	Numeracy and the Learners (15 credits at Level 4)
ESOL Theories and Frameworks in Practice (30 credits at Level 5)	Literacy Theories and Frameworks in Practice (30 credits at Level 5)	Numeracy Theories and Frameworks in Practice (30 credits at Level 5)

7 WORK-BASED EXPERIENCE

This section has been written for course members, as well as staff at the University of Bolton and in the host institutions who are involved in monitoring and assessing course members' progress and development.

WBE is a crucial part of course members' Teacher Training. Because of the large number of course members, host institutions and staff involved (administrative staff and academic staff at the University of Bolton and in the host institutions) it is a complex provision that presents major logistical challenges. This section is intended to help by making all of the important aspects of WBE clear to all concerned.

7.1 LLUK Requirements and Guidance

LLUK requirements and guidance of Teaching Practice for endorsed Level 5 CPD Skills for Life Diploma qualifications are as follows:

- 75 hours of Teaching Practice;
- A minimum of 4 observations of teaching, totalling 4 hours (that are attached to the 30 credit module - Literacy/ ESOL/Numeracy Theories and Frameworks in Practice)
- Each observation must be at least 30 minutes duration

Achieving and logging the required number of hours is important: SVUK requirements have to be met.

As the CPD Skills for Life scheme is intended for in-service course members who are already teaching, the University of Bolton plays no part in securing WBE placements for these course members. Course members will already have secured teaching in an institution, up to a certain specified number of hours per year and will have obtained this teaching themselves because of their qualifications and experience (See Section 3.2). It is expected that CRB clearance will have been obtained as a condition of employment.

7.2 The Purpose of WBE

WBE enables course members to:

- put into practice skills and approaches developed during the University-based part of the course with the support and guidance of University tutors;
- reflect upon, investigate, record, and develop various aspects of institution and classroom procedures / processes including:
 - the organisation of courses;
 - classroom management, organisation, and teaching approaches;
 - curriculum development;
 - assessment techniques;
 - a range of teaching strategies;
 - the implementation of general policies (e.g. relating to Health and Safety, Equal Opportunities, Marketing etc.).
- demonstrate competence in teaching to the satisfaction of tutors;
-

7.3 Partner Institutions, Centre Leaders and Support Tutors

At each partner institution there is a **Centre Leader** who is the University's official contact for all matters concerning the operation of the Teacher Training programme at the institution (WBE and, if appropriate, taught modules).

At the University, every partner institution has associated with it a **Support Tutor**: a member of the Teacher training team staff who is designated to support the centre leader at the partner institution and, through and with that person, the course members at the institution.

An up to date list of Partner Institutions, their Centre Leaders and the University of Bolton Support Tutor will be posted on student notice boards and at <http://www.bolton.ac.uk/education>

7.4 Responsibilities and entitlements

Formal partnership agreement documents clarify the responsibilities of those involved. What follows is a concise outline based on the agreements, but institutions are advised to consult the agreement documents themselves for detailed and definitive statements.

- and record issues relating to course delivery;
- become familiar with, and as far as possible involve themselves in the full range of activities undertaken by teachers / lecturers;
- construct Work-Based Experience File (WBE File) to the guidelines which they are provided with, and make this available to the assessor at the start of each assessment visit.

7.4.1 Mentors' Role

Mentors will be provided with the University of Bolton Guide for Mentors which fully explains roles and responsibilities. This Guide will normally be provided through the individual mentor's organisation but if, for any reason, a copy is not made available one can be obtained from:

The University of Bolton
Student Programmes Office

Training events for mentors are provided throughout the year. These involve basic mentor training and accredited modules in mentoring. Details can be obtained from the Teacher Training Manager.

The mentor is expected to meet with the course member on a regular basis. Communication with the student's personal tutor is necessary if there are any problems. It is also expected that the mentor has some links with the observing tutor.

7.4.2 Mentees' Responsibilities

The course member is the mentee and if the mentor/mentee relationship is to be a fruitful one they are expected to play a full part in developing this relationship that will provide them, on a daily basis, with support and guidance.

A request will be made to every partner institution where a course member is placed to provide a mentor. This person will normally, but not always, be one of the members of staff whose classes the course member is teaching.

As a mentee course members should ensure that:

- they attend any scheduled mentor/mentee meetings;
- they are receptive and responsive to advice and guidance offered;
- they are pro-active in seeking advice from their mentor.

A typical meeting between mentor and mentee would usually involve:

- reflecting on and evaluating previous teaching sessions;
- a discussion about plans for forthcoming sessions;
- consideration about progress with the WBE file;
- discussion about assignment work related to WBE;
- discussion about subject pedagogy.

7.4.3 Approved WBE Assessors' Responsibilities

An approved WBE assessor is a tutor in an institution who has been explicitly authorised to undertake WBE assessments on behalf of the University of Bolton, having successfully undertaken appropriate training by the University or the institution's University of Bolton Teacher

Training Centre Leader. People who have been approved to assess WBE will have been issued with a unique **Approved WBE Assessor ID** consisting of three letters and a number.

Only WBE assessments undertaken by approved WBE assessors will be considered as valid by the University of Bolton. In case of doubt about the approved status of a tutor, the WBE Administrator at the University should be contacted.

Approved WBE assessors are responsible for:

- observing and assessing the teaching of course members during their WBE to the University of Bolton's published criteria and procedures;
- providing advice, guidance and support in written and oral form on both the specific teaching performance and other appropriate matters (e.g. general techniques, difficulties with other classes, issues of content);
- monitoring and assessing the course member's WBE file and confirming that the appropriate number of hours have been undertaken and logged. See page 26 for an example of how this should be documented.
- making an assessment of the course member's overall performance in WBE, leading to a recommendation to the Assessment Board.

7.5 Course Members' Class Contact

The course member is responsible for securing (or continuing) their teaching up to the required amount (75 hours).

The course member is accountable to the institution employing them in matters such as attendance, performance, behaviour and so on.

The Teacher Training tutors assess course members' teaching on the understanding that this is acceptable to the course member's employer. Course members are asked to establish that this is indeed acceptable on behalf of their Bolton or Partner Institution tutor.

8 THE ASSESSMENT OF WBE

8.1 Approved WBE Assessors and Assessor IDs

Approved WBE assessors are responsible for:

- observing and assessing the teaching of course members during their WBE to the University of Bolton's published criteria and procedures;
- providing advice, guidance and support in written and oral form on both the specific teaching performance and other appropriate matters (e.g. general techniques, difficulties with other classes, issues of content);
- monitoring and assessing the course member's WBE file and confirming that the appropriate number of hours have been undertaken and logged;
- making an assessment of the course member's overall performance in WBE, leading to a recommendation to the Assessment Board.

The Teacher Training tutors assess In-Service course members' teaching on the understanding that this is acceptable to the course member's employer. Course members are asked to establish that this is indeed acceptable on behalf of their tutor.

The Approved WBE Assessor must enter their ID on the WBE Assessment Pads to validate their assessment and grade (Successful / Unsuccessful).

Any WBE assessment made by a person who is not currently an Approved WBE Assessor will be disregarded in all respects by the University.

Assessments of teaching performance made for other purposes (e.g. for internal or external inspection or quality assurance purposes) cannot be used to "count" as WBE Assessments, even if undertaken by Approved WBE Assessors.

8.2 Assessment visits

On each assessment visit the assessor will provide the course member with specially-designed self-carbonating feedback sheets which indicate the level of performance and participation against the established criteria. In outline, individual lessons are deemed "successful" if they show evidence of effective planning and preparation, implementation, assessment, and course member self-evaluation.

The assessor will summarise these assessments, and consider also the performance of the course member in other aspects of WBE assessment (see sections 8.11 and 8.12 for an explanation of the assessment components of WBE overall), in order to arrive at a WBE assessment recommendation to the Assessment Board.

In situations where opportunities for tutors to observe you for WBE assessment are reducing (e.g. as the end of a period of teaching is approaching) you are advised to be pro-active in requesting your tutor to undertake the required observations, and you should ensure your tutor is fully aware of the situation.

Completed reports are used to:

- advise and assist the course members in developing their skills and knowledge;
- give background information on the course member's level of performance for other tutors legitimately involved in the assessment process;
- assist in the writing of job references.

8.3 The seven-day minimum spacing of WBE assessment visits

Other than in exceptional circumstances, WBE assessment observations should not be made less than seven days apart. This is partly to ensure the course member has sufficient time to reflect on the outcomes of the observation, and undertake any actions that follow on from it.

8.4 Internal moderation of WBE

A sample of approx 6% of observations of course members will be moderated by a member of our team of University tutors accompanied by the allocated assessor. The assessor and the University member of staff will observe the course member together and will each complete a copy of the observation sheets. They will then discuss the observation before feeding back to the course member. The course member will receive feedback from their regular assessor. They will also receive two sets of feedback sheets. Please note this will count as one observation. Agreement with respect to the grade

The course member will be informed that they will be visited by a moderating tutor prior to the observation so that they can follow placement protocol re informing their mentors and reception that they will be expecting an additional observing tutor.

The purpose of the moderation visits is to observe the performance of course members selected in order to monitor the standards of assessment and the assessment practices used by assessors.

8.5 The WBE file

Course members need to present well-organised evidence to support the effectiveness of their Work-Based Experience .

The file should contain: a log of hours (see 8.6 below), session plans, resources and self-evaluations for each session taught as part of the required 75 hours. The four WBE observation reports also need to be included in your WBE file.

You must have your WBE file(s) or electronic evidence of your lesson plans etc. available at all times for presentation to your WBE assessor or moderator or external examiner as necessary.

8.6 Log of WBE class contact hours

You must maintain a log of your WBE class contact hours leading to 75 hours by the end of the course. Use the form on page 26 for this purpose. At the end of the course this will be checked as part of the summative assessment for WBE.

8.7 The nature of acceptable class contact hours

Completion of the Work Based Experience (WBE) requirements of the full programme requires evidence of 75 hours of classroom teaching. Up to one-sixth of the teaching can be with individuals on a 1:1 basis or in small groups. The remaining hours should be group teaching. Observation of classes, tutorials, exam invigilation and diagnostic testing sessions do not count as teaching hours for WBE. Teaching hours must be in the relevant subject specialist area and involve teaching within at least two levels of the Skills for Life Core Curricula – Entry level, level 1 and level 2. Documented evidence of WBE must include lesson plans or individual learning plans (ILPs) and single copies of all materials used for the sessions.

8.8 The WBE Visit Report Form

The WBE visit report forms enable the assessor to record their observations of the lesson observed. The official University of Bolton forms are designed to be used flexibly for written comments. They will form the basis of the "de-brief" after the lesson. A copy is given to the course member. Completion of the form by the assessor including grade (successful or unsuccessful), date and signature and Approved WBE Assessor ID is a mandatory requirement of each visit. It is also necessary that an unambiguous grade recommendation (successful or unsuccessful) is made for each assessment by the assessor.

8.9 External Moderation of WBE

If selected for a moderation visit, or an External Examination visit, course members should also make available during the visit any other evidence of planning and preparation (such as learning aids). They are advised to lay out their WBE files and other evidence of their work at a convenient place for inspection and discussion with the external examiner or moderator. Course members are reminded that the role of the external examiner is to help ensure that the standard of the award is maintained. The external examiner pays particular attention to the assessment standards and practices of the assessor. The course member will be advised prior to the observation that an external examiner will be present to enable the course member to follow the placement protocols.

Both the assessor and the external examiner will observe the course member and both will complete feedback sheets. The assessor and the external examiner will then meet to discuss the observation. The observing tutor will give feedback to the course member. Course members will receive feedback sheets from the observing tutor only. The feedback sheets from the external examiner are used to write the examiner's report for the assessment boards.

8.10 Preparing for a WBE Assessment Visit

The following points of advice are offered to course members in order to help to ensure that the WBE assessment visit goes smoothly:

1. Agree with the assessor the meeting **date, time, and exact location**¹. The assessor will need contact telephone numbers for home, work, mobile, and email address etc. and may need a map and instructions. All this needs to be established in good time.
2. Ideally, the meeting should be before the start of the lesson to enable discussion of (for example) the context and planned purpose of the lesson.
3. If for some reason the observation/assessment has to be cancelled, then course members need to make every effort to alert the assessor as soon as possible. This is particularly important where the assessor is travelling some distance to attend.
4. Cancellation by course members of observation arrangements without due reason or notice will jeopardise their progress on the course.
5. Before or at the start of the session course members should provide the assessor with the following items:
 1. **a few paragraphs describing the context of the lesson and the learners, in order to assist the assessor's understanding of the lesson's purpose;**
 2. **a copy of the lesson plan, including lesson objectives expressing what learning the learners are intended to be able demonstrate as a result of the lesson and how that learning will be developed;**
 3. **a copy of any handout sheets etc. that will be used during the lesson;**
 4. **the WBE file) must be available to the assessor during each visit. This file should be developing gradually during the course, and the tutor will want to give advice during this development.**

Course members need to satisfy the assessor that planning, preparation, implementation, assessment and self-evaluation of the lesson is appropriate and effective.

Self-evaluation forms should be used for all sessions and placed in the WBE file. These evaluations should be used to inform action planning.

Lesson approaches, sequences and structure, choice of and implementation of teaching and learning strategies, variety, level of interest and involvement sustained, and responsiveness to students' needs are among the many key aspects that contribute to effectiveness. Crucially, course members are expected to show evidence that they can utilise what they have learned on the Teacher Training course to actual teaching situations.

After the observation, verbal and written feedback will be provided and the assessor will discuss the session in a "de-brief". This will include identification and discussion of strengths, weaknesses, and aspects for further development or exploration.

In order to gain maximum benefit from the observation, and to facilitate continual development, course members should systematically reflect upon the lesson, their self-evaluation of it, and its

¹ Accessing the web site <http://www.multimap.com> and typing in the institution's postcode or address is a good way of obtaining a printed street map to annotate and give to your tutor.

assessment. Where areas of weakness are identified, course members should explicitly action plan to address these, seeking help and advice where needed and utilising the PDP.

Your WBE visit feedback is important. You are required to study and reflect on it, devise action plans from it, and pursue those action plans. Your assessor will be looking for evidence of this on the next observation.

8.11 Factors considered during WBE assessment

WBE assessment is an overall judgement informed by the following:

Standard	Description
	Domain A: Professional Values and Practice
AP 7.1	Keep accurate records which contribute to organisational procedures
	Domain B: Learning and Teaching
BP 1.1	Establish a purposeful learning environment where learners feel safe, secure, confident and valued
BP 1.2	Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes
BP 1.3	Create a motivating environment which encourages learners to reflect on, evaluate and make decisions about their learning
BP 2.1	Provide learning activities which meet curriculum requirements and the needs of all learners
BP 2.2	Use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence
BP 2.3	Implement learning activities which develop the skills and approaches of all learners and promote learner autonomy
BP 2.4	Apply flexible and varied delivery methods as appropriate to teaching and learning practice
BP 2.5	Encourage learners to use their own life experiences as a foundation for their development
BP 2.6	Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback and learning theories
BP 3.1	Communicate effectively and appropriately using different forms of language and media, including written, oral and non-verbal communication, and new and engaging technologies to enhance learning
BP 3.2	Use listening and questioning techniques appropriately and effectively in a range of learning contexts
BP 3.3	Structure and present information clearly and effectively
	Domain C: Specialist Learning and Teaching
CP 1.1	Ensure that knowledge of own specialist area is current and appropriate to the teaching context
CP 1.2	Provide opportunities for learners to understand how the specialist area relates to the wider
CP 2.1	Implement appropriate and innovative ways to enthuse and motivate learners about own specialist area
CP 3.1	Apply appropriate strategies and theories of teaching and learning to own specialist area
CP 3.5	Make appropriate use of, and promote the benefits of new and emerging technology
CP 4.2	Work with learners to identify the transferable skills they are developing, and how these might relate to employment opportunities
	Domain D: Planning For Learning
DP 1.1	Plan coherent and inclusive learning programmes that meet learners' needs

and curriculum requirements, promote equality and engage with diversity effectively

- DP 1.2 Plan teaching sessions which meet the aims and needs of individual learners and groups, using a variety of resources, including new and emerging technologies**
 - DP 1.3 Prepare flexible session plans to adjust to the individual needs of learners**
 - DP 2.1 Plan for opportunities for learner feedback to inform planning and practice**
 - DP 2.2 Negotiate and record appropriate learning goals and strategies with learners**
 - DP 3.1 Evaluate the success of planned learning activities**
- Domain E: Assessment For Learning
- EP 1.1 Use appropriate forms of assessment and evaluate their effectiveness in producing information useful to the teacher and learner**
 - EP 1.2 Devise, select, use and appraise assessment tools, including where appropriate, those which exploit new and emerging technologies**
 - EP 2.1 Apply appropriate methods of assessment fairly and effectively**
 - EP 2.2 Apply appropriate assessment methods to produce valid, reliable and sufficient evidence**
 - EP 2.3 Design appropriate assessment activities for own specialist area**
 - EP 3.1 Ensure that learners understand, are involved and share responsibility for assessment of their learning**
 - EP 4.1 Use assessment information to promote learning through questioning and constructive feedback, and involve learners in feedback activities**
 - EP 5.1 Contribute to the organisation's quality cycle by producing accurate and standardised assessment information, and keeping appropriate records of assessment decisions and learners' progress**
 - EP 5.2 Conduct and record assessments which adhere to the particular requirements of individual learning programmes and, where, appropriate, external bodies**
- Domain F: Access and Progression
- FP2.1 Provide effective learning support, within the boundaries of the teaching role**

Guidelines on good practice in WBE (Source QIA)

	CHARACTERISTICS OF WEAK CLASSROOM PRACTICE	CHARACTERISTICS OF OUTSTANDING CLASSROOM PRACTICE
Classroom Management	When classroom management was poor: <ul style="list-style-type: none"> - disruptive or inattentive students were not dealt with effectively - teaching and learning at the beginning of lessons were often disrupted due to poor punctuality - practitioners frequently talked too much and did little to combat learners' passivity 	Classroom management was rarely an issue where practitioners adopted a more imaginative and rigorous approach to teaching. For example, in a graphic design lesson, students were introduced to industry buzzwords, which encouraged wider thinking and high-level debate about moral content and ethics relating to graphic design. The pace of lessons was demanding and topics were challenging.
Differentiation in teaching	Lack of differentiation reduced participation among learners. This took the form of disengagement, poor punctuality and reduced attendance levels.	Teaching was less directive and tailored much more to learners' needs. Lessons were well planned with differentiated activities that allowed the most able students to achieve at the highest standard and supported the less able students to achieve well.
Expectations and motivation	Mismatched expectations and de-motivated learners appeared to be common. When expectations were low, the work set was too directive. The focus was often on technique at the expense of expression, which resulted in students producing dull work that lacked individual creativity.	Practitioners were much more likely to encourage a culture of high expectations, agree challenging target grades with students and vary methods, approaches and materials to encourage independent learning.
Key skills	Providers sometimes failed to teach key skills adequately and/or to embed them. Key skills were not integrated into assignments and teachers lacked the knowledge of key skills assessment to be able to support students effectively.	Reports on outstanding providers rarely highlighted key skills as an issue, but when mentioned they were seen as well integrated into the vocational curriculum.
Feedback	Poor feedback was common. Constructive, firm guidance to ensure students complete work on time and understand how to improve was not provided effectively.	Feedback in outstanding providers was more detailed and frequent, made targets clearer and reduced learners' fear of formal assessment.

8.12 Overall Criteria

The following WBE assessment components are considered by the Assessment Board, who arrive at an overall judgement regarding the result for WBE at the end of the course based on:

1. Evidence from the assessed WBE observations. Be sure to check that the grade is specified and the form is signed and dated, and keep a copy safe in the WBE file.
2. A satisfactory WBE file. This is normally assessed by a WBE assessor towards the end of Work-Based Experience.
3. Sufficient class contact fully documented in the WBE file. This is at least 75 hours.

9 OVERALL RESULTS FOR WBE: PASS, DEFER, REFER AND FAIL

Towards the end of WBE, tutors and External Examiners meet as an Assessment Board to agree recommendations for this element of the course. The main outcomes are:

9.1.1 Pass

A Pass will be recommended to the Assessment Board for those course members who meet the requirements of WBE specified in this document. This is an overall judgement that combines:

- Performance in the necessary number of assessed WBE observations;
- Satisfactory overall performance in the WBE as a whole (WBE is not only concerned with classroom performance);
- Construction of a satisfactory WBE file.
- Completion and logging of 150 hours of class contact.

9.1.2 Defer

A Defer can be determined by the Assessment Board for course members who have found themselves in severe personal or medical difficulties. See the AME School Handbook for the procedures to be followed when making an application for mitigating circumstances to be considered by the Assessment Board.

9.1.3 Refer

Assessors can recommend referral to the Assessment Board where a course member has an incomplete but not irretrievable profile of evidence of meeting the requirements of success in WBE. Such course members will be given one opportunity to submit all remaining evidence to the satisfaction of the Assessment Board within one year of the date of the exam board which made the decision to Refer.

Depending on the circumstances, a whole or part WBE may be required, and it may be determined that the course member must establish their own placement.

9.1.4 Fail

Assessors can recommend a fail to the Assessment Board if it is felt that the course member has not met the requirements of WBE, has an irretrievable profile of evidence, and should not be offered the opportunity to present further evidence of meeting these requirements.

9.1.5 Other Outcomes

The results above are the main outcomes, but the Assessment Board can decide on other outcomes, for example a partial or full repeat of WBE, depending upon the circumstances.

10 VIDEO/DVD-RECORDINGS FOR WBE ASSESSMENT

10.1.1 Introduction

A limited number of your WBE assessments can be undertaken by procedures which involve a video/DVD of the course member teaching and other documentary evidence. A request to be assessed in this way must be approved in writing **in advance** by your personal tutor using the form in section 10.2 for each such session, and other permissions are necessary for ethical reasons.

The **University** provision requires a minimum of one observation to be recorded and for the course member to then observe this session with their allocated observing tutor. The only exceptions to this is where the course member is involved in provision where recording is not possible or allowed.

10.1.2 Obtaining equipment and filming support

Check that access to the necessary equipment and support is available. The teaching session, as agreed with the WBE assessor, should be a session whose type and duration (usually at least one hour) would have been suitable for “normal” WBE observation and assessment. It is the responsibility of the course member to source necessary equipment (e.g. through the WBE institution, or by borrowing equipment from the University). The course member is entirely responsible for all such equipment.

10.1.3 Obtaining permissions

Once the course member is confident that the necessary equipment and filming support is available, permission must be obtained from various people for the filming to take place for the purpose of WBE assessment. A form for this purpose is presented on page 24. **Filming must not take place without all permissions specified on the form being granted in advance. Course members must also note that they may not film a group of learners aged under 16 without written parental permission for each learner. For this reason film recording should not be used in a class where there are young learners.**

10.1.4 Ensuring adequate film quality

Course members are responsible for ensuring that the filmed record is of adequate quality for the purposes of WBE assessment. If the WBE assessor who will make the assessment deems the recording not to be of sufficient quality for the purpose of WBE assessment, the process (including obtaining permissions) will have to be repeated or a normal WBE assessment visit will need to be undertaken instead. For this reason it is **most important** that plenty of time is available for such an eventuality. **Film-recorded WBE must take place well before course assessment deadlines** to avoid potential problems with such deadlines.

10.1.5 Filming advice

Ensure that the person who will operate the camera is aware that the filming needs to record tutor activity **and** student activity – they should balance their filming between the two, rather than concentrating excessively on one or the other. This is because the WBE assessor will want to observe the behaviour of the teacher and the students, just as they would in a normal WBE observation.

Test that the camera is working *before* you start filming the actual session.

Filming must be continuous and of approximately one hour duration. The footage must not be edited or cut in any way.

The course member and the person who will record the session should practice recording in the same room and with the same equipment that will be used for the real session. Check what camera positions will be possible without unduly disrupting the students or the course member. Check how much (if any) moving the camera around will be possible. Some positions might need to be ruled out because of lighting issues (e.g. direct window light adversely affecting the picture).

The person who will film the session should practice camera movement (e.g. “panning” – moving left or right) and zooming. For both panning and zooming, very slow and deliberate movements should be used, rather than fast, sudden or jerky movements.

Recordings made during this practice should be observed and listened to, to make sure everything is satisfactory.

Note that the actual filming session will be a long period – approximately an hour. It is thus vital to ensure **and** check that there is enough tape in the camera, it is wound to the start, and the camera is being mains-powered correctly. You will need to use mains power for the camera as the duration of the filming will be beyond the life of most battery packs, even if they are fully-charged.

10.1.6 After the filming, copy and send the tape and supporting documents

Check that the recording is satisfactory (vision and sound) by watching it through from beginning to end.

A copy of the video/DVD must be made for the course member's records and in case of loss of the original. If the copy can't be arranged by the course member assistance should be sought, but making the copy is the responsibility of the course member. Check the copy has been made satisfactorily.

Find out from the WBE Assessor what address the video/DVD and other documents should be sent to, taking care to record this accurately, particularly the post code. Send the following as a padded package by registered delivery to the address specified by the WBE Assessor:

- The tape original, labelled with the course member's name, the WBE assessor's name, and the date, time and location of the recording
- A copy of the relevant lesson plan with lesson objectives
- A copy of any handouts or other resources used during the session.
- A paragraph or two explaining the context of the session (e.g. about the group and the course they are on)

Reminder: A copy of the completed permissions form (page 24) must be sent to Teacher Training Manager

10.1.7 The next steps

Upon receiving the package above, the WBE Assessor will observe the session very much in the manner of a normal session, making the same notes and completing the same forms as they would for a normal observation. The WBE assessor and the course member will then watch sections of the video together. This is a valuable learning opportunity and will be useful for reflection.

If more than one observation is videoed then the debriefing may take place by telephone, or by a meeting, depending upon what is convenient to both parties. Apart from the fact that the WBE

Assessor was not physically present during the session, in all other respects the treatment of WBE assessed by this means is identical to that for normal visits.

10.2 WBE assessment by video/DVD - form

This form, when completed, should be photocopied and the copy delivered to named personal tutor:

Please retain the original with your WBE file.

	Form for approval of the use of VHS video recording for the purposes of WBE assessment	
1. Name of course member		
2. Name of WBE Assessor		
3. WBE institution		
4. Date / time / location / class type of class to be recorded on VHS video for WBE assessment purposes	Date: Time: From: To:	Location: Class type:
5. Declaration by usual class teacher (pre-service course members) / line manager (in-service course members)	I confirm that the course member above approached the group to request permission for the session to be recorded and no objections were received. I also do not object.	Signed: Date:
6. Declaration by the WBE Assessor scheduled to assess the course member above.	I agree to the WBE assessment to take place utilising a video recording of the above teaching session.	Signed: Date:

Filming must not take place without all permissions specified on the form being granted in advance. Course members must also note that they may not film a group of learners aged under 16 without written parental permission for each learner. For this reason film recording should not be used in a class where there are young learners.

11 GLOSSARY OF TERMS FOR WBE

Assessor	(in full, Approved WBE Assessor): the member of staff from the University of Bolton or a partner institution trained and approved by the University to assess course members during their WBE. Each such person has a unique Approved assessor ID provided by the University which they must write on the WBE assessment pads. Sometimes the assessor is also a mentor.
Course member	The individual undertaking the University of Bolton Teacher Training Award
LLUK	Lifelong Learning UK: the body that prescribes the standards required for teachers in further education.
Mentee	The individual receiving support in the practice situation
Mentor	The individual providing support in the practice situation
Personal tutor	This tutor is allocated to you at the start of the course either during, or shortly after, induction. Your personal tutor will hold regular tutorials with you to discuss your progress and to review your personal development plans.
SVUK	A subsidiary of LLUK which undertakes a regulatory role in Teacher Training and provides endorsement.

12 WBE LOG OF HOURS

Name: _____

Page ___ of ___

Class contact hours brought forward from previous page if appropriate (hrs : mins):				
Date	Class taught (Use a key to be given overleaf if convenient)	Class type	Start time	Finish time	Class Hrs : Mins
Class contact hours brought forward from previous page if appropriate (hrs : mins):				

13 ASSESSMENT

13.1 Introduction to assessment

The following will help course members to plan and undertake assignment work for the course. It should be read carefully and the advice given followed. If there is something you are unsure about, it should be discussed the issue with a tutor.

The overall assessment for the Level 5 CPD Skills for Life Diploma qualifications comprises:

- Assessment of Work-Based Experience (see Sections 7 and 8 in this handbook)
- Coursework Assignments.

Course members need to check the course outline for the programme they are studying and then follow the links to the appropriate modules.

13.2 Getting the right message about assessment

Each year many course members study on these courses, which are taught by different staff in several institutions including the lead institution (The University of Bolton, which is the awarding body). If the assessment is to be valid, reliable and fair it is obviously necessary for all course members and tutors to have a common understanding of the assessment requirements.

This Programme Handbook, the AME School handbook and the hyperlinks to the module database are the **definitive** sources of information regarding the assessment requirements of your course.

Tutors are not allowed to vary the requirements as presented without official approval from the University's Head of Academic Quality and Standards.

The assignments have been worded to enable a good degree of flexibility within the bounds of the set specifications. Tutors can and do help you to interpret the assignment specifications: however, you should view this interpretation as given within the bounds and not as an invitation to disregard the given bounds.

A successful grade for an assignment is achieved by meeting all of its specific criteria and the four general criteria that apply to all assignments, within the required timescale.

13.3 Undertaking Assignments

It is strongly advised that work is not submitted without prior briefing and consultation with the tutor to avoid misinterpretation of the assignment.

The following steps should help to ensure that things go smoothly:

Working Towards Submission

1. Specifications of the assignment should be read completely.
2. Course members should know what they are required to do, when they must do it by, exactly what they must submit, and when they must submit it by. These matters should be discussed with the marking tutor, who will be able to give guidance.
3. Note that each assignment is assessed by tutors with reference to:
 - the set of SPECIFIC ASSESSMENT CRITERIA given in the wording of the assignment specification.

- the four GENERAL CRITERIA, given in this guide starting on page 22. These apply to ALL assignments, so be sure to address each of these properly.
- the HE4 and HE5 LEVEL DESCRIPTORS given in this guide on page 24.

13.4 The Format of Written Submissions

Check through these points before starting on your assignment, and as you work on it:

1. Written components should be single-sided, double-spaced, with wide margins². The exception to this is the long direct quotations which should be single spaced and indented on the left only (see the AME School Handbook for advice about quoting from other texts). This helps the marking tutor, who will annotate your work with comments written in pencil.
2. Assignments should start with a cover sheet specifying the assignment's official title, the module code (EDU followed by a four digit code) the course member's name, student number and course, the name of the marking tutor, and the date of submission.
3. A table of contents should be included.
4. An assignment should start with a concise introductory statement identifying its scope and purpose.
5. Course members must not forget to conclude their work. In the conclusion at the end, the most significant findings, insights gained etc., and any implications for further work should be identified.
6. Work must be properly referenced. See the detailed advice in the AME School Handbook about referencing and avoiding plagiarism.
7. Word processing of assignments is strongly encouraged and the written component of at least one phase 1 assignment must be word processed. Any handwritten phase 1 submissions must be very neat and legible. The written components of all phase 2 assignments must be word processed.
8. Number pages and organise all parts of the submission in a way that allows the tutor easy access to any part of it. Where there are multiple parts, tabbed separators can be used to good effect.
9. Course members should proof-read assignments carefully to eliminate errors of style, grammar, punctuation and spelling.
10. Tutors need to write on the sheets to provide feedback. Please help them with this e.g. by not using numerous transparent plastic holders for any part of the assignment that the tutor is likely want to annotate. It is surprisingly time-consuming for tutors to remove and then replace such sheets.
11. Take care to secure all loose items (e.g. pen drives etc.).

13.5 Submitting Assignments

A full copy of each assignment must be kept by the course member.

The copy that is submitted may be retained by the University for a long period, possibly indefinitely.

Submit the assignment as instructed. For those based at the University of Bolton Campus submission is made using an assignment posting box. Follow the instructions by the box to date-and-time-stamp your assignment's cover sheet and to obtain a receipt. Keep the receipt safe. **The assignment must not be submitted directly to the marking tutor.**

² These are standard word processing techniques. If you need advice on how to do this, approach your tutor in the first instance.

If course members anticipate difficulty meeting an assignment due date for a particular reason, they **MUST** seek an official extension using the proper procedures as explained below.

13.6 Postal Submission of Assignments

Work must not be submitted by post unless the written permission of the marking tutor is obtained. This permission will only be given in exceptional circumstances. It is risky to submit this way, and there are a number of potential pitfalls, so course members are advised not to request this option unless they have assessed the risks and accept them.

The submission of any such item will be deemed to be made on the day it arrives at the School Office, School of Arts, Media and Education, University of Bolton, Deane Road, Bolton BL3 5AB (or other address as appropriate for course members based at Partner Colleges). It is the course member's responsibility to make absolutely sure that this will occur in time for the deadline in question. It is not acceptable (for example) to claim that posting an assignment on the day of its deadline is a submission in time: it is not, because it will arrive a day or more late.

Course members will need to obtain and complete the usual submission sheets exactly as they would if they were submitting to the Office in person, attach these to the assignment as usual, and post them together.

Even if the marking tutor gives you permission to submit by post, there are risks in doing so. The University cannot be held responsible for, and cannot make any allowance for, any failing in the postal system you chosen.

Although it is advisable to take precautions such as choosing delivery options, tracking, recording etc carefully, we can only deem a submission to have been made when an assignment with its correctly-completed cover sheet is received at the Office.

13.7 Plagiarism Prevention – Electronic Submission

Any course member can be required to supply the marking tutor with an electronic copy of all or part of the written components of any assignment. Such electronic copies are usually requested in order that they can be scanned by the JISC "Turnitin" online system:

TurnitinUK is an online service hosted at <http://www.submit.ac.uk> that enables institutions and staff to carry out electronic comparison of students' work against electronic sources including other students' work. The service is based in the UK and accessed via standard web browsers. JISC hopes that this service will be a valuable support tool for institutions, staff and students in their efforts to prevent and detect plagiarism (JISC, 2006)

If course members are asked to supply such an electronic copy, they must do so within five days of the request being made, as an attachment to an email to the marking tutor, or as they otherwise instruct. If using email for this, put the course member's own email address in the CC: ("carbon copy") field so a copy is received by the course member of what is sent. This will help ensure that the email transmitted satisfactorily, and can be used as evidence of transmission should this be needed. To avoid misunderstandings, it is important that the file submitted in this way must not differ in content from the normal paper submission that must still be made.

Please note that being required to supply an electronic copy does not imply that a course member is being suspected of plagiarism.

The AME School Handbook has further important information about plagiarism prevention which must be read and understood by course members.

13.8 Assignment Submission Dates and Extension Request Procedures

For each assignment, a due date will be published. Course members must submit by the due date, or if this is not going to be possible, must apply to the marking tutor in writing in advance of due date seeking an extension. This application must include an explanation of the reason for the extension request and must include medical or other evidence on which your request is based.

Extension Request Forms are available from the administrative office. Course members should complete their parts of this, take it to their tutor with the accompanying evidence, and then take the completed form (signed by the tutor and course member) back to the Student Programmes Office where the extension will be recorded if approved. Tutors can extend the submission deadline by one week only.

13.9 The Maximum Extension Date (MED)

For each assignment, there is a maximum extension date (MED). Marking tutors may not under any circumstances offer an extension to course members beyond this date.

Only the Pathway Leader or Teacher Training Manager (or the centre leader at a partnership college) can grant an extension beyond the MED, up to the final submission date and time (FSD). Normally this can only be granted in cases of severe medical circumstances with appropriate documentary evidence.

Extensions often cause more problems than they solve. If at all possible, work and time should be planned so that extensions are not needed. Serious and unexpected difficulties do occur and these often necessitate extensions, but often the problem is one of (lack of) prioritisation and (poor) time management – key "survival" skills for teachers. We know from frequent experience that extensions cause problems to accumulate for course members and staff. Course members often find their subsequent assignment work and / or WBE jeopardised. Staff find their marking workload peaks in a way that causes difficulty for them and their other course members. Administrative staff find themselves interrupted by later submissions.

13.10 The Final Submission Date / Time (FSD)

The **final submission date (FSD)** is a **fixed date and PRECISE time** beyond which assignment work (submitted or re-submitted) must not be accepted or marked by a tutor under any circumstances until the Assessment Board has determined what action to take. "Unsuccessful" grades in the relevant assignment(s) will be recommended to the Assessment Board where course members do not submit or finally resubmit assignments by this date.

Note that, as explained here, extensions all the way to the FSD date / time are exceptional and only granted by the Pathway Leader / Scheme Manager / Centre Leader following proper procedures.

The reason for strict application of the FSD is that tutors, administrative staff, and the External Examiners need time to complete the marking and moderating of assignments, and a large amount of administration has to be completed before the Assessment Board meets. In any one year there will be over 8,000 individual assignments and grades being processed from approximately seven hundred course members, each with a Work Based Experience that makes heavy administrative demands. This situation necessitates a final and clear cut-off.

Thus the FSD date and precise time has to be strictly enforced. At precisely the designated time, submissions and resubmissions are no longer allowed. Unexpected last-minute delays happen. Don't gamble – submit in good time!

13.11 Late Submission

Where there has been no written request before the due date, work handed in after the due date but on or before the maximum extension date will be marked and the result recorded but the breach of regulations will be brought to the attention of the Assessment Board for consideration of overall award results.

Neither submission nor resubmission will be accepted after the designated time on the final submission date / time (FSD).

13.12 Draft Submission

Course members may receive **general verbal feedback** from the tutor on one draft provided prior to formal submission.

13.13 Resubmission and the Resubmission Date

If the formal submission is deemed not to be successful on academic grounds³, course members may make **at most one** further formal submission attempt on or before the published Resubmission date / time for that assignment.

It is important to note that:

1. **The original assignment and the original grade/comments sheet must be submitted with the additional material clearly identified.**
2. **Such resubmissions require an additional and fully-completed grade / comments form clearly marked resubmission.**
3. **Only one resubmission attempt can be made. If this is graded unsuccessful or incomplete, that will be the grade recommended to the Assessment Board. All work finally assessed as not Successful is made available to the External Examiners.**

The Assessment Board will make an overall judgement of Pass, Defer, Refer or Fail. See the School Student Handbook for an explanation of the meaning of these terms.

13.14 The General assessment Criteria

Each of the assignments will be assessed with reference to:

1. the specific criteria for the particular assignment (see the assignment's specification) and
2. the general assessment criteria, which apply to all of the assignments (unless the assignment's specification explicitly excludes one or more of the general criteria).

The general assessment criteria are defined below.

13.14.1 First General Criterion - Coherence

The assignment submission is logically structured. The parts within it are presented in an orderly manner which facilitates the reader's understanding of the material. It is properly introduced, developed and concluded. It maintains relevance to the assignment specification.

13.14.2 Second General Criterion - Analysis

The depth of enquiry into the issues raised is appropriate to the module's level. Description within the assignment is balanced by some or all of the following, as appropriate:

³ "on academic grounds" means there are no mitigating circumstances applied for and accepted by the Assessment Board.

- the identification and discussion of the component parts of issues and topics in education;
- the development and articulation of credible arguments;
- the identification and justification of implications for present or future practice.

13.14.3 *Third General Criterion - Evidence*

The assignment submission demonstrates that the course member has made sufficient and appropriate use of the following to inform their work:

- description, analysis and reflection on their own experiences;
- ideas, techniques, knowledge, information and skills introduced on the Teacher Training Scheme;
- a range of relevant citations and quotations from published works (e.g. books, journal articles, internet information, Teacher Training course materials, syllabuses, government publications, awarding body publications etc. as appropriate).

Wherever the course member has drawn on the work and ideas of others, they have given full attribution and have used the Harvard system of referencing effectively.

13.14.4 *Fourth General Criterion - Presentation*

Written components of the submission are free from significant errors of spelling, grammar, punctuation, and style. They are legible and are neatly and tidily presented. Text is presented single-sided, double-spaced, and with wide margins to facilitate feedback from the tutor.

The written components of phase 2 assignments have been produced using word processing facilities.

Oral components are clearly structured and delivered, are appropriately related to the context in terms of pitch, pace, volume etc. and they are calculated to engage and retain the attention of the audience.

Ethics and Professional practice

The work should demonstrate where appropriate awareness of ethical issues and morally acceptable behaviour, such as honesty, integrity and fairness. Course members should make clear their care and commitment to all learners to ensure safe learning environments; their commitment to ongoing professional development and demonstrate appropriate standards of personal behaviour. Attention must also be paid to confidentiality and the identity of learners and others in the workplace should be protected.

13.15 Grades (Successful, Incomplete and Unsuccessful) and Feedback for Assignments

Assessment of assignments will be an overall judgement of the quality of the work informed by the course member's performance against each of the specific and general criteria. Satisfactory performance against each of the specific and general criteria will be required for the overall recommendation to be a successful grade.

The "incomplete" grade

Where an assignment is deemed to demonstrate satisfactory performance in respect of most of the assignment's requirements, it will be graded "incomplete" in recognition of the course member's success in meeting most of the assignment's requirements satisfactorily. This grade, although not constituting a "successful" (pass) grade, is intended to convey an encouraging and positive message to the course member.

An assignment graded “incomplete” will require resubmission in the same way and to the same deadlines and regulations as an assignment graded “unsuccessful”.

In other cases, i.e. where deficiencies in the assignment are of a more general and widespread nature, the assignment will be graded “unsuccessful”.

Tutors will complete official grade / comment forms on which they will enter the grade and provide written feedback comments. These comments will include the identification of strengths and weaknesses within your work, and will seek to encourage your further development.

Assignments and the grade / comment sheets should be kept safely - they may be needed for internal moderation or external examination, and may thus be required to be returned promptly. All parts should be kept together as they were when they were returned to the course member.

Do not alter the information written on grade / comment forms

The official grade / comment forms used on this course that are signed and dated by a tutor are important legal documents and as such they **must not** be altered by the course member or any other person. If it is suspected that the course member, or another person acting on their behalf, have knowingly altered them with intent to deceive or gain unfair advantage the course member is likely to be subject to investigation under the University’s “use of unfair means” regulations or other disciplinary procedures within or outside of the University, which can have serious consequences.

13.16 Feedback entitlement for Teacher Training course members

All course members are entitled to receive a written feedback response from their marking tutor on the official grade / comments forms used for this purpose. It is also course policy that tutors may annotate the work itself in pencil (hence the requirement to double-space the work and leave wide margins). The feedback should be legible and should relate to both the assignment’s specific assessment criteria and the general criteria. An overall assessment decision must be identified on the form (Successful, Incomplete or Unsuccessful – no other outcomes are allowed) and the marking tutor must have signed and dated the form. Where the decision is Unsuccessful or Incomplete detailed formative feedback will be given in order to support the course member’s single re-submission opportunity. Where the final decision is Unsuccessful or Incomplete there will be an indication of the criteria (specific and / or general) not achieved.

Course members who need feedback in an alternative format to meet their individual needs are requested to contact their marking tutor.

13.17 Level Descriptors for Levels HE4 and HE5

The modules comprising the Scheme are expressed at academic levels HE4 and HE5. These levels are widely used in United Kingdom higher education provision. Each level corresponds approximately to the academic expectations in the first and second years of an undergraduate academic degree.

Below the definitions of HE4 and HE5 currently used by The University of Bolton are presented. On reading these, you will see progression to more challenging requirements from level to level. However, it should be borne in mind that these are defined with undergraduate degree courses in mind. The CPD SfL Scheme, as professional development for teachers, requires (for example) competence in practice, exploration of the connection between theory and practice, and reflection on practice - aspects which are not clearly articulated in the descriptors below.

Thus the "generic" level descriptors act as a useful guide, to be considered alongside the following:

- The module specifications.
- The assignment specifications and their specific criteria.
- The General Criteria (see page 23).

Learning accredited at the following levels will reflect the student's ability to:

Level HE4

Acquire a broad knowledge base, incorporating theoretical concepts and apply a broad range of specialised subject and key transferable skills; evaluate information, using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

Level HE5

Generate ideas through the analysis of concepts at an abstract level, with a command of specialist skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; accept responsibility for determining and achieving personal and/or group outcomes.

13.18 Assessment Strategy for the programme

Each module contains one or more units of assessment and has an assessment specification. Each of the assignments will be assessed with reference to the specific criteria for the particular assignment (see the assignment's specification) and the general assessment criteria, which apply to all of the assignments (unless the assignment's specification explicitly excludes one or more of the general criteria). To achieve a Successful grade, the course member must meet the General and Specific Criteria.

13.19 Forms of assessment that will be encountered on the programme

A range of assessment methods will be used on the course as documented in the module specifications.

13.20 Indicative assessment schedule

A calendar is produced which contains, among other dates, the assignment submission dates. The calendar is given to course members at induction. It will also be available on noticeboards and on WebCT.

13.21 Relevant University assessment regulations

The assessment regulations that apply to this programme are those of the University's Undergraduate Modular Framework currently in force located at:

<http://www.bolton.ac.uk/studentcentre/>

under the section on "Regulations Policy and procedures".

14 MODERATION OF ASSIGNMENTS

14.1 The Randomised Internal Moderation System (RIMS)

All Teacher Training assignments submitted are subjected to RIMS. This involves administrative staff selecting one assignment in every six at random for pre-marking by a randomly selected tutor. This pre-marking tutor grades the assignment, which is then passed to the original marking tutor. The pre-marking result is not known to the latter when they mark the assignment. If the grades given do not agree, procedures are followed to resolve the disagreement.

After RIMS interception stops, more traditional internal moderation procedures are used by tutors who will themselves seek second opinions on a sample of work. All work that is marked as unsuccessful or borderline is moderated/second marked in this way.

14.2 External Moderation

There is a group of external examiners for Teacher Training led by one Chief External Examiner. They play a very important role in ensuring standards are maintained on our Teacher Training courses. They determine the nature of the sample of assignment work they wish to receive. For some assignments, work is posted to the externals, and for others they visit the campus.

The course policy is that externals inspect *all* coursework graded as unsuccessful / Incomplete after resubmission opportunities have been taken within the submission / resubmission regulations.

15 APPROVED VARIATIONS ON UNIVERSITY REGULATIONS

The following regulations are specific to Teacher Training programmes and are approved variations to the University's regulations above. They are regulations which are necessary because of the particular nature of the programme being followed.

15.1 Approved variation 1 – Exclusion through misconduct

Given the nature of this programme, it is required that course members conduct themselves in a manner appropriate to the teaching profession. Serious breaches of this principle will lead to steps being taken by the Teacher Training Manager in consultation with the Director of School and in accordance with University Regulations to exclude the course member from the Scheme.

15.2 Approved variation 3 – Reporting the progress of In-service course members to their employers

Ethical considerations require that the following apply:

1. The University of Bolton tutors may not normally report on the performance or progress of in-service course members while they are undertaking teacher training courses without first gaining the consent of the course member who must have sight of the text of such a report or be present when a verbal report is given.
2. In the case of employing authorities who wholly sponsor course members by paying the fees and/or providing support in practise to allow the course member to attend the University during normal working hours, issues of attendance, withdrawal and completion may be discussed with the employer, after every attempt has been made to reconcile the issue with the course member and after notifying the course member on the course of action being taken. Written evidence of the action taken must be available in the course members file in the form of a tutorial or letter.
3. After the course has finished, confidential references and / or testimonials will be provided if the former course member has requested this by naming the Teacher Training Manager as a referee. Requests for confidential references and / or

testimonials in respect of the former course member that have been initiated by other persons cannot be met.

16 ACADEMIC SUPPORT AND GUIDANCE

Every course member has a Personal Tutor and the role performed by such tutors is explained in the AME School Handbook.

In addition, there is a named academic support tutor who will coordinate learning support and liaise with the University Learning Support Team and tutors. Course members who require additional support with literacy, numeracy or ICT will be referred to the University Student Support Team who will arrange either class or 1:1 support as necessary.

17 STUDENT REPRESENTATION AND FEEDBACK

Pathway Committees meets periodically and include student representatives chosen by the students themselves. Pathway Committees report to Scheme Committee which also have student representatives.

Information about being a student representative is available on the Student's Union web site at:

<http://www.ubsu.org.uk/>

(Click "Course Reps")

18 FURTHER INFORMATION

18.1 Record your reading

Now where did I read that?

Authors? (year?, p. ?)

Many of the assignments require you to read about teaching and learning, and to use this study to inform your work. You have to reference your assignments using the Harvard referencing system.

Course members are strongly advised to keep a note in their Reflective Journal of the full reference for all useful sources that they come across. This will save time later and will make referencing within assignments much easier. See the *School of Arts, Media and Education Handbook* for more advice and information about referencing.

For each useful item read, course members should make a note immediately of the information needed for a bibliography entry e.g. for a book:

- Author(s) (e.g. Reece, I and Walker, S)
- Page number of the relevant part
- Date of publication (e.g. 1997)
- Title (e.g. *A practical guide to teaching, training and learning*)
- Place of publication (e.g. Sunderland)
- Publisher (e.g. Business Education Publishers).

In this way, by recording reading precisely as it is undertaken, course members won't have to waste time searching for reference information that was once within their grasp.

Course members should see the AME School Handbook for important advice about using the information recorded about reading to undertake Harvard referencing correctly in assignment work, and associated matters concerned with avoiding plagiarism.

19 AWARDS STRUCTURE

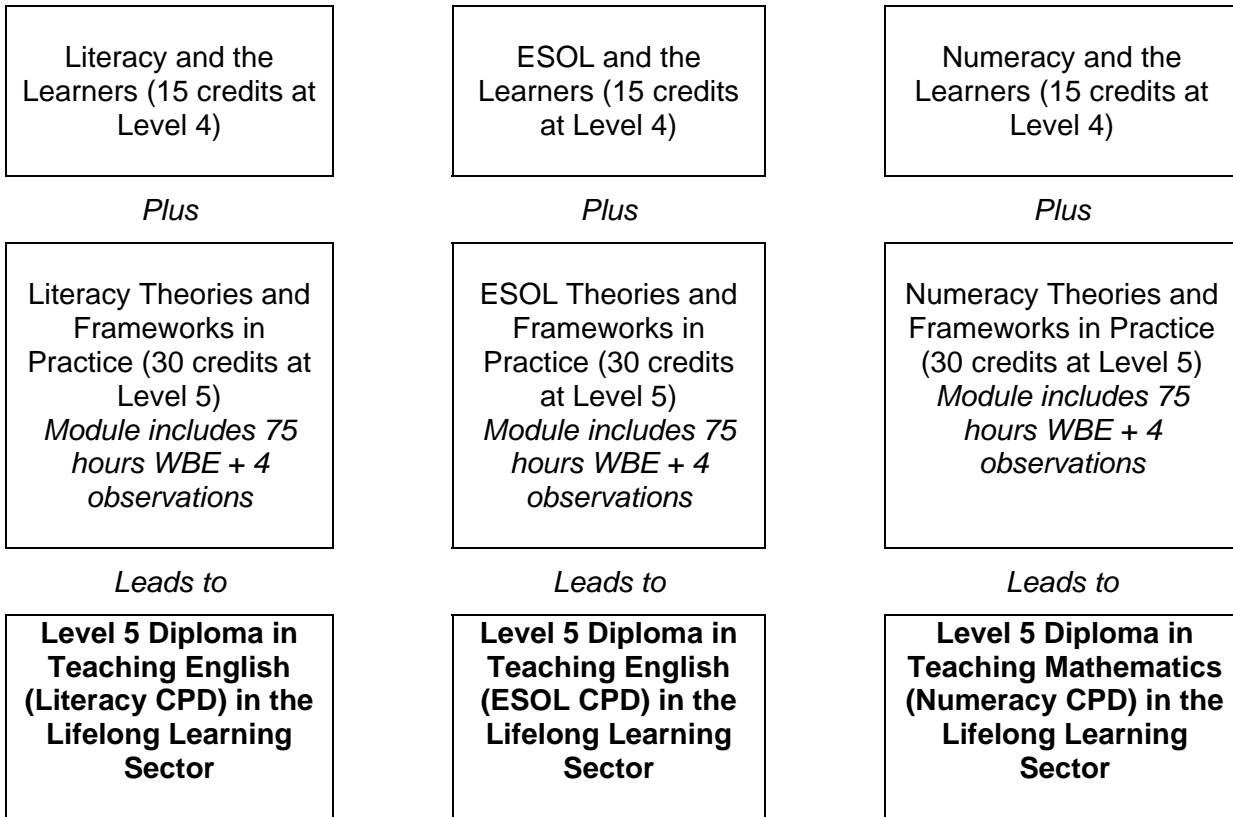


Figure 1: Level 5 CPD Skills for Life Diploma qualifications: Awards structure