



School of Arts, Media and Education

Teacher Training Scheme for the Lifelong Learning Sector (TTLLS Scheme)

PROGRAMME HANDBOOK 2008/2009

**In association with Bolton Community College, Bury College,
Cirencester College, Isle of Man College and Salford City College**

TTLLS SCHEME PROGRAMME HANDBOOK

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1 WELCOME FROM THE TEACHER TRAINING TEAM

The Teacher Training Team would like to welcome you to your studies at The University of Bolton. The Teacher Training Team has experience in a range of work 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: FE and 6th Form Colleges, community based provision, prison, probation service, drug rehabilitation centres, Hospitals for people with mental health issues, Specialist Independent Day/Residential Colleges, Training Agencies, Charities, Learn Direct centres, Exclusion Units pre-employment and the work-based sector. These institutions work with us to provide placements for the Work-Based Experience (WBE) element of the programme.

The Teacher Training Scheme for the Lifelong Learning Sector (TTLLS Scheme) is designed to provide you with opportunities to acquire the knowledge and skills you will need for teaching in the Lifelong Learning Sector of education. The courses are recognised and endorsed by SVUK (Standards Verification UK).

The PGDE/PDE is an important step in achieving a 'licence to practise'. Achievement of the full licence qualification will lead to the Qualified Teacher Learning and Skills (QTLS) award. On completion of the programme you will be required to register with the Institute for Learning (IfL) for completion of 'Professional Formation'. Trainees at the University of Bolton are requested to register with IfL as an associate member when they enrol on the programme. This will enable trainees to access the CPD portal on the IfL website. Registration is currently free.
www.ifl.ac.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>

At the start of the course you will be allocated a personal tutor who will work with you through the programme. One of the first steps is to work with your tutor to develop your Individual Learning Plan. This is a process that starts at interview stage and continues through the course to assist with the integration of the theory and the practical work based elements of the programme.

We believe that our Teacher Training 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 Programme Team are confident that you will find your course enjoyable, stimulating and valuable.

Gill Waugh
 Teacher Training Manager

The pathways of Generic, Skills for Life, full and part time are managed by Pathway Leaders. The provision in our Partner Colleges is managed by Centre Leaders. The Pathway Leaders and Centre Leaders form the Teacher Training Management Team.

* details

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2 ABOUT THIS PROGRAMME HANDBOOK

This Programme Handbook, together with the following:

- The Arts, Media and Education School Handbook on <http://www.bolton.ac.uk/ame>
- 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 Those that apply to the whole University	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 two pathways ; (i) Generic Teacher training, (ii) Skills for Life Teacher training. The two interim awards - *Preparing to Teach in the Lifelong Learning Sector Award* and *Introduction to Teaching and Learning Award* are common to the Generic Teacher training and Skills for Life Teacher training pathways.

AWARDS	LENGTH
Teacher Training Level 5 – Full Awards	Equivalent to
Professional Diploma in Education (Level 5 Diploma in Teaching in the Lifelong Learning Sector)	Full-time – 1 academic year Part-time – 2 academic years
Professional Diploma in Education English (ESOL) (Level 5 Diploma in Teaching in the Lifelong Learning sector)	
Professional Diploma in Education English (Literacy) (Level 5 Diploma in Teaching in the Lifelong Learning Sector)	
Professional Diploma in Education Mathematics (Numeracy) (Level 5 Diploma in Teaching in the Lifelong Learning Sector)	
Teacher Training Level 6 - Full Awards	
Professional Graduate Diploma in Education (Level 6 Diploma in Teaching in the Lifelong learning Sector)	Full-time – 1 academic year Part-time – 2 academic years
Professional Graduate Diploma in Education English (ESOL) (Level 6 Diploma in Teaching in the Lifelong Learning Sector)	
Professional Graduate Diploma in Education English (Literacy) (Level 6 Diploma in Teaching in the Lifelong Learning sector)	
Professional Graduate Diploma in Education Mathematics (Numeracy) (Level 6 Diploma in Teaching in the Lifelong Learning Sector)	
Teacher Training - Interim Awards	
<i>Preparing to Teach in the Lifelong Learning Sector Award</i>	12 hours
Introduction to Teaching and Learning Award – Level 4	30 hours
University Award in Teaching in the Lifelong Learning Sector (Level 4)	Full-time – 1 semester Part-time – 2 semesters
University Award in Teaching in the Lifelong Learning Sector (Level 5)	Full-time – 1 semester Part-time – 2 semesters

The Professional Diploma award at Level 5 is for those who have a Level 3 Entry qualification. The Professional Graduate Diploma award at Level 6 is for those entering with a bachelor degree or equivalent in a relevant subject area. You will have been advised of the appropriate route for you at interview. If you have any queries regarding this please discuss with your personal tutor or the Teacher Training Manager.

The Professional Diplomas and Professional Graduate Diplomas require course members to complete at least 150 hours of teaching practice and there must be a minimum of 8 observations of teaching (lasting at least 30 minutes) totalling a minimum of 8 hours.

The *Preparing to Teach in the Lifelong Learning Sector Award* is a **threshold award** and must be completed before course members undertake any WBE. If PTLLS is taken as a stand alone qualification then a University Certificate will be awarded.

The *Introduction to Teaching and Learning Award* is a 15 credit interim award and is completed by undertaking Introduction to Teaching and Learning Part 2 after the completion of PTLLS.

The *University Awards in Teaching in the Lifelong Learning Sector* contain 75 hours teaching practice and a minimum of 4 observations (lasting at least 30 minutes) totalling a minimum of 4 hours.

The section on Work Based Experience (p.18) gives further details of the requirements of this element of the programme.

3.2 Criteria for Admission

Admissions policy and criteria (knowledge and skills required by entrants) differ depending on the level and type of award, however the University's equal opportunities policy will be consistently applied to all applicants.

PRE-SERVICE ITT

Full awards (full-time and part-time)

To gain entry, candidates must:

- a. have appropriate qualifications
- b. provide proof of qualifications
- c. have relevant work experience if teaching vocational courses
- d. obtain CRB Enhanced Disclosure clearance
- e. complete and have approved a health declaration
- f. provide satisfactory references
- g. undertake interview and diagnostic testing for literacy and numeracy levels

a. Appropriate Qualifications

Qualifications for entry depend on the award being applied for.

(i) Professional Diploma in Education (Level 5) - Generic

The Professional Diploma in Education is a full award. The entry for this qualification will depend on the area the candidate wishes to teach. This would normally be the highest vocational qualification relevant to their subject area. For some subject areas this means a National Vocational Qualification (NVQ) Level 3 whilst for others it may be an NVQ Level 4 or a Higher National Diploma.

(ii) Professional Diploma in Education (Level 5) – Skills for Life

The Professional Diploma in Education is a full award. Candidates for the Skills for Life programme areas will be expected to hold relevant Level 3 or 4 qualifications and a Level 3 equivalent in language or numeracy. For those not holding the required language or numeracy qualifications the University has a pre course task book and 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.

(iii) Professional Graduate Diploma in Education (Level 6) - Generic

The Professional Graduate Diploma in Education is a full award. The entry for this qualification is the minimum of a bachelor degree or equivalent in a subject relevant to the area that the candidate wishes to teach.

(iv) *Professional Graduate Diploma in Education (Level 6) – Skills for Life*

The Professional Graduate Diploma in Education is a full award. The entry for this qualification is a minimum of a bachelor degree or equivalent plus a Level 3 equivalent or higher qualification in language or numeracy as specified by LLUK. For those not holding these qualifications the University has a pre course task book and assessment which will enable candidates to evidence their language or numeracy skills at the required level. 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) or equivalent.

b. Proof of qualifications

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

c. Relevant Work Experience

Candidates who are wishing to teach vocational subjects will be required to have relevant work experience in the areas in which they are applying to teach. In-service candidates must provide a written statement from their employer confirming that they will have access to 150 hours of teaching whilst on the programme. The teaching engaged in by in-service candidates must be responsible, paid employment. Voluntary teaching is not normally acceptable.

d. Obtain CRB Enhanced Disclosure clearance

Without exception, it is a condition of the full-time and part-time pre-service courses that entrants have to successfully obtain CRB Enhanced Disclosure clearance. All offers remain conditional until the Disclosures are received. Course Members will not be able to enrol unless they have supplied a satisfactory disclosure. You will have been advised of the process of obtaining CRB at offer and enrolment stages. If you have a problem with any of the process you must inform your personal tutor immediately. In-service candidates are not required to complete CRB through the University. It is expected that they will have obtained CRB through their employer. Details of this must be provided at enrolment. If for any reason an in-service applicant has not been required to obtain CRB through their employer the individual is responsible for arranging this prior to commencing the course.

Criminal Record Bureau: <http://www.crb.gov.uk/>

e. Health Declaration

Pre-service candidates (Full and Part Time) must complete and return, prior to enrolment, a health declaration. Acceptance is subject to this meeting the requirements of Fit to Teach (DfES).

f. Provide satisfactory references

Candidates need to provide two satisfactory academic or work references.

g. Interview

All candidates for pre-service and in-service courses will be interviewed before entry onto the programme. The interview process will include a diagnostic test for Literacy and Numeracy. A skills assessment for ICT will be undertaken at induction.

Interim Awards if used as stand-alone awards

(i) *Preparing to Teach in the Lifelong Learning Sector Award (Level 4)*

This is an initial award. If used as a stand alone award, candidates would normally possess at least a minimum Level 3 qualification in his/her own area of specialism.

(ii) *Introduction to Teaching and Learning Award (Level 4)*

Candidates would need to follow the entry criteria for the full award.

(iii) *University Award in Teaching and Learning*

For the University Award in Teaching and Learning (Level 4) and the University Award in Teaching and Learning (Level 5) the entry qualifications are the same as those specified for the *Professional Diploma in Education (Level 5)* and the *Professional Graduate Diploma in Education (Level 6)*.

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. To comply with the CATS agreement it is necessary to:

- Provide APL for *Preparing to Teach in the Lifelong Learning Sector Award* gained at another centre. If this has been completed at Level 3 then the Level 4 PTTLs must be taken.
- Provide APL for units *Preparing to Teach in the Lifelong Learning Sector* and *Planning and Enabling Learning*.
- Allow up to 50% of lower credit to be transferred to the next level of qualification.
- Recognise transcripts denoting areas covered and credits gained for 60 credits of the Diploma course (i.e. one year of a two-year part-time provision (equivalent to the University of Bolton Award in Teaching and Learning)).

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. This is available on the website. Further guidance can be obtained from the Teacher training manager of one of the Pathway/Centre leaders.

In addition to the above, a situation may arise where a course member has exited the programme with an interim award because he/she feels unable to complete the programme due, for example, to ill health or pressure of work and subsequently would like to return to the programme to complete it. This is facilitated by the course structure and the existence of the interim award and by the use of credit accumulation and transfer.

3.4 Bursaries

The DfES allocate bursaries to the University on an annual basis. The bursaries are targeted to subject shortage areas. Your tutor will confirm your eligibility for a bursary in agreement with the Teacher Training Scheme manager. Further information on bursaries can be found in the Teacher Training FAQ's on the University website <http://www.bolton.ac.uk/education>

3.5 Maintenance Grants

You will need to apply to your home LEA for a maintenance grant which will help to pay towards your course fees. There are two types of maintenance grant:

a non-means tested, non-repayable maintenance grant and a means tested grant.

Further information of funding for your course can be obtained from the Student Finance Officer on 01204 903497 or on the FAQ section on the Teacher Training website

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

3.6 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 the Eagle Tower. Those studying at Partner Colleges will be advised as to which campus they will be studying on at interview stage.

Teaching accommodation

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

- Classrooms with: moveable desks and chairs; SMARTboards; whiteboards; flip charts; overhead projectors. Movable desks and chairs are required for the facilitation of face-to-face teaching and for group work.
- Computer facilities are available in the University's Learning Support and Development Unit. These consist of suites of networked computers. SMARTboards, marker boards, and an OHP are available in the rooms. The facilities will be used for practical work. 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 Services 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/learning/pubs/csu/index.htm> and can be obtained from the Learning Support and Development Unit in hard copy format.

- Library

Access to the library facilities at Bolton is an entitlement of all trainees and access to electronic resources is available through WebCT. In addition partnership 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 teacher training to prepare course members to become professional practitioners in the lifelong learning 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 Lifelong Learning 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. Plan and undertake a small-scale practitioner project.
4. Apply the principles and methods of reflective practice.
5. Evaluate educational literature and research and apply relevant insights to their practice.
6. Develop inclusive approaches to teaching and learning, addressing issues of disability, age, race, ethnicity, culture, gender, class and sexual orientation.
7. Synthesise their learning to create innovative teaching resources.
8. Understand and apply the roles and skills of tutoring and mentoring.
9. Analyse and review the organisation, structure and function of the Lifelong Learning Sector's educational provision.
10. Develop and record their own professional development through their PDP (Professional Development Portfolio).

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. Undertake curriculum development.
4. 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.
5. 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. The focus of this will be the PDP.
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 core and option modules. 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. The teaching assessments are linked into the Individual Professional Development Portfolio which in turn is linked to the Continuous Personal and Professional Development (CPPD) module (see Section 6.2).

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 trainee is allocated a Personal Tutor who will be an experienced teacher educator and practitioner in the field of post-compulsory education. The Personal Tutor will be responsible for working with the trainee on their PDP and will support and advise on the trainee's Individual Learning Plan (ILP).

In addition to the Personal Tutor every trainee is required to have a mentor. This will normally be an experienced practitioner within the institution providing a placement for the trainee. The mentor will be a subject specialist in a field directly or closely related to the trainee's teaching subject. The mentor and trainee 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 trainee will meet on a weekly basis but contact may be via e-mail or by phone. The mentor will observe the trainee teaching on at least two (formative) occasions on the course and provide developmental feedback.

4.7 Professional Development Plan (PDP)

Each trainee will have a Professional Development Plan (PDP) which will provide a record of the process of initial assessment and ongoing formative and summative assessment throughout the course. At interview the course member will be asked to complete diagnostic testing for literacy and numeracy. Course members will complete a self assessment of their ICT skills at induction. These diagnostic tests will form the first stage of the ILP which will be completed in conjunction with the personal tutor during the induction period. The ILP becomes an integral part of the PDP file and is subject to review through tutorial sessions. There are also structured PDP sessions throughout the course. 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. The Education group have a named Support Tutor who will co-ordinate support and act as a first point of contact for course members. This role is undertaken by Joe Whittaker who can be contacted on 01204 903221.

The PDP will be managed by the trainee and will be the place to keep records of feedback from modules and teaching observations. The PDP is also where records of tutorials, meetings with mentors and reflections and evaluations of progress will be kept. The PDP is formative in the first stage of the programme and is then an integral part of the assessment of the CPPD module in the second stage. Practical teaching will also be recorded in the PDP file.

The PDP will be available in either paper form or an electronic version. This will be explained at induction.

4.8 The Reflective Journal

Each trainee is required to keep a Reflective Journal, as explained below, during the course. The reflective journal is not submitted for assessment, however material will be drawn from it to form the basis for many of the activities in the PDP and for the successful completion of the CPPD Module. Those using the online PDP will be able to record their reflections through a personal 'Blog'.

4.9 Keeping your Reflective Journal

Keeping a Reflective Journal, and subsequently analysing its contents, is designed to encourage reflection and self-awareness. During the course, significant points should be noted in the Reflective Journal. Records might, for example, include: what has been learned; what seems to work; and what questions need to be answered.

When organising the Reflective Journal, we suggest the left hand side of the opened book is kept for descriptions, and the right hand side for analysis and reflection.

Descriptions could be of: events; places; atmospheres; exercises used; topics pursued; people; behaviour; WBE and college experiences; course work ideas and progress; references to things that have been read (see below) etc.

Analysis and reflection could, for example, include implications for teaching; possible reasons; significant learning outcomes; criticisms; changes noted in trainee's and others' attitudes and behaviour; changes in the group; how practical work and theory match; the significance of trainee's reading, and so on.

Trainees should try to discipline themselves to make Reflective Journal entries daily. At first, the point may not be obvious but they will probably be surprised when they later read their Reflective Journal how revealing, interesting and helpful it will be. As an incentive, some of the assignments are more difficult without a Reflective Journal as a source of data!

To summarise, trainees should use the Reflective Journal and use it regularly, not just as a factual record but also to focus on their own awareness of situations and to record any important ideas that they and the rest of the group may have while these are fresh in their mind.

5 ATTENDANCE REGULATIONS FOR TEACHER TRAINING

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 partnership 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 Professional Diplomas in Education and the Professional Graduate Diplomas in Education will normally have 240 contact hours; this is staged so that course members attend more hours in the earlier stages of the course and fewer hours in later stages, however, on average it is approximately 8 hours per week. In addition course members will be required to teach for 150

hours; this will normally range from 7-10 hrs hours per week depending on when the placement commences. For the full-time courses this will normally be spread over one academic year of 34 weeks. Course members taking these programmes part-time will have on average 4 hours contact per week and approximately 3.5 hours of teaching per week.

6.2 Programme Structure – Level 5

The table below lists the qualifications and the requisite modules for the award. The full specifications for the modules can be found by following the hyperlink to the Quality Assurance and Enhancement Unit module database.

TEACHER TRAINING – FULL AWARDS LEVEL 5		
Award	Content	Content
Professional Diploma in Education (Level 5 Diploma in Teaching in the Lifelong learning Sector)	<u>Phase 1</u> Introduction to Teaching and Learning (15 credits @ Level 4) Teaching and Learning: Theory and Practice (30 credits @ Level 4) Option Module (15 credits @ Level 4) <u>Phase 2</u> Curriculum Development and Professional Contexts (30 credits @ Level 5) Continuing Personal and Professional Development (15 credits @ Level 5) Option Module (15 credits @ Level 5)	PDP ↓ WBE (Linked to CPPD)
Professional Diploma in Education English (ESOL) (Level 5 Diploma in Teaching in the Lifelong Learning sector)	<u>Phase 1</u> Introduction to Teaching and Learning (1) (6 credits @ Level 4) Planning and Assessing for Inclusive Practice ESOL (9 credits @ Level 4) ESOL and the Learners (15 credits @ Level 4) ESOL Theories and Frameworks in Practice (30 credits @ Level 5) <u>Phase 2</u> Curriculum Development and Professional Contexts (30 credits @ Level 5) Continuing Personal and Professional Development (15 credits @ Level 5) Option Module (15 credits @ Level 5)	PDP ↓ WBE (Linked to CPPD)
Professional Diploma in Education English (Literacy) (Level 5 Diploma in Teaching in the Lifelong Learning sector)	<u>Phase 1</u> Introduction to Teaching and Learning (1) (6 credits @ Level 4) Planning and Assessing for Inclusive Practice Literacy (9 credits @ Level 4) Literacy and the Learners (15 credits @ Level 4) Literacy Theories and Frameworks in Practice (30 credits @ Level 5) <u>Phase 2</u> Curriculum Development and Professional Contexts (30 credits @ Level 5) Continuing Personal and Professional Development (15 credits @ Level 5) Option Module (15 credits @ at Level 5)	PDP ↓ WBE (Linked to CPPD)
Professional Diploma in Education Mathematics (Numeracy) (Level 5 Diploma in Teaching in the Lifelong Learning sector)	<u>Phase 1</u> Introduction to Teaching and Learning (1) (6 credits @ Level 4) Planning and Assessing for Inclusive Practice Numeracy (9 credits @ Level 4) Numeracy and the Learners (15 credits @ Level 4) Numeracy Theories and Frameworks in Practice (30 credits @ Level 5) <u>Phase 2</u> Curriculum Development and Professional Contexts (30 credits @ Level 5) Continuing Personal and Professional Development (15 credits @ Level 5) Option Module (15 credits @ Level 5)	PDP ↓ WBE (Linked to CPPD)

6.3 Programme Structure – Level 6

TEACHER TRAINING – FULL AWARDS LEVEL 6		
Award	Content	
Professional Graduate Diploma in Education (Level 6 Diploma in Teaching in the Lifelong Learning Sector)	<p><u>Phase 1</u> Introduction to Teaching and Learning (15 credits @ Level 4) Teaching and Learning: Theory and Practice (30 credits @ Level 5) Option Module (15 credits @ Level 5)</p> <p><u>Phase 2</u> Curriculum Development and Professional Contexts (30 credits @ Level 6) Continuing Personal and Professional Development (15 credits @ Level 6) Option Module (15 credits @ Level 6)</p>	<p>PDP</p> <p>↓</p> <p>WBE (Linked to CPPD)</p>
Professional Graduate Diploma in Education English (ESOL) (Level 6 Diploma in Teaching in the Lifelong Learning sector)	<p><u>Phase 1</u> Introduction to Teaching and Learning (1) (6 credits @ Level 4) Planning and Assessing for Inclusive Practice ESOL (9 credits @ Level 4) ESOL and the Learners (15 credits @ Level 4) ESOL Theories and Frameworks in Practice (30 credits @ Level 5)</p> <p><u>Phase 2</u> Curriculum Development and Professional Contexts (30 credits @ Level 6) Continuing Personal and Professional Development (15 credits @ Level 6) Option Module (15 credits @ Level 6)</p>	<p>PDP</p> <p>↓</p> <p>WBE (Linked to CPPD)</p>
Professional Graduate Diploma in Education English (Literacy) (Level 6 Diploma in Teaching in the Lifelong Learning sector)	<p><u>Phase 1</u> Introduction to Teaching and Learning (1) (6 credits @ Level 4) Planning and Assessing for Inclusive Practice Literacy (9 credits @ Level 4) Literacy and the Learners (15 credits @ Level 4) Literacy Theories and Frameworks in Practice (30 credits @ Level 5)</p> <p><u>Phase 2</u> Curriculum Development and Professional Contexts (30 credits @ Level 6) Continuing Personal and Professional Development (15 credits @ Level 6) Option Module (15 credits @ Level 6)</p>	<p>PDP</p> <p>↓</p> <p>WBE (Linked to CPPD)</p>
Professional Graduate Diploma in Education Life Mathematics (Numeracy) (Level 6 Diploma in Teaching in the Lifelong Learning sector)	<p><u>Phase 1</u> Introduction to Teaching and Learning (1) Sector (6 credits @ Level 4) Planning and Assessing for Inclusive Practice Numeracy (9 credits @ Level 4) Numeracy and the Learners (15 credits @ Level 4) Numeracy Theories and Frameworks in Practice (30 credits @ Level 5)</p> <p><u>Phase 2</u> Curriculum Development and Professional Contexts (30 credits @ Level 6) Continuing Personal and Professional Development (15 credits @ Level 6) Option Module (15 credits @ Level 6)</p>	<p>PDP</p> <p>↓</p> <p>WBE (Linked to CPPD)</p>

6.4 Evidencing the Minimum Core: Literacy, Numeracy and ICT in your teaching

Regardless of the subject you teach, your students will need to use language, literacy, numeracy and ICT skills in their learning. For example they may need to:

- Read learning materials and write assignments and projects
- Work out costs or display information on graphs and charts
- Use the internet to find information or use a word processing package for written work

Some of your students will need support with these skills, and you will need to be able to recognise this and determine what help to offer.

Similarly, you yourself will need to use language, literacy, numeracy and ICT skills in your teaching role, including skills you may not have used before. For example you may need to:

- Write learning materials which are clear and easy to read
- Calculate and present retention and achievement figures
- Prepare Powerpoint presentations

All new teachers in the lifelong learning sector are now required to show that they possess a **minimum core** of literacy, numeracy and ICT skills needed to support their students and participate fully in their workplace. You must demonstrate:

Part A1 Your knowledge and understanding of the personal, social and cultural factors influencing language, literacy, numeracy and ICT learning and development. This knowledge helps you recognise when learners need support with these skills.

Part A2 Your explicit knowledge about language, literacy, numeracy and ICT. This knowledge helps you support learners in developing these skills.

Part B Your own personal skills in language, literacy, numeracy and ICT

You will be given opportunities throughout the programme to develop **Part A** (your knowledge and understanding of the minimum core). You can evidence this knowledge and understanding from a wide variety of sources:

- Through attending lectures and participating in group sessions
- Feedback and reflection on your microteach session
- Your WBE session plans and evaluations
- Feedback sheets from WBE assessments
- Your presentations and written assignments
- Your research and reading for the programme

You record this evidence in your Personal Development Plan (PDP) (see section 4.7). A pre-formatted structure is provided to ensure that you evidence all the elements required by the LLUK specifications.

Don't be daunted by the number of elements you are required to evidence, as you may well find that one source provides evidence for several elements. The following is an example:

Suppose, as part of a WBE session, you prepare and deliver a Powerpoint presentation in your subject area. Your presentation contains text, and some statistics shown on a bar chart, and your plan for the session shows differentiation for learners with difficulties in numeracy and literacy, and for those with

English as a second language. Your session plan might thus provide evidence for the following elements:

	Language and Literacy	Numeracy	ICT
A1. Knowledge and understanding of personal, social & cultural factors	5. Multilingualism and issues that arise when learning another language 7. The importance of context in language use and the influence of the communicative situation	1. The different factors affecting the acquisition and development of numeracy skills 2. The main learning difficulties and disabilities relating to numeracy skills	
A2. Explicit Knowledge	3. Using spoken English effectively 6. Knowledge of how textual features support reading	4. Making sense of situations and representing them. 8. Communicating and reflecting on findings.	3. Purposeful use of ICT
B. Personal Skills	1. Expressing yourself clearly 2. Showing ability to use language style and tone to suit intended audience	12. Make sense of data 13. Select appropriate formal and style for communicating findings	6. Using ICT systems 8. Developing and presenting information.

Throughout the programme, module tutors will highlight activities which provide evidence for the minimum core. **It is your responsibility to ensure that these are recorded regularly on your PDP.**

Review the minimum core section of your PDP at regular intervals throughout the programme. You may find that there are still a few elements outstanding as you near the end of the programme. You may be able to complete these by doing your own personal research and reading. If not, ask your tutor for guidance.

You will further be required to demonstrate **Part B** (your own personal skills) in a number of ways:

- Your personal skills may already be evidenced by current qualifications at Level 2 (GCSE grades A*-C or equivalent) or above. If you do not have these qualifications, you will be given opportunities to gain them during the programme.
- Your personal skills in literacy are evidenced by successful completion of written assignments.
- Your personal skills in ICT are evidenced by self-assessment and participation in the course, for example by word processing assignments, lesson plans and teaching materials.

7 WORK-BASED EXPERIENCE

This section has been written for trainee teachers also 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 Professional Responsibility

Course members of the University of Bolton's full-time and part-time Pre-Service Teacher Training programme are reminded that once on their WBE placement they have a professional obligation to their host institution, their colleagues at the institution and the students in their care.

Common courtesy is expected with respect to institution policies, custom and practice and dress code.

Course members are required to adhere to their host institution's holiday patterns and absence will require a call to the host institution as soon as possible. **Unexplained absence will jeopardise any "training bursary" payments.**

7.2 WBE and "Training Bursary" payments to pre-service course members

See section 9.3 for important advice to full and part-time course members regarding the impact on a Training Bursary of accepting paid or unpaid teaching during the course.

7.3 Pre-service Course Members - Intending Teachers Undertaking Training

Pre-service course members could be studying on either a full-time or a part-time programme. Depending on their start date and the way their WBE fits in with their programme, course members will be at various stages of development at any point during their training. Host institutions are urged to give consideration to this. In particular:

- Course members will not be acquainted with all aspects of preparing, planning, implementing, assessing etc. at the start of their WBE. WBE should be a gradual transition from observing classes, assisting alongside experienced teachers, and then (increasingly) taking whole classes themselves.
- Course members should continue to observe classes taken by experienced teachers throughout their WBE (this was advised by OfSTED in May 2005)
- Course members must not take any **PAID or UNPAID teaching** whilst in receipt of a training bursary. To do so will lead to immediate suspension of bursary payments. See section 9.3 .

Course members are informed that they must avail themselves of the whole experience of teaching in a host institution. Put simply, this means they should not only attend the host institution at the times they are scheduled to teach. For the full-time programme, trainees are expected to attend placement for the equivalent of two full days.

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

7.4 In-service Course Members - Serving Teachers Undertaking Training

The part-time Teacher Training awards based at the University of Bolton are two-year courses involving the equivalent of two half days per week of classes at Bolton. The course also operates at various partner FE institutions. These courses are intended for in-service course members who are already teaching. Thus the University of Bolton plays no part in securing WBE placements for these course members. They 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. It is expected that CRB clearance will have been obtained as a condition of employment. Evidence of this must be provided at enrolment.

In the first year (part-time phase 1), they must undertake at least 75 hours of appropriate teaching. In the second year (part-time phase 2), they must undertake a further 75 hours of appropriate teaching. They may or may not be paid for some or all of this teaching, but in any event the teaching they do must involve them in the “full professional role”: planning, preparing, selecting teaching approaches, implementing teaching plans, assessing learning, evaluating provision etc.

Skills for Life course members must undertake teaching practice in at least 2 levels of the Adult Core Curriculum, as detailed by LLUK.

7.5 The Purpose of WBE

WBE enables **pre-service** (full-time or part-time) course members to:

- gain practical experience of working in a host institution;
- put into practice skills and approaches developed during the Bolton-based part of the course, with the support and guidance of the host institution and Bolton tutors;
- observe, participate in, investigate, and record 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 and institution staff;

WBE enables **in-service** course members to:

- put into practice skills and approaches developed during the Bolton-based part of the course with the support and guidance of Bolton 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;

7.6 WBE Placements for Pre-Service Course Members

Each Pre-Service course member will be placed in an appropriate host institution which, as far as is practicable, is appropriate in terms of location, level, range of courses and student profile.

7.7 WBE Placements

Course members should visit the host institution as agreed with their Course Tutor and the host institution prior to the start of their WBE.

These visits are to familiarise course members with, for example:

- the general environment of the institution;
- the location of, and procedures for obtaining, equipment and materials;
- the staff with whom they will be working;
- the timetable they will be undertaking.

The visits also enable course members to identify any concerns arising from the above and, if necessary, seek the advice of their tutors.

Course members should also:

- become familiar with the institution's procedures and practices, including their students' progress, coursework, and the assessment techniques used;
- familiarise themselves with course specifications;
- obtain, read and follow relevant policies e.g. relating to health and safety, fire, equal opportunities, student discipline, confidentiality, safeguarding etc.

Pre-service course members must remember that they are guests in their host institution. The implications of this are that course members:

- must adhere to all of the host institution's policies and procedures, e.g. dress code; notification of absence etc;
- must adhere to the host institution's calendar even if this involves working there during a University of Bolton holiday period. The University of Bolton's holiday periods do not apply whilst on placement.

7.7.1 Part-time In-service Pathway

For course members on the In-Service pathway, their teaching offers them the opportunity to develop their knowledge of and skills in effective teaching by implementing and reflecting on their practice in the light of their learning on the course. This is the dominant feature of phase 1 (year 1). They also develop their understanding of the context in which their teaching takes place, the organisation that provides it and the influences (internal and external) upon that organisation. This is a dominant feature of phase 2 (year 2).

7.8 WBE Partnerships between the University of Bolton and Partner Institutions

The University of Bolton has established Partnership Agreements with a number of institutions providing WBE placements to pre-service Initial Teacher Training course members.

The extent of the partnership is designated by a "level" 1, 2, 3 or 4. The higher the level of partnership, the higher is the institution's involvement in the delivery of components of the course. See the table below.

	<u>Characteristics of the “level” of WBE partnerships</u>
Level 1	<ul style="list-style-type: none"> • The taught modules are delivered by University staff on the University’s premises. • The Work-Based Experience assessment visits are made by employees of the University who travel to the placement for this purpose. • The placement provides (in outline): an induction; a subject mentor who is an experienced teacher in a subject close to the one the course member teaches; class contact of 150 hours over the placement; the opportunity to regularly observe classes taken by experienced teachers; facilities needed by a trainee teacher; immersion in the department’s professional life during the placement (e.g. attending staff meetings, team meetings etc).
Level 2	<ul style="list-style-type: none"> • As level 1, but the WBE assessments are undertaken by approved WBE assessors. These are members of the staff at the placement institution who are authorised to undertake WBE assessments on behalf of the University of Bolton. New WBE assessors undergo a training programme appropriate to their qualifications and experience, and are formally notified when they are approved. • ONLY WBE ASSESSMENTS MADE BY APPROVED WBE ASSESSORS CAN BE CONSIDERED AS VALID BY the University. • If you are not sure if the person the institution are proposing to assess you is approved to do so, check with the WBE Administrator at the University.
Level 3	<ul style="list-style-type: none"> • As level 2, but half of the taught modules are delivered at the Partner Institution by Partner Institution staff, and half at the University by University staff.
Level 4	<ul style="list-style-type: none"> • Full Delivery. As level 2, but Partner Institution staff deliver the whole course at the institution. The University’s role is concerned with maintaining the network of partner institutions; quality assurance and enhancement; assessment; application of regulations; and the administration of awards, appeals etc.

Note: Level 1 and 2 placements may be at Partner Institutions.

7.9 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>

7.10 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.

7.10.1 The University of Bolton's Responsibilities

The University of Bolton is responsible for:

- equipping the course members with the skills and knowledge they need in their WBE;
- on-going liaison with the course member and host institution;

Level 1 Partnerships (WBE assessment is undertaken by visiting tutors from the University of Bolton):

- visiting course members to observe and assess their teaching on a number of separate occasions as required by the course regulations;

Level 2/3 Partnerships (WBE assessment is shared by approved WBE assessors in the institution who undertake 7 observations and the University of Bolton who undertake 1 observation):

- ensuring that the University of Bolton support tutors visit the institution on agreed dates / times to meet course members, assessors and mentors;
- ensuring each institution has a University of Bolton Support Tutor who will liaise with the institution regarding WBE placements;
- liaison and assessor training as required by the partnership agreement.

Level 4 Partnerships

Approved WBE assessors will undertake the 8 observations. These will normally be done by the mentor/subject specialist plus one other moderating observer.

7.10.2 The Responsibilities of the Partner Institution

The partnership agreements specify that the host institution is responsible for:

- providing an induction, including familiarising the course members with the general environment of the institution and its procedures, the procedures for obtaining materials and equipment, the staff with whom they will work and the timetable that will be undertaken;
- providing a mentor from an appropriate curriculum area;
- providing continuing opportunities for the course members to observe the groups that they will teach and discuss the progress and assessment of the groups, course specifications and assessment requirements, with the usual class teachers;

- providing the necessary level of appropriate class contact (see below);
- providing a reasonable amount of teaching and learning materials similar to those normally available to the institution's staff;
- providing a minimum of four hours scheduled tutorial support and feedback by a suitable member of the institution's staff;
- in the case of a level 2/3/4 partnership agreement, the formal assessment of the course member's teaching practice **by The University of Bolton approved WBE assessors**;
- the completion and return at the end of the second term of a Partner Institution Report Form (to be completed by the trainee's mentor)

7.10.3 Pre-service Course Members' Responsibilities

As an essential part of their training, pre-service course members need to undertake appropriate teaching equivalent to at least 150 hours class contact.

The ultimate responsibility for the classes taken by pre-service course members will remain with the normal tutor timetabled for the lesson by the host institution.

For the pre-service course members this amounts to teaching approximately 7 to 10 hours per week continuously up to the end of the placement.

For the part-time pathway (pre-service or in-service), course members undertake at least 75 hours of teaching in phase 1 and at least 75 hours in phase 2.

Course members must keep a detailed and precise log of all their class contact hours up to the required number and this log will be checked to see that LLUK / SVUK requirements (150 hours overall for Initial Teacher Training programmes) are met. See section 8.6

Pre-service course members cannot dictate which hours or days they will teach. They are required to be flexible and fit in with the requirements of the host institution.

During their WBE all course members will:

- assume planning and implementation responsibility for students' learning for the required amount of class contact;
- continue to observe experienced teachers taking classes throughout their WBE;
- self-evaluate their performance in writing for each lesson forming their WBE class contact;
- carry out such assessment procedures as are required;
- observe, investigate 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.

7.10.4 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 trainee 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.

7.10.5 Mentees' Responsibilities

The trainee teacher 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. Guidance on this role will be provided.

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 a review of Professional Development Portfolio which relate to:

- 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.

7.10.6 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 39 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.

7.11 In-service Course Members' Class Contact

The part-time In-Service course member is responsible for securing (or continuing) their teaching up to the required level in each phase (75+ hours in phase 1 and 75+ hours in phase 2).

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

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 Bolton or Partner Institution tutor.

7.12 LLUK Requirements and Guidance

LLUK requirements and guidance of Teaching Practice for endorsed teaching qualifications are as follows:

FE initial teacher-training qualifications must include the following minimum number of teaching practice hours:

Phase 1 75 hours of WBE

Phase 2 75 hours of WBE

Thus, for Initial Teacher Training the overall minimum is **150** hours over Phase 1 and Phase 2.

Up to 50 hrs of WBE can be 1:1 teaching. The remaining 100 hrs should be working with groups. Group size should be appropriate to the curriculum area/specialism.

From September 2007 (LLUK) national requirements are that all ITT-FE programmes beginning in that academic year must include a minimum of 8 observed teaching practice sessions totalling 8 hours. Each observation must be at least 30 minutes in duration.

A minimum of four of the observations will be undertaken by a subject specialist and the remaining observations may be completed by a generic assessor.

Where a course member registers to complete the full award continuously, then the lower number of 8 teaching practice observations and assessments applies. However, if a course member registers to complete the full award continuously but does not do so, then the requirements for separate phases must be met.

In summary, the University of Bolton Teacher Training award requires 8 successful teaching observations, four in Phase 1 and four in Phase 2, all of which are attached to specified modules in the programme. If a student interrupts their study for any reason they will be expected to complete outstanding observations in order to pass the core modules.

8 THE ASSESSMENT OF WBE

8.1 Approved WBE Assessors and Assessor IDs

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 9.5 and 9.6 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.

Early in the course the WBE assessments of course members take appropriate account of the early stage they are at in their development as teachers. Course members are not expected at this stage to be fully competent in all aspects. However, if the progress or behaviour of the course member gives rise to serious concern this will be raised with the course member and the personal tutor.

In the event of behaviour by the pre-service course member which the host institution considers to be a serious departure from professional standards, a placement can be suspended with immediate effect.

8.3 The seven-day minimum spacing of WBE assessment visits

Other than in exceptional circumstances, WBE assessment observations should be a minimum of 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. If observations need to be carried out in a period of less than 7 days this must be agreed with the Teacher Training Manager.

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 or the Support tutor for Level 4 provision. The allocated assessor and the Support Tutor/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 must be made between the assessor and the moderator.

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/PDP file

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

Detailed guidance on preparing and using the WBE/PDP File will be presented at induction. There will also be guidance on WebCT and you will receive regular updates and reminders from your tutors via the University e-mail system regarding the completion of your PDP

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 150 hours by the end of phase 2. Use the form on page 38 for this purpose. At the end of phase 2 this will be checked as part of the summative assessment for WBE.

8.7 If pre-service WBE hours are too few, too many, or too bunched

A minimum of 150 hours is the required target and is the figure set by LLUK as required for teacher training of the type you are undertaking.

If it seems likely that this target will not be achieved by the end of the WBE, contact the tutor responsible for establishing your WBE as soon as this becomes apparent. If the matter cannot be resolved, contact the relevant Pathway Leader, Centre Leader or Support Tutor at the University. There are various contingency steps that can be taken to resolve such difficulties, but none of these allows reducing the required total number of hours.

Sometimes, a trainee may be asked to undertake class contact that would cause them to exceed the 150 hours target. For example, this could be to enable the WBE to span the full period laid down in the course. It is not permissible to undertake hours that will simply allow the target to be reached in the shortest possible time and then to leave the WBE placement: WBE is a developmental process over an extended agreed period that also allows the University to undertake the necessary assessments of performance. Instead, aim for a reasonably even pattern of teaching that will enable the target to be reached around the end of the defined WBE period.

If there is pressure to undertake hours significantly in excess of the target and this is not able to be resolved readily, contact your Personal Tutor and follow their advice. In most cases however, it will simply be that the institution sees the trainee as a valuable person who they want to give plenty of opportunities to: as soon as you explain politely to them that you have been advised not to significantly exceed the target hours (perhaps showing them this paragraph) they will understand.

8.8 The nature of acceptable class contact hours

Completion of the Work Based Experience (WBE) requirements of the full programme requires evidence of 150 hours of classroom teaching. Up to one-third 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. Documented evidence of WBE must include lesson plans or individual learning plans (ILPs) and single copies of all materials used for the sessions.

8.9 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.

If a trainee receives an **Unsuccessful** grade for a teaching observation then they will be asked to undertake a further observation. Feedback from the observing tutor will include action points for the next observation. If a trainee has further Unsuccessful grades then the trainee's personal tutor should be informed and this will be discussed with the relevant Pathway Leader or Centre Manager.

8.10 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 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 Examiners report for the assessment boards.

9 ATTENDANCE ON WBE

Pre-service course members whose WBE will have been established on their behalf as a placement by the University of Bolton or a Partner Institution, are expected to attend their placement fully, in the same way that an employee of the institution is required to.

Course members must determine the institution's procedures for notification of staff absence at the start of their WBE, and then:

1. **Adhere to these procedures exactly in every case of absence.**
2. **Only absent themselves for bone-fide (not trivial) reasons.**
3. **Notify the University of Bolton of WBE absences immediately.**
4. **Attend the institution for the full extent expected of WBE, as notified to them (e.g. two full days per week or four half days per week for a typical full-time Pre-Service**

TT course member). For example, it is not acceptable that a trainee teacher only attends the institution at the times they are due to teach.

9.1 Illness or other personal difficulties affecting attendance

In the case of illness, or other problem leading to the course member being unable to fulfil any commitment made to the institution, course members are required to inform the following immediately:

1. The host institution, by following their standard procedures.
2. The tutors of any classes affected.
3. The WBE assessor (urgently if an assessment visit is affected).
4. Their personal tutor.

For an absence of more than five working days course members must provide a doctor's medical certificate. This should be sent to Education Admin.

Occasionally, pre-service course members may be legitimately absent from their WBE placement for a substantial number of weeks due to illness or very difficult personal circumstances such as bereavement. All such situations are considered sympathetically, provided the guidelines for mitigating circumstances are followed by course members.

Course members who cannot complete their WBE and/or their WBE assessment because of mitigating circumstances can request a deferral on this component in the same way as is required for the case of coursework assignments. See the AME School Handbook for an explanation of the mitigating circumstances procedure.

If a deferral is agreed by the Board, course members will be allowed to complete a further WBE period, of length and nature as determined by the Board.

9.2 Health and Safety on WBE

At all times course members are required to have particular regard for the personal health and safety of students and of themselves. Pre-service course members are reminded that their placement in the host institution is by invitation and thus they should act in a manner expected of someone in the role of a guest at the institution. Neither they nor the University of Bolton staff are in a position to make 'demands' of institutions beyond those established in the partnership agreements. Accordingly, it is essential that course members familiarise themselves with and adhere to the regulations and procedures of the host institution.

9.3 Paid teaching – impact on the Training Bursary

In line with guidance from HEFCE course members who are in receipt of a Training Bursary **must not** undertake **any** paid or unpaid teaching during the period of their training (in their WBE placement or elsewhere). If they do, the University will **suspend** their Training Bursary payments.

“Unpaid teaching” is defined as teaching a group for whom there is no lecturer normally and permanently responsible. For all pre-service Initial Teacher Training course members the classes taken for WBE must have a permanent full-time or part-time lecturer in place who would normally teach the group.

The course member should always consult with their personal tutor about such matters, who will liaise with and seek advice from other staff as necessary.

Course members who are not receiving a Training Bursary are not explicitly prohibited from undertaking a small amount of additional paid teaching

9.4 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.**

Trainees 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 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.

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.

Course members are not expected to be "perfect" from the outset. A willingness to: critically reflect and analyse; learn; explore alternatives; accept and act upon criticism and advice are all attributes that will assist continual progression towards success in WBE.

9.5 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.

9.6 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 Phase 2 based on:

1. Evidence from the assessed WBE observations (but see section 7.12 about interrupted courses). 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. For pre-service course members, satisfactory performance in WBE as a whole, which includes consideration of a Partner Institution Report Form completed by the trainee's mentor

3. A satisfactory WBE file. This is normally assessed by a WBE assessor towards the end of Work-Based Experience.
4. Sufficient class contact fully documented in the WBE file. This is at least 150 hours for the full course and 75 hours in each of phase 1 and 2 of the part time course.

Note, however, that the assessment of WBE is an overall judgement informed by the component parts above. It is possible to be judged to fail WBE overall despite having achieved (for example) eight successful WBE assessments (e.g. because of the Assessment Board's judgement of the influence of the other components above). Likewise it may be possible to achieve a pass overall despite having an unsuccessful WBE assessment in the profile (e.g. because the Assessment Board judges that it has confidence in the course member's teaching as evidenced by the other assessments made).

9.7 Number of WBE Observations

The number of WBE observations will vary depending on your status on the course. Required observations are as follows:

- Full time course members - normally 8 occasions
- Part time phase 1 course members – normally 4 occasions
- Part time phase 2 course members on a continuous programme (WBE 2) – normally 3 occasions
- Part time phase 2 course members on an interrupted programme (WBE 2) – normally 4 occasions (see also section 7.12).

10 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:

10.1.1 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.

10.1.2 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.

10.1.3 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 to a given date.

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.

10.1.4 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.

10.1.5 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.

11 VIDEO/DVD-RECORDINGS FOR WBE ASSESSMENT

11.1.1 Introduction

A limited number of your WBE assessments can be undertaken by procedures which involve a video/DVD of the trainee 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 11.2 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 trainee to then observe this session with their allocated observing tutor. The only exceptions to this is where the trainee is involved in provision where recording is not possible or allowed.

11.1.2 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 trainee to source necessary equipment (e.g. through the WBE institution, or by borrowing equipment from the University). The trainee is entirely responsible for all such equipment.

11.1.3 Obtaining permissions

Once the trainee 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 36. **Filming must not take place without all permissions specified on the form being granted in advance. Trainees 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.**

11.1.4 Ensuring adequate film quality

Trainees 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.

11.1.5 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 trainee 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 trainee. 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.

11.1.6 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 trainee's records and in case of loss of the original. If the copy can't be arranged by the trainee assistance should be sought, but making the copy is the responsibility of the trainee. 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 trainee'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 36) must be sent to Teacher Training Manager

11.1.7 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 trainee 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.

11.2 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. Trainees 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.

12 GLOSSARY OF TERMS FOR WBE

Trainee	An individual undertaking Teacher Training through the University of Bolton Teacher Training Programme
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.
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
Centre Leader	The member of staff in the partner institution responsible for the links with the University
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.
Support tutor	The individual based at the University of Bolton who is attached to a specific Institution for the purposes of supporting those course members placed there
SVUK	A subsidiary of LLUK which undertakes a regulatory role in Teacher Training and provides endorsement.

14 ASSESSMENT

14.1 Introduction to assessment

The following will help trainees to plan and undertake assignment work for all of the Teacher Training courses. It should be read carefully and the advice given followed. If there is something you are unsure about, it should be discussed with a tutor.

The overall assessment for the Teacher Training Scheme comprises:

- Assessment of Work-Based Experience (see the WBE section in this handbook)
- Coursework Assignments (see module and assignment specifications)
- Professional Development Portfolio (PDP)

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

The course outline gives the modules that need to be completed for the full and interim awards. The interim awards are stepping on and off points that will enable course members to continue study at a later date if they exit with an interim award. The course is also designed to allow for transfer of credit from other recognised programmes. Please note, however, that each year the course team consider how to improve and clarify the assignment specifications and thus there are usually some changes from year to year, and sometimes major changes occur. This means that when part-time course members embark on year 2, they should use the most current assignment specifications and discard those supplied to them in any previous version.

14.2 Getting the right message about assessment

Each year many hundreds of course members study on these courses, which are taught by dozens of different staff in numerous 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 School of Art, Media and Education 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.

14.3 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. Trainees 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 44. These apply to ALL assignments, so be sure to address each of these properly.
 - the HE4, HE5, HE6 LEVEL DESCRIPTORS given in this guide on page 48.

14.4 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 trainee'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. Trainees 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. Assignments must be word processed unless permission is obtained from the Teacher Training Manager to submit in a different form.
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. Trainees 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. floppy disks etc.).

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

14.5 Submitting Assignments

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

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 submission is made using an assignment posting box outside the School of AME office on T4. 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.** For those based at Partner Colleges, work submitted must be date stamped / signed for by an appropriate member of staff in accordance with the assignment submission procedures of the partner institution.

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

14.6 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 trainees 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 AME School Office, T4 Eagle Building, Deane Campus, Deane Road, BL3 5AB (or other address as appropriate for course members based at Partner Colleges). It is the trainee'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.

Trainees 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.

14.7 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 trainees 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 trainee's own email address in the CC: ("carbon copy") field so a copy is received by the trainee 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.

A random sample will be requested by the Teacher Training manager for each assignment across the Partnership. Trainees will receive a copy of the report from Turn It In. Please note that being required to supply an electronic copy does not imply that a trainee is being suspected of plagiarism. This is an important part of the quality assurance process.

The School of AME Student Handbook has further important information about plagiarism prevention which must be read and understood by trainees.

14.8 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 trainee.

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 trainee or any other person. If it is suspected that the trainee, or another person acting on their behalf, have knowingly altered them with intent to deceive or gain unfair advantage the trainee 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.

14.9 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 (see section 14.15 on page 44). 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.

14.10 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 on Web CT. Trainees should complete their parts of this, take it to their tutor with the accompanying evidence, and then submit the completed form (signed by the tutor and trainee) with their assignment. The form must stay with the assignment and be submitted with the work at the end of the programme. Tutors can extend the submission deadline by one week only.

For each phase of the course there will be a Final Submission Date (FSD). This is the final date for assignments for the indicated Phase and no extensions can be given beyond this date.

14.11 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.

14.12 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. The FSD is set to allow marking and feedback to take place prior to assessment boards.

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!

14.13 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. The work will be recorded as a second attempt result. If work is subsequently marked as unsuccessful no second attempt will be available thus making the result an overall 'fail' for the module.

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

14.14 Draft Submission

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

14.15 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. Please note that assignments will not be marked without this.**
- 2. Such resubmissions require an additional and fully-completed grade / comments form clearly marked resubmission.**

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

- 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.

14.16 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.

14.16.1 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.

14.16.2 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:

- 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.

14.16.3 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.

14.16.4 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 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

All 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.

14.17 Level Descriptors for Levels HE4, HE5 and HE6

The modules comprising the Scheme are expressed at academic levels HE4, HE5 or HE6. These levels are widely used in United Kingdom higher education provision. Each level corresponds approximately to the academic expectations in the first, second, and third years of an undergraduate academic degree.

Below the definitions of HE4, HE5 and HE6 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 Scheme of Teacher training, 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 51).

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.

Level HE6

Critically review, consolidate and understand a systematic and coherent body of knowledge, utilising skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and

exercise significant independent judgement in a range of situations; accept accountability for determining and achieving group and/or personal outcomes.

14.18 Collaborative Group Work Assessment

Where course members submit work for assessment as being the product of a team, they are subject to the following additional requirements:

- prior to undertaking the assessment, those proposing to submit work as a team must secure the written agreement of the marking tutor;
- they must abide by any additional stipulations about the distribution of work between members of a team and about evidence of individual contributions to it that the marking tutor may make;
- when course members are working in a group with a view to assessment of a collaborative piece of work, they should each keep a log of their meetings, discussions and decisions which clearly identifies how they divided the tasks between them and which also provides a record of both their individual goals and the group's goals;
- the written request must explicitly declare which of two mechanisms they wish to be applied in assessment of the submission: either that the work be judged as a single entity with all members of the team receiving the same result, or that separate components of the single piece of work will be identified so that individuals from the same team could obtain different results;
- University rules relating to plagiarism and attribution of work to its source apply within the team, as well as outside it. This means that where a team elects to be assessed individually on a collective submission, all who seek assessment through it must sign a statement that directly links individuals to their contributions and apports the preparatory work that has been involved between team members.

14.19 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.

14.20 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.

14.21 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.

14.22 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".

15 MODERATION OF ASSIGNMENTS

15.1 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 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.

15.2 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.

16 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.

16.1 Approved variation 1 – Exclusion through misconduct

Given the nature of this programme as a preparation for the teaching profession, it is required that course members conduct themselves in a manner appropriate to the 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.

16.2 Approved variation 2 – Suspension from Work-Based Experience

In almost all cases, WBE proceeds relatively smoothly and is a challenging and rewarding experience. In a very few cases, however, things go wrong. It is important that course members are aware of the course regulations for dealing with suspension where this is necessary.

The suspension of course members from their studies is a serious matter within the University Regulations. It will normally occur only as the result of disciplinary procedures. However, Work-Based Experience within pre-service teacher education programmes involves a third party, the host WBE institution, and its staff and students, to whom the University owes a duty of care. Supervision of course members is necessarily indirect and not continuous. The University must have a high degree of confidence in the continuing appropriateness of a course member's behaviour and performance. It may sometimes be necessary to immediately suspend a course member's WBE placement by preventing them from teaching and / or attending the WBE placement institution until the matter is resolved, one way or the other. This is an emergency situation requiring such immediate action in response to serious and well-founded concerns.

Reasons for suspension

A WBE host institution and / or the University may require course members to suspend their placement. Such suspension may be invoked in one or both of the following types of circumstance:

- A Well-founded allegations may be made that a course member has committed a serious breach of University or course regulations or the regulations of the host institution or may have behaved unlawfully or in a manner that is clearly unacceptable in someone required to assume a professional role.**

Examples of the kinds of such seriously inappropriate behaviour included in this category include (but are not confined to) well-founded allegations of:

Violent or abusive or threatening behaviour towards staff or students; assault; serious sexist, racist, discriminatory or similarly offensive behaviour towards staff or students; intoxicated on college premises to the extent of impairment of performance; intoxicated by drugs; possessing or dealing in drugs; making sexual advances towards or comments about students; causing deliberate damage to college property; behaving in a way that is significantly harmful to the college's reputation; engaging in criminal activity

Action:

The decision to suspend is taken by:

the course member's WBE assessor
or
the partner college's Centre Leader,
or
the Teacher Training Manager

when one or more of these three parties are satisfied that sufficient evidence exists to indicate that the concerns are well-founded.

The course member is then immediately informed verbally in front of a witness, who must be a member of the college or University's staff, that they are suspended from WBE and must collect their things and leave the premises immediately and not return until instructed to do so by the University in writing, and await further instructions.

The Teacher Training Manager and the Director of School must be informed immediately in writing that the suspension has taken place and describing in outline the circumstances of the case.

Immediately on suspension, the University's Disciplinary Procedures will be applied immediately.

Within five working days the verbal notification of suspension (above) will be confirmed in writing by the Teacher Training Manager using recorded delivery to the student's address as held on the University's student records system.

The urgency of invoking the Disciplinary Procedures must be stressed, because the interruption to WBE may, if lengthy, prevent the course member from achieving success in WBE in the required time frame and if the concerns are found to be without substance, unfair disadvantage could result from unreasonable delays.

B A course member's competence and performance as a teacher may be so weak that they cannot be permitted to continue in their WBE placement because of well-founded concerns that their lack of competence and weak performance is having a significantly adverse effect on the progress of the students they are teaching.

The decision to suspend under these circumstances is an assessment decision, specifically a decision that there is valid and reliable evidence that a course member can be assessed as having failed the WBE component of their teacher training course and consequently that they should be assessed as unsuccessful in the WBE component and WBE should thus cease, its purpose having been fulfilled so far as the course is concerned.

In order for this assessment decision to be valid, there must be sufficient evidence of continuing poor performance and no reasonable prospect of raising the course member's level of performance such that they are no longer having a significantly adverse effect on the progress of the students they are teaching.

In order for the assessment decision to be reliable, it must always be subject to moderation by another WBE assessor identified and deemed appropriate by the Teacher Training Manager. The moderation must consist of a standard teaching observation of at least one hour and a review with the original WBE Assessor of the records of progress to date.

Action

If it is agreed by WBE Assessor and the moderator, as above, that a valid and reliable assessment decision can be made, the course member will be informed verbally and in writing that their WBE is suspended, that the assessment of the WBE components of their course is that they are graded unsuccessful, and that they must no longer attend WBE.

The WBE Assessor and moderator must agree a report explaining the circumstances of the case, to be submitted to the Assessment Board. The end-of-course Assessment Board will then consider the case and make its decision in the usual way.

Note that the course member suspended from WBE in this way would not be precluded from continuing with the other components of their course.

16.3 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.

17 ACADEMIC SUPPORT AND GUIDANCE

Every student 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.

18 STUDENT REPRESENTATION AND FEEDBACK

Pathway Committees meet 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:

19 FURTHER INFORMATION

19.1 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.

Trainees 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, trainees 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, trainees won't have to waste time searching for reference information that was once within their grasp.

Trainees should see the *School of Arts, Media and Education 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.

19.2 Beyond Your Teacher Training Course

19.2.1 References for teaching posts

It is important reference is made to the relevant section in the current *School of Arts, Media and Education Handbook*

All course members based in Partner Colleges are advised to specify the centre leader as the referee.

19.2.2 Appointment to teaching posts QTLS

The number of full-time course members accepted for training each year is related to the probable staffing needs of colleges in the following year. Whilst it remains the responsibility of the course members to secure employment, the fullest assistance is given by the University.

From September 2008 the term QTLS (Qualified Teacher Learning and Skills) will be used. All those working in the Learning and Skills sector will be required to register with The Institute for Learning. The Institute for Learning (IfL) is the professional body for teachers, trainers, tutors and student teachers in the learning and skills sector. The 2007 Regulations mean that

teachers, trainers, tutors and student teachers in the learning and skills sector need to register with IfL and conduct continuing professional development (CPD).

Further information on IfL is available on WebCT and www.lfl.ac.uk

19.2.3 If you want to become a school teacher - QTS

Trainees who undertake the University of Bolton's Teacher Training courses do so in full knowledge of the fact that the courses are for post-compulsory teaching. Sometimes, however, people have a change of mind part way through their course, and we regularly receive a small number of requests for information about how our course members might eventually be able to become qualified primary or secondary school teachers.

It is reiterated that the University of Bolton's Teacher Training Qualifications do not lead to "QTS" (Qualified Teacher Status to teach in maintained schools). Only courses that are recognised by the TTA (Teacher Training Agency) lead to QTS, and to do so the curriculum followed has to meet the TTA standards for QTS.

The first and most important advice is: **if a trainee decides to apply for a job teaching in school, they must be clear and explicit, verbally and in writing, that their teaching qualification is for post-compulsory**. There have been cases in the past where no such clear statement has been made and serious consequences have resulted (including employment termination some years later).

There are ways in which holders of Bolton Teacher Training qualifications can eventually attain QTS, and each year a number do so. There are no "short-cuts", "conversion" or "bridging courses" – to get QTS you have to meet the TTA standards for QTS in full. Experience to date suggests that Bolton Teacher Training Award holders find that meeting the requirements for QTS is greatly facilitated by the knowledge and skills they have attained during their post-compulsory teacher training – there is much that is common ground.

The Teacher Training Agency has a statutory duty to provide advice to people considering a career in school teaching, so they should be contacted for definitive and up-to-date information about routes to QTS. Their web site is: <http://www.canteach.gov.uk>

The trainee needs to decide which sector they are interested in (primary or secondary), as approaching providers without a clear position on this is not a good indication of commitment. At the time of writing the shortages were in some secondary subjects rather than primary, although there is concern over the low proportion of male teachers in primary.

Arranging visits to schools is advised prior to enquiring about QTS routes, in order for trainees to acquaint themselves with the school environment as it is currently.

They should contact their home Local Education Authority and ask to speak to the QTS coordinator for secondary or primary (as appropriate). They should explain about their post-compulsory teaching qualification and ask them about routes to QTS, such as the Graduate Teacher Programme.

19.2.4 Your Employment Destination

It is very important that we are able to provide the funding council with data concerning the subsequent employment of our former course members. Such data is also very informative for our prospective course members. Trainees are requested to complete the form that will be sent to them some time after the end of the course and return it so that we can amass this important information.

It would also be very helpful if trainees could keep us informed of any subsequent changes of post or change of address.

Figure 2: Professional Graduate Diplomas in Education (Level 6 Diplomas in Teaching in the Lifelong Learning Sector) and Associated Interim Awards

20. Option Modules

Option Modules

<p style="text-align: center;">Option Module (Level 4) – One of the modules listed below are taken.</p> <p>Teaching and learning project (level 4)</p> <ul style="list-style-type: none">Propose an appropriate project (at level 4) consistent with the module specification and receive approval for the project to proceed from the supervisor.Pursue a project as above maintaining appropriate contact with the supervisor and responding appropriately to their guidance.Prepare a project report and submit it with other evidence as appropriate for assessment, including the Mapping, SMART objectives, and action plan.Reflect on the outcomes of the project.
<p>The Individual Learner: Exploring the nature of one-to-one learning and teaching in the lifelong learning sector Level 4</p> <ul style="list-style-type: none">Understand different models of mentoring and coaching and tutoringUnderstand the skills and techniques that are used in undertaking the role of tutor, mentor or coachBe able to select, reflect upon and evaluate helping strategies depending on the needs of the individual learnerExplain the multi-agency approach to supporting the development and progression opportunities for learnersUnderstand the contribution of one-to-one help in the development of learnersUnderstand the need for professional development in one-to-one teaching and learning situations
<p style="text-align: center;">Option Module (Level 5 – One of the modules listed below are taken.</p> <p>Teaching and learning project (level 5)</p> <ul style="list-style-type: none">Propose an appropriate project consistent with the module specification and receive approval for the project to proceed from the supervisor.Pursue a project as above maintaining appropriate contact with the supervisor and responding appropriately to their guidance.Prepare a project report and submit it with other evidence as appropriate for assessment, including the Mapping, SMART objectives, and action plan.Reflect on the outcomes of the project.
<p>The Individual Learner: Exploring the nature of one-to-one learning and teaching in the lifelong learning sector Level 5</p> <ul style="list-style-type: none">Understand different models of mentoring and coaching and tutoringUnderstand the skills and techniques that are used in undertaking the role of tutor, mentor or coachBe able to select, reflect upon and evaluate helping strategies depending on the needs of the individual learnerUnderstand the multi-agency approach to supporting the development and progression opportunities for learnersUnderstand the contribution of one-to-one help in the development of learnersUnderstand the need for professional development in one-to-one teaching and learning situations
<p>Working with 14-16 year olds in the Lifelong Learning Sector Level 5</p> <ul style="list-style-type: none">Understand the nature and scope of 14-19 reform and the rationale for changeUnderstand the concept of personalised learning and its role in meeting the needs of individual young learnersUnderstand how to select and use teaching and learning strategies to motivate young learnersUnderstand and apply the principles of behaviour for learningUnderstand the significance of equality and diversity issues and take opportunities to promote equality within practice when working with young learnersUnderstand the statutory and legal requirements which impact upon work with young learners within the Learning and Skills Sector
<p style="text-align: center;">Level 6</p> <p>Option Modules</p> <p>Teaching and learning project (level 6)</p> <ul style="list-style-type: none">Propose an appropriate project (at level 6) consistent with the module specification and receive approval for the project to proceed from the supervisor.Pursue a project as above maintaining appropriate contact with the supervisor and responding appropriately to their guidance.Prepare a project report and submit it with other evidence as appropriate for assessment, including the Mapping, SMART objectives, and action plan.Reflect on the outcomes of the project.

The Individual Learner: Exploring the nature of one-to-one learning and teaching in the lifelong learning sector Level 6

- Understand, compare and contrast different models of mentoring and coaching and tutoring
- Understand the skills and techniques that are used in undertaking the role of tutor, mentor or coach and analyse the ways they are achieved.
- Be able to select, reflect upon and evaluate helping strategies depending on the needs of the individual learner
- Understand the multi-agency approach to supporting the development and progression opportunities for learners and analyse the context in which it is situated.
- Analyse the contribution of one-to-one help in the development of learners and the efficacy of one-to-one teaching compared to social learning situations
- Understand the need for professional development in one-to-one teaching and learning situations

The Individual Learner: Exploring the nature of one-to-one learning and teaching in the lifelong learning sector Level 6

- Understand, compare and contrast different models of mentoring and coaching and tutoring
- Understand the skills and techniques that are used in undertaking the role of tutor, mentor or coach and analyse the ways they are achieved.
- Be able to select, reflect upon and evaluate helping strategies depending on the needs of the individual learner
- Understand the multi-agency approach to supporting the development and progression opportunities for learners and analyse the context in which it is situated.
- Analyse the contribution of one-to-one help in the development of learners and the efficacy of one-to-one teaching compared to social learning situations
- Understand the need for professional development in one-to-one teaching and learning situations

TT SKILLS FOR LIFE PATHWAY

INTRODUCTION TO TEACHING AND LEARNING PART 1 (LEVEL 4)

- Understand own role, responsibilities and boundaries of role in relation to teaching.
- Understand appropriate teaching and learning approaches in the specialist area.
- Demonstrate session planning skills.
- Understand how to deliver inclusive sessions which motivate learners.
- Understand the use of different assessment methods and the need for record keeping.

INTRODUCTION TO TEACHING AND LEARNING PART 2 (LEVEL 4)

**Planning for Inclusive Practice Unit (LEVEL 4)
ESOL, Literacy, and Numeracy Specialisms**

- Demonstrate ways to negotiate and plan for an inclusive learning environment
- Understand theories, principles and applications of formal and informal assessment and their role in inclusive learning
- Understand how to use teaching and learning resources inclusively to meet curriculum requirements.
- Understand and demonstrate knowledge of the minimum core in own practice.

**ESOL and the Learners Level 5
Literacy and the Learners Level 5**

- Demonstrate a knowledge and understanding of language variety.
- Demonstrate a knowledge and understanding of the factors which influence literacy and language learning and development.
- Demonstrate a knowledge and understanding of language change.
- Demonstrate a knowledge and understanding of the relationship between language and social processes.

Numeracy and the Learners Level 5

- Demonstrate knowledge and understanding of the impact of learner background and popular perceptions of mathematics and their roles on mathematics and numeracy learning.
- Demonstrate knowledge and understanding of how to identify the attainment and aspirations of numeracy learners.
- Demonstrate knowledge and understanding of own mathematics skills, knowledge and understanding to an appropriate breadth and depth.
- Apply knowledge and understanding of the different ways in which language/literacy skills are integral to learners' achievement in mathematics and numeracy

**ESOL Theories and Frameworks in Practice (Level 5)
Literacy Theories and Frameworks in Practice (Level 5)**

- Demonstrate a knowledge and understanding of language variety.

Numeracy Theories and Frameworks in Practice (Level 5)

- Demonstrate knowledge and understanding of the impact of learner background and popular perceptions of mathematics and their roles on mathematics and numeracy learning.

<ul style="list-style-type: none"> • Demonstrate a knowledge and understanding of the factors which influence literacy and language learning and development. • Demonstrate a knowledge and understanding of language change. • Demonstrate a knowledge and understanding of the relationship between language and social processes 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of how to identify the attainment and aspirations of numeracy learners. • Demonstrate knowledge and understanding of own mathematics skills, knowledge and understanding to an appropriate breadth and depth. • Apply knowledge and understanding of the different ways in which language/literacy skills are integral to learners' achievement in mathematics and numeracy.
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MODULES AND OTHER AREAS OF CONTENT FORMING INTERIM AWARDS

INTERIM AWARDS	
Award	Content
<i>Preparing to Teach in the Lifelong Learning Sector Award</i>	Introduction to Teaching and Learning (1) (6 credits at Level 4)
Introduction to Teaching and Learning Award	<p>Introduction to Teaching and Learning (1) (6 credits at Level 4)*</p> <p>Plus one of the following units of assessment (9 credits at Level 4)**:</p> <ul style="list-style-type: none"> • Introduction to Teaching and Learning (2) Planning and Assessing for Inclusive Practice ESOL • Planning and Assessing for Inclusive Practice Literacy • Planning and Assessing for Inclusive Practice Numeracy
University Award in Teaching in the Lifelong Learning Sector (Level 4)	Phase one of the Professional Diploma in Education in the Generic Pathway or in the Skills for Life Pathway (60 credits at Level 4)
University Award in Teaching in the Lifelong Learning Sector (Level 5)	Phase one of the Professional Graduate Diploma in Education in the Generic Pathway or in the Skills for Life Pathway (60 credits at Level 5)