



Faculty of Wellbeing and Social Sciences

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

PROGRAMME HANDBOOK 2011/2012

**In association with Bolton Community College, Bury College,
Cirencester College, Salford City College, Skills Solutions and
Training 2000**

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. Our provision is long established and we are one of the largest providers of professional development for teachers and trainers in the Lifelong Learning Sector in England.

The Teacher Training Scheme for the Lifelong Learning Sector (TLLS 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 PDE/PGDE/PGDE(M) is an important step in achieving 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 at a reduced rate for trainee teachers.

IfL is responsible for the professional development of teachers working in the Lifelong Learning Sector. It is a useful source of information regarding the national framework for QTLS and also offer free, professional advice. See www.ifl.ac.uk

Strong partnership links exist between the University of Bolton and providers of education across the 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 Team is 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.

CONTACT DETAILS

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Your personal tutor		
Your module tutors		

2 IMPORTANT DATES 2011 – 2112

Course starts	Full time Mon 5 th Sept 2011 Part time Wed 7 th Sept 2011	
Christmas Holiday	Monday, 19th December 2011	Friday, 6th January 2012
Easter Holiday	Monday, 2 nd April 2012	Friday, 20th April 2012
Final Submission Date: Full-time pathway Part-time pathway, YEAR 2	Wednesday, 6th June 2012 at 4.30pm	
Final Submission Date: Part-time pathway, YEAR 1	Monday, 25 th June 2012	
ALL ASSIGNMENTS must be available for External Examiner	w/c Monday, 18 th June 2012	
ALL TRAINEES must be available to meet External Examiner	w/c Monday, 18 th June 2012	

PLEASE NOTE THAT ASSESSMENT SUBMISSION DEADLINES WILL BE ISSUED FOR PATHWAYS AT THE START OF THE YEAR.

3 ABOUT THIS PROGRAMME HANDBOOK

This Programme Handbook, together with the following:

- The Wellbeing and Social Sciences Faculty Handbook on <http://www.bolton.ac.uk>
- 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 also applies to other courses in the Faculty, is presented elsewhere as follows:

Topic	Relating to	Refer to
General information on relevant personnel	Academic and administrative staff	WSS Faculty Handbook
Opening Hours of relevant offices		WSS Faculty Handbook
Policies and procedures	<p>...that are specific to your programme are presented in this handbook</p> <p>...that also apply to other courses</p> <p>... that apply to the whole University</p>	<p>WSS Faculty Handbook</p> <p>University of Bolton Student Handbook</p> <p>and</p> <p>http://www.bolton.ac.uk</p>
Pastoral support and guidance	Information about personal tutors	This 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 handbook, Teacher Training Assessment Calendars and further details in Faculty and University handbooks.
Attendance and withdrawal		This handbook

There is a Glossary of Terms at the end of this handbook.

4 PROGRAMME MANAGEMENT AND ORGANISATION

4.1 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 Level 7 – Full Awards (Only delivered at the University of Bolton)	
Professional Graduate Diploma in Education (M) (Level 7 Diploma in Teaching in the Lifelong learning Sector)	Full-time – 1 academic year Part-time – 2 academic years
Professional Graduate Diploma in Education English (M) (ESOL) (Level 7 Diploma in Teaching in the Lifelong Learning Sector)	
Professional Graduate Diploma in Education English (M) (Literacy) (Level 7 Diploma in Teaching in the Lifelong Learning sector)	
Professional Graduate Diploma in Education Mathematics (M) (Numeracy) (Level 7 Diploma in Teaching in the Lifelong Learning Sector)	
Teacher Training - Interim Awards	
<i>Preparing to Teach in the Lifelong Learning Sector Award</i>	30 hrs
Introduction to Teaching and Learning Award – Level 4	45 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)	
University Award in Teaching in the Lifelong Learning Sector English (Literacy) (Level5)	
University Award in Teaching in the Lifelong Learning Sector English (ESOL) (Level5)	
University Award in Teaching in the Lifelong Learning Sector Mathematics (Numeracy) (Level5)	
Certificate in Teaching in the Lifelong Learning Sector (Level 4)	48 hours

The *Preparing to Teach in the Lifelong Learning Sector Award* is a **threshold award** and must be completed before trainees undertake any WBE. If PTTLs 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 after the completion of PTTLs.

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.

CTLLS (Certificate in Teaching in the Lifelong Learning Sector) is a 24 credit interim award. The CTLLS qualification is for those who are interested in working in an 'Associate teacher' role. The section on Work Based Experience ([see section 7](#)) gives further details of the requirements of this element of the programme.

4.2 Criteria for Admission

Please see admission guidelines.

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's degree or equivalent in a relevant subject area.

The PGDE (M) is for those with a good second class honours degree (2:1 or above, or the equivalent) and who can evidence through submission of a written task that they are able to work independently at a high level in the field of education studies. They will need to evidence that they can engage critically with some key ideas in teaching and teacher education.

The PGDE (M) will lead to 60 credits at level 7 which can be transferred to a full Masters award (180 credits including dissertation). Not all graduates will be recruited to the M level qualification. Those who register for a level 7 award and do not achieve at this level will be awarded a Level 6 Diploma if they meet the requirements for this award. Please note that the PGDE (M) is only delivered at the University of Bolton.

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.

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. Trainees will be able to enrol but may be asked to leave the programme if their disclosure does not meet the requirements of the sector. 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 as it is expected that this will have been obtained 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.direct.gov.uk/crb> plus University of Bolton CRB procedure link.

All applicants must be eligible for membership of the Institute for Learning (IfL) and must meet both the criteria for full membership and the code of professional conduct. In some cases applicants may be requested to contact IfL to check their eligibility and will be required to confirm the response from IfL to the university. <http://www.ifl.ac.uk/>

All trainees will be required to sign up to "Fitness to Practice".

Health Declaration

Pre-service trainees (full and part time) must complete and return, prior to enrolment, a health declaration. Acceptance is subject to this meeting the requirements of "Able to teach" (TDA).

Provide satisfactory references

Trainees need to provide two satisfactory academic or work references prior to enrolment. If these are not provided, or if not satisfactory, the trainee may be asked to leave the course.

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) (PTLLS)

This is an initial award. If used as a stand-alone award, candidates will have at least a minimum Level 3 qualification in their own specialist area.

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

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

(iii) Certificate in Teaching in the Lifelong Learning Sector (Level 4) (CTLLS)

If used as a stand-alone award, candidates will have at least a minimum Level 3 qualification in their own specialist area.

(iv) 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)*.

4.3 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 a Credit Accumulation and Transfer (CATS) agreement set out by LLUK. To comply with the CATS agreement it is necessary to:

- Provide APL for *Preparing to Teach in the Lifelong Learning Sector* assessment gained at another centre. If this has been completed at Level 3 then the Level 4 PTLLS must be taken or candidates may be able to complete the assessment element of the Level 4 module.
- 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 LSIS. The Scheme will follow the Faculty'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 or one of the Pathway/Centre leaders.

In addition to the above, a situation may arise where a trainee has exited the programme with an interim award and subsequently would like to return to the programme to complete the full award. This is facilitated by the course structure and by the use of credit accumulation and transfer.

4.4 Bursaries

HEFCE allocates 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 manager. Further information on bursaries can be found in the Teacher Training FAQs on the University website <http://www.bolton.ac.uk/education>

Payment of the bursary will be suspended if attendance does not meet the course requirements. Trainees who are absent for more than 5 days will need to supply a sick note; the bursary will be suspended if this is not provided. This is a condition of the bursary scheme. The bursary will also be suspended or withdrawn if the behaviour of a course trainee does not comply with the professional standards.

4.5 Maintenance Grants

If you have not already done so you will need to apply to www.direct.gov.uk/studentfinance 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>.

4.6 Teaching rooms and learning resources

The University provision is based at the Deane campus. Those studying at partner organisations will be advised as to which campus/facility they will be studying at.

- Trainees at the University and at partner organisations will be able to access the electronic databases which are available to all students in the University. Trainees will be supplied with usernames and passwords and will be shown how to access the electronic databases. By using the electronic databases trainees will have access to a wide range of books, journals and articles and be able to access them from outside the University.
- Trainees 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 on the link below 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 <http://www.bolton.ac.uk/library/LibraryResources/LibraryPubs/Home.aspx>. In addition partnership organisations have their own well resourced library facilities and web based materials.

Technical staff

The University and partner organisations have suitably qualified technical staff to support the programmes; specifically, technical staff can assist trainees with ICT difficulties that they may experience.

5 PROGRAMME AIMS AND INTENDED LEARNING OUTCOMES

5.1 Programme overall educational aims

The overall aims of the programme are:

1. To provide teacher training to prepare trainees to become professional practitioners in the Lifelong Learning Sector.
2. To develop trainees' practical professional competences, underpinning knowledge, and reflective practice strategies needed for effective teaching and support of learning in the Lifelong Learning Sector of education.
3. To engage critically with key ideas in teaching and teacher education (at M level).

5.2 Intellectual Objectives

Trainees will:

1. Analyse curriculum specifications and requirements, students' needs and characteristics, and available resources to make informed choices for teaching and supporting learning. (At M level, demonstrate an in-depth knowledge and understanding of the teaching profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in education.)
2. Justify approaches taken towards planning, preparing, assessing, evaluating and reviewing learning.
3. Plan and undertake a small-scale practitioner project. (At M level, complete a research project in the subject, which will include a critical review of existing literature.)
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 Continuing Personal and Professional Development (CPPD). (At M level, demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their area of professional practice.)

5.3 Practical Skill Objectives

Trainees 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. (At M level show originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.)
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.

5.4 Transferable / Key Skill Objectives

Trainees will:

1. Communicate effectively using written, verbal and non-verbal means and visual aids (at M level with colleagues and a wider audience, in a variety of media.)

2. Use information technology to support teaching and learning (at M level continue to advance their knowledge and understanding, and to develop new skills to a high level).
3. Monitor own progress through reviewing, reflecting, action planning and target setting. The focus of this will be CPPD.
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 (at M level in creative and innovative ways).
7. Develop their capacity to learn about and to investigate teaching and learning.
8. Exhibit professional behaviour in the workplace.

5.5 Achieving the Scheme Aims and Objectives

The Scheme has a set of core and optional 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 to the CPPD module.

Trainees 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 trainee would normally be recommended to the Teacher Training Assessment Board for a pass in the award for which they were registered.

5.6 Personal Tutors

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 CPPD and will support and advise on the trainee's Individual Learning Plan (ILP). It is the responsibility of the trainee to maintain their ILP in conjunction with their personal tutor.

5.7 Continuing Personal and Professional Development (CPPD)

Each trainee will have a CPPD File which will provide a record of the process of initial assessment and ongoing formative and summative assessment throughout the course. At interview the trainee will be asked to complete diagnostic testing for literacy and numeracy. Trainees will complete a self assessment of their ICT skills at induction. These diagnostic tests will form the first stage of an ILP which will be completed in conjunction with the personal tutor during the induction period. The ILP becomes an integral part of the CPPD file and is subject to review through tutorial sessions. There are also structured CPPD sessions throughout the course. Trainees 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 trainees.

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

5.8 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 CPPD.

5.9 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.

6 ATTENDANCE REGULATIONS FOR TEACHER TRAINING

Attendance will be recorded and monitored by all staff teaching module groups. Where attendance is causing concern (approaching 70% for an individual module), the module tutor will inform the personal tutor. Where attendance approaches the 70% threshold the personal tutor will write to the trainee to express concern and to establish a tutorial meeting to explore the problem and clarify the jeopardy. The Pathway Leader/Centre Leader for the relevant programme will be involved in this process. This letter will draw the trainee'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).

Payment of the bursary will be suspended if attendance at class or on WBE does not meet the course requirements. [See page 11](#)

A trainee 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.

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

7 PROGRAMME STRUCTURE AND CONTENT

7.1 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 trainees 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 trainees will be required to teach for 150 hours; this will normally range from 7-10 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. Trainees taking these programmes part-time will have on average 4 hours contact per week and approximately 3.5 hours of teaching per week.

7.2 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)	<p><u>Phase 1</u> ETT1000 Preparing to Teach in Lifelong Learning Sector (6 credits @ Level 4) ETT1001 Introduction to Teaching and Learning (9 credits @ Level 4) ETT1002 Teaching and Learning: Theory and Practice (30 credits @ Level 4) Option Module (15 credits @ Level 4)</p> <p><u>Phase 2</u> ETT2006 Curriculum Development and Professional Contexts (30 credits @ Level 5) ETT 2005 Continuing Personal and Professional Development (15 credits @ Level 5) Option Module (15 credits @ Level 5)</p>	<p>CPPD</p> <p>↓</p> <p>WBE (Linked to CPPD)</p>
Professional Diploma in Education English (ESOL) (Level 5 Diploma in Teaching in the Lifelong Learning sector)	<p><u>Phase 1</u> ETT1000 Preparing to Teach in Lifelong Learning Sector (6 credits @ Level 4) SFL1001 Planning and Assessing for Inclusive Practice ESOL (9 credits @ Level 4) SFL1004 ESOL and the Learners (15 credits @ Level 4) SFL2001 ESOL Theories and Frameworks in Practice (30 credits @ Level 5)</p> <p><u>Phase 2</u> ETT2006 Curriculum Development and Professional Contexts (30 credits @ Level 5) ETT2005 Continuing Personal and Professional Development (15 credits @ Level 5) Option Module (15 credits @ Level 5)</p>	<p>CPPD</p> <p>↓</p> <p>WBE (Linked to CPPD)</p>
Professional Diploma in Education English (Literacy) (Level 5 Diploma in Teaching in the Lifelong Learning sector)	<p><u>Phase 1</u> ETT1000 Preparing to Teach in Lifelong Learning Sector (6 credits @ Level 4) SFL1002 Planning and Assessing for Inclusive Practice Literacy (9 credits @ Level 4) SFL1005 Literacy and the Learners (15 credits @ Level 4) Literacy Theories and Frameworks in Practice (30 credits @ Level 5)</p> <p><u>Phase 2</u> ETT2006 Curriculum Development and Professional Contexts (30 credits @ Level 5) ETT2005 Continuing Personal and Professional Development (15 credits @ Level 5) Option Module (15 credits @ at Level 5)</p>	<p>CPPD</p> <p>↓</p> <p>WBE (Linked to CPPD)</p>
Professional Diploma in Education Mathematics (Numeracy) (Level 5 Diploma in Teaching in the Lifelong Learning sector)	<p><u>Phase 1</u> ETT1001 Preparing to Teach in Lifelong Learning Sector (6 credits @ Level 4) SFL1003 Planning and Assessing for Inclusive Practice Numeracy (9 credits @ Level 4) SFL1006 Numeracy and the Learners (15 credits @ Level 4) SFL2003 Numeracy Theories and Frameworks in Practice (30 credits @ Level 5)</p> <p><u>Phase 2</u> ETT2006 Curriculum Development and Professional Contexts (30 credits @ Level 5) ETT2005 Continuing Personal and Professional Development (15 credits @ Level 5) Option Module (15 credits @ Level 5)</p>	<p>CPPD</p> <p>↓</p> <p>WBE (Linked to CPPD)</p>

7.3 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)	<u>Phase 1</u> ETT1000 Preparing to Teach in Lifelong Learning Sector (6 credits @ Level 4) ETT1001 Introduction to Teaching and Learning (9 credits @ Level 4) ETT2002 Teaching and Learning: Theory and Practice (30 credits @ Level 5) Option Module (15 credits @ Level 5) <u>Phase 2</u> ETT3006 Curriculum Development and Professional Contexts (30 credits @ Level 6) ETT3005 Continuing Personal and Professional Development (15 credits @ Level 6) Option Module (15 credits @ Level 6)	CPPD ↓ WBE (Linked to CPPD)
Professional Graduate Diploma in Education English (ESOL) (Level 6 Diploma in Teaching in the Lifelong Learning sector)	<u>Phase 1</u> ETT1000 Preparing to Teach in Lifelong Learning Sector (6 credits @ Level 4) SFL1001 Planning and Assessing for Inclusive Practice ESOL (9 credits @ Level 4) SFL1004 ESOL and the Learners (15 credits @ Level 4) SFL2001 ESOL Theories and Frameworks in Practice (30 credits @ Level 5) <u>Phase 2</u> ETT3006 Curriculum Development and Professional Contexts (30 credits @ Level 6) ETT3005 Continuing Personal and Professional Development (15 credits @ Level 6) Option Module (15 credits @ Level 6)	CPPD ↓ WBE (Linked to CPPD)
Professional Graduate Diploma in Education English (Literacy) (Level 6 Diploma in Teaching in the Lifelong Learning sector)	<u>Phase 1</u> ETT1000 Preparing to Teach in Lifelong Learning Sector (6 credits @ Level 4) SFL1002 Planning and Assessing for Inclusive Practice Literacy (9 credits @ Level 4) SFL1005 Literacy and the Learners (15 credits @ Level 4) SFL2002 Literacy Theories and Frameworks in Practice (30 credits @ Level 5) <u>Phase 2</u> ETT3006 Curriculum Development and Professional Contexts (30 credits @ Level 6) ETT3005 Continuing Personal and Professional Development (15 credits @ Level 6) Option Module (15 credits @ Level 6)	CPPD ↓ WBE (Linked to CPPD)
Professional Graduate Diploma in Education Life Mathematics (Numeracy) (Level 6 Diploma in Teaching in the Lifelong Learning sector)	<u>Phase 1</u> ETT1000 Preparing to Teach in Lifelong Learning Sector (6 credits @ Level 4) SFL 1003 Planning and Assessing for Inclusive Practice Numeracy (9 credits @ Level 4) SFL1006 Numeracy and the Learners (15 credits @ Level 4) SFL2003 Numeracy Theories and Frameworks in Practice (30 credits @ Level 5) <u>Phase 2</u> ETT3006 Curriculum Development and Professional Contexts (30 credits @ Level 6) ETT3005 Continuing Personal and Professional Development (15 credits @ Level 6) Option Module (15 credits @ Level 6)	CPPD ↓ WBE (Linked to CPPD)

7.4 Programme Structure – Level 7

TEACHER TRAINING – FULL AWARDS LEVEL 7		
Award	Content	
Professional Graduate Diploma in Education (M) (Level 7 Diploma in Teaching in the Lifelong Learning Sector)	<u>Phase 1</u> ETT1000 Preparing to Teach in Lifelong Learning Sector (6 credits @ Level 4) ETT1001 Introduction to Teaching and Learning (9 credits @ Level 4) ETT2002 Teaching and Learning: Theory and Practice (30 credits @ Level 5) Option Module (15 credits @ Level 5) <u>Phase 2</u> ETT4006 Curriculum Development and Professional Contexts (30 credits @ Level 7) ETT4005 Continuing Personal and Professional Development (15 credits @ Level 7) ETT 4003 Teaching and Learning Project (15 credits @ Level 7)	CPPD ↓ WBE (Linked to CPPD)
Professional Graduate Diploma in Education English (M) (ESOL) (Level 7 Diploma in Teaching in the Lifelong Learning sector)	<u>Phase 1</u> ETT1000 Preparing to Teach in Lifelong Learning Sector (6 credits @ Level 4) SFL1001 Planning and Assessing for Inclusive Practice ESOL (9 credits @ Level 4) SFL1004 ESOL and the Learners (15 credits @ Level 4) SFL2001 ESOL Theories and Frameworks in Practice (30 credits @ Level 5) <u>Phase 2</u> ETT4006 Curriculum Development and Professional Contexts (30 credits @ Level 7) ETT4005 Continuing Personal and Professional Development (15 credits @ Level 7) ETT 4003 Teaching and Learning Project (15 credits @ Level 7)	CPPD ↓ WBE (Linked to CPPD)
Professional Graduate Diploma in Education English (M) (Literacy) (Level 7 Diploma in Teaching in the Lifelong Learning sector)	<u>Phase 1</u> ETT1000 Preparing to Teach in Lifelong Learning Sector (6 credits @ Level 4) SFL1002 Planning and Assessing for Inclusive Practice Literacy (9 credits @ Level 4) SFL1005 Literacy and the Learners (15 credits @ Level 4) SFL2002 Literacy Theories and Frameworks in Practice (30 credits @ Level 5) <u>Phase 2</u> ETT4006 Curriculum Development and Professional Contexts (30 credits @ Level 7) ETT4005 Continuing Personal and Professional Development (15 credits @ Level 7) ETT 4003 Teaching and Learning Project (15 credits @ Level 7)	CPPD ↓ WBE (Linked to CPPD)
Professional Graduate Diploma in Education Life Mathematics (M) (Numeracy) (Level 7 Diploma in Teaching in the Lifelong Learning sector)	<u>Phase 1</u> ETT1000 Preparing to Teach in Lifelong Learning Sector (6 credits @ Level 4) SFL 1003 Planning and Assessing for Inclusive Practice Numeracy (9 credits @ Level 4) SFL1006 Numeracy and the Learners (15 credits @ Level 4) SFL2003 Numeracy Theories and Frameworks in Practice (30 credits @ Level 5) <u>Phase 2</u> ETT4006 Curriculum Development and Professional Contexts (30 credits @ Level 7) ETT4005 Continuing Personal and Professional Development (15 credits @ Level 7) ETT 4003 Teaching and Learning Project (15 credits @ Level 7)	CPPD ↓ WBE (Linked to CPPD)

The programme specification documents can be found at:

<http://www.bolton.ac.uk/Quality/QAECContents/ProgrammeSpecifications/Education.aspx>

7.5 Programme Structure – Other Awards

TEACHER TRAINING – Other Awards	
Award	Content
Preparing to Teach in the Lifelong Learning Sector	ETT1000 Preparing to Teach in the Lifelong Learning Sector (6 credits @ Level 4) No WBE component
Introduction to Teaching and Learning Award – Level 4	ETT1000 Preparing to Teach in the Lifelong Learning Sector (6 credits @ Level 4) ETT1001 Introduction to Teaching and Learning (9 credits @ Level 4) No WBE component
Certificate in Teaching in the Lifelong Learning Sector	ETT1000 Preparing to Teach in the Lifelong Learning Sector (6 credits @ Level 4) ETT1001 Introduction to Teaching and Learning (9 credits @ Level 4) ETT1008 Principles and Practice of Assessment – Includes 30 hours teaching and 3 observations of teaching (3 credits @ Level 4) ETT1009 CTLLS Option Module - Teaching and Learning Project (6 credits @ Level 4)
University Award in Teaching in the Lifelong Learning Sector (Level 4)	ETT1000 Preparing to Teach in the Lifelong Learning Sector (6 credits @ Level 4) ETT1001 Introduction to Teaching and Learning (9 credits @ Level 4) ETT1002 Teaching and Learning: Theory and Practice – Includes 75 hours of teaching and 4 observations of teaching (30 credits @ Level 4) Option Module (15 credits @ Level 4)
University Award in Teaching in the Lifelong Learning Sector (Level 5)	ETT1000 Preparing to Teach in the Lifelong Learning Sector (6 credits @ Level 4) ETT1001 Introduction to Teaching and Learning (9 credits @ Level 4) ETT2002 Teaching and Learning: Theory and Practice – Includes 75 hours of teaching and 4 observations of teaching (30 credits @ Level 5) Option Module (15 credits @ Level 5)
University Award in Teaching (Literacy/Numeracy/ESOL) in the Lifelong Learning Sector (Level 5)	ETT1000 Preparing to Teach in the Lifelong Learning Sector (6 credits @ Level 4) SFL1001/2/3 Planning and Assessing for Inclusive Practice ESOL/Literacy/Numeracy (9 credits @ Level 4) SFL1004/5/6 ESOL/Literacy/Numeracy and the Learners (15 credits @ Level 4) SLF2001/2/3 ESOL/Literacy/Numeracy Theories and Frameworks in Practice (30 credits @ Level 5)

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

All new teachers in the lifelong learning sector are required to show that they possess a **minimum core** of literacy, numeracy and ICT skills. 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

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 micro teach 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 need to record the evidence for Parts A and B in your CPPD. A pre-formatted structure is provided to ensure that you evidence all the elements required by the LLUK specifications. One source may provide evidence for several elements.

Your personal skills (Part B) 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 need to gain them in order to achieve QTLS.

Review the minimum core section of your CPPD at regular intervals throughout the programme. It is your responsibility to ensure that you record the required evidence for all elements.

8 ASSESSMENT

8.1 Introduction to assessment

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)
- Continuing Personal and Professional Development (CPPD)

Trainees 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 trainees 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 trainees embark on year 2, they should use the most current assignment specifications and discard those supplied to them in any previous version.

8.2 Getting the right message about assessment

This Programme Handbook, the Faculty of Wellbeing and Social Sciences Faculty 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.

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

8.3 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.

Working Towards Submission

1. Specifications of the assignment should be read completely, including the assessment criteria.
2. There is a submission date for each assignment which must be met (only in exceptional circumstances will an extension be agreed by the Teacher Training Manager).
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. These apply to ALL assignments.
 - the Level 4, Level 5, Level 6 and Level 7 descriptors given in this guide on pages 25 and 26.
 - Both **GENERAL** and **SPECIFIC** criteria must be satisfied for an assignment to be considered achieved.

8.4 The Format of Written Submissions

1. Written components should be single-sided, double-spaced, with wide margins¹. The exception to this is the long direct quotations which should be single spaced and indented on the left only (see the WSS Faculty Handbook for advice about quoting from other texts).
2. A table of contents should be included.
3. An assignment should start with a concise introductory statement identifying its scope and purpose and end with a conclusion.
4. Work must be properly referenced. See the detailed advice in the WSS Faculty Handbook about referencing and avoiding plagiarism.
5. Assignments must be word processed unless permission is obtained from the Teacher Training Manager to submit in a different form.
6. 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.
7. Trainees should proof-read assignments carefully to eliminate errors of style, grammar, punctuation and spelling.
8. Secure all loose items.
9. The PDE/PGDE carbonated feedback sheet, specifying the assignment's official title, the module code (ETT 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 must be included.
- 10 There will be a requirement to submit all assignments through Turnitin. Your tutor will advise on this. Also see Section 8.8.

8.5 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.

¹ These are standard word processing techniques.

8.5.1 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.

8.5.2 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.

8.5.3 Third General Criterion - Evidence

The assignment submission demonstrates that the trainee 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 trainee has drawn on the work and ideas of others, they have given full attribution and have used the Harvard system of referencing effectively.

8.5.4 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 and word counts are adhered to.

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.

8.5.5 Ethics and Professional practice

All work should demonstrate where appropriate awareness of ethical issues and morally acceptable behaviour, such as honesty, integrity and fairness. Trainees 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.

8.6 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. You will be advised by your tutor as to which elements of the assessment have to be submitted electronically through Turn-it in. For those based at the University submission for other elements of assessment is made using an assignment posting box outside in reception of the Faculty of Wellbeing and Social Sciences on T3. 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 organisations, work submitted must be date stamped / signed for by an appropriate member of staff in accordance with the assignment submission procedures of the partner organisation.

8.7 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.

The submission of any such item will be deemed to be made on the day it arrives at the WSS Faculty Office, T3 Eagle Building, Deane Campus, Deane Road, BL3 5AB (or other address as appropriate for trainees based at partner organisations). 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 have 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.

8.8 Plagiarism Prevention – Electronic Submission

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

Trainees will be required to supply an electronic copy, on request, for sampling purposes, 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.

If a trainee fails to submit an electronic copy as requested then the assignment will be considered to be unsuccessful.

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.

8.9 Grades (Achieved / Not yet achieved) and Feedback for Assignments

Assignments must meet the assignment brief and the assessment criteria. Assignments will be graded 'Achieved' or 'Not yet achieved'.

The "Not yet achieved" grade

Where an assignment fails to demonstrate satisfactory performance in respect of some or all of the assignment's requirements, it will be graded 'not yet achieved'. Tutors will complete official feedback sheets on which they will enter the grade and provide written feedback comments. These comments will include the identification of strengths and weaknesses within the work, and will seek to encourage further development.

Assignments and the feedback 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.

Trainees must keep electronic versions of all assignments until after the exam board.

Do not alter the information written on feedback sheets

The official feedback sheets 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.

8.10 Feedback entitlement for Teacher Training trainees

All trainees are entitled to receive a written feedback response from their marking tutor on the official feedback sheets used for this purpose. It is also course policy that tutors will annotate the work (hence the requirement to double-space the work and leave wide margins). The feedback will relate to both the assignment's specific assessment criteria and the general criteria. An overall assessment decision must be identified on the form (Achieved/Not yet achieved – no other outcomes are allowed) and the marking tutor must have signed and dated the form. Where the decision is "Not yet achieved", detailed formative feedback will be given in order to support the trainee's formal submission opportunity. Where the final decision is "Not yet achieved" there will be an indication of the criteria (specific and / or general) not achieved.

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

Feedback on individual items of assessment can be formal or informal. Feedback is not just the grade, nor even just the comments written on the coursework; it is advice given by tutors and sometimes peers about how work is progressing and what further things might be done. It might be spoken advice, or written on a form, or it might be in an email or a text; it's all feedback, and it's all vital to development.

8.11 Assignment Submission Dates

For each assignment on each pathway, an interim submission date will be published.

Formative feedback will be given on the interim submission. If this is deemed to be "*Not yet achieved*", trainees may make a formal submission attempt on or before the FSD. A draft submission for this cannot be submitted. Please see separate conditions for the PTLLS module. ([Review of progress](#))

If an assignment is submitted after the interim submission date, without an agreed extension, no formative feedback will be given on the submission. If a submission is then made on, or prior to, the FSD and is marked as 'not yet achieved' this will result in an overall unsuccessful result being recorded for the module. This result will be taken to the relevant exam board.

It is important to note that all work finally assessed as unsuccessful will be moderated and will be seen by the team of External Examiners.

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

8.12 Extension Requests

Trainees must submit assignments by the due date, or if this is not going to be possible, must apply to the Teacher Training Manager/Centre Leader in writing, in advance of the due date, for an extension. This application must include an explanation of the reason for the extension request and **must include medical or other evidence** on which the request is based.

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.

8.13 The Final Submission Date / Time (FSD)

The **FSD** is a **fixed date and precise time** beyond which any assignment work will not be accepted or marked by a tutor under any circumstances until the Assessment Board has determined what action to take. "Not yet achieved" grades in the relevant assignment(s) will be recommended to the Assessment Board where trainees do not submit assignments by this date.

8.14 Draft Submission

Trainees may receive **general feedback** from the marking tutor on one draft prior to formal submission of the **first assignment only**.

8.15 Level Descriptors for Levels 4, 5, 6 and 7

The modules comprising the Scheme are expressed at academic levels 4, 5, 6 or 7. These levels are widely used in United Kingdom higher education provision. Each level corresponds approximately to the academic expectations through the first, second, and third years of an undergraduate academic degree and at Masters level.

Below the definitions of Level 4, Level 5, Level 6 and Level 7 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.

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

Level 4

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 5

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 6

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.

Level 7

Search for, identify and engage with recent scholarly literature relevant to their specialist area (i.e. refereed journal articles, scholarly texts and edited collections, rather than solely with text books written for trainee teachers). Engage critically with policy documents and other official texts such as curricula and teacher guidance materials. Show evidence of originality in reflections and insights, and innovation in the application of knowledge to classroom practice. Show academic rigour in the techniques used for researching, implementing and evaluating their own practice.

8.16 Collaborative Group Work Assessment

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

- 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 trainees 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;
- University rules relating to plagiarism and attribution of work to its source apply within the team, as well as outside it.

8.17 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/CurrentStudents/Home.aspx>

Under the section on "Policies and Procedures".

8.18 Review of Progress – Failure to complete PTLLS Successfully

A review of progress will be carried out for **any trainee who does not successfully complete the 'Preparing to Teach in the Lifelong Learning Sector' (PTLLS) module**. The review will determine the suitability of the trainee to progress onto the main body of the course.

9 MODERATION OF ASSIGNMENTS

9.1 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.

Traditional internal moderation procedures are also used by tutors who will themselves seek second opinions on a sample of work. All work that is marked as Not Yet Achieved or borderline is moderated/second marked in this way.

9.2 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 external examiners inspect *all* coursework graded as Not Yet Achieved after submission opportunities have been taken within the regulations.

10 WORK-BASED EXPERIENCE

WBE is a crucial part of trainees' Teacher Training. You must complete your WBE CV when requested as a delay in doing this may result in a delay in your placement.

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

- gain practical experience of working in a host organisation;
- put into practice skills and approaches developed during the taught part of the course, with the support and guidance of the host organisation and module tutors;
- observe, participate in, investigate, and record various aspects of organisation 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 mentors.

WBE enables **in-service** trainees to:

- put into practice skills and approaches developed during the taught part of the course with the support and guidance of module tutors;
- reflect upon, investigate, record, and develop various aspects of organisation 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 mentors.

10.1 Professional Responsibility

Trainees 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 organisation, their colleagues at the organisation and the students in their care. A WBE placement should be approached in the same way as employment. You may be a student/trainee teacher but you are not a "student" in placement. **Any form of unprofessional behaviour will lead to a placement being withdrawn and may result in bursary suspension and/or withdrawal from the course. If your placement is withdrawn we will not be able to allocate a further placement to you.**

Common courtesy is expected with respect to the organisation's policies, custom and practice and dress code. Trainees are required to adhere to their host organisation's holiday patterns and absence will require a call to the host organisation as soon as possible. **Unexplained absence will jeopardise your placement and any bursary payments.**

10.2 WBE and bursary payments to pre-service trainees

See section 12.4 for important advice to full and part-time trainees regarding the impact on a Training Bursary of accepting paid or unpaid teaching during the course.

10.3 Pre-service Trainees - intending teachers undertaking training

Pre-service trainees 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, trainees will be at various stages of development at any point during their training. Host institutions are urged to give consideration to this. In particular:

- Trainees 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.
- Trainees should continue to observe classes taken by experienced teachers throughout their WBE.
- Trainees 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 12.4.

Trainees are informed that they must avail themselves of the whole experience of teaching in a host organisation. Put simply, this means they should not only attend the host organisation 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. For part time pre-service programme, trainees are expected to attend the placement for the equivalent of one full day.

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

10.4 In-service Trainees - serving teachers undertaking training

The part-time Teacher Training awards based at the University of Bolton are two-year courses involving attendance for one day a week at classes. The course also operates at our partner organisations. The University of Bolton plays no part in securing WBE placements for trainees who are classed as in-service. They will already have secured teaching in an organisation, 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), trainees must undertake at least 75 hours of appropriate teaching. In the second year (part-time phase 2), trainees 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 trainees must undertake teaching practice in at least 2 levels of the Adult Core Curriculum.

10.5 WBE Placements

Trainees should visit the host institution, as agreed with their curriculum/personal tutor and the host organisation, prior to the start of their WBE.

These visits are to familiarise trainees with, for example:

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

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

Trainees should also:

- become familiar with the organisation’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.

10.5.1 Part-time In-service Pathway

For trainees 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).

10.6 WBE Partnerships between the University of Bolton and Partner Institutions

The University of Bolton has established partnership agreements with a number of organisations providing WBE placements to pre-service Initial Teacher Training trainees.

The extent of the partnership is designated by a “level” 1, 2 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 trainee 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 organisation 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 OR MENTORS CAN BE CONSIDERED AS VALID BY THE UNIVERSITY. • If you are not sure if the person the institution is proposing to assess you is approved to do so, check with the WBE Administrator at the University.
Level 4	<ul style="list-style-type: none"> • Full Delivery. As level 2, but Partner Organisation staff deliver the whole course at the organisation. The University’s role is concerned with maintaining the network of partner organisations; 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 organisations.

10.7 Partner Organisations, Centre Leaders and Support Tutors

At each partner organisation 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 organisation (WBE and, if appropriate, taught modules).

At the University, every partner organisation 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 organisation and, through and with that person, the trainees at the organisation.

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

10.8 Responsibilities and entitlements

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

10.8.1 The University of Bolton's Responsibilities

The University of Bolton is responsible for:

- equipping the trainees with the skills and knowledge they need in their WBE;
- on-going liaison with the trainee and host organisation;

Level 1 Partnerships (WBE assessment is undertaken by mentors (2 observations) in the organisation and visiting tutors from the University of Bolton (6 observations)):

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

Level 2 Partnerships (WBE assessment is shared by mentors (2 observations) and approved WBE assessors in the organisation (5 observations) and the University of Bolton (1 observation)):

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

Level 4 Partner Organisations

Mentors and approved WBE assessors will undertake the 8 observations. These will normally be done by the mentor (2 observations), plus one other moderating observer.

10.8.2 The Responsibilities of the Partner Organisation

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

- providing an induction, including familiarising the trainees with the general environment of the organisation 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 trainees 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 organisation's staff;

- providing a minimum of four hours scheduled tutorial support and feedback by a suitable member of the organisation's staff;
- in the case of a level 2/4 partnership agreement, the formal assessment of the trainee's teaching practice **by The University of Bolton approved WBE assessors**;
- the completion and return of the Interim Mentor Evaluation Form and the Mentor Summary Form (to be completed by the trainee's mentor)

10.8.3 Pre-service Trainees' Responsibilities

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

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

For the pre-service trainees 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), trainees undertake at least 75 hours of teaching in phase 1 and at least 75 hours in phase 2.

Trainees 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. **Use the form in section 13 for this purpose. At the end of phase 2 this will be checked as part of the summative assessment for WBE.**

Pre-service trainees 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 trainees 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 a 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.

10.8.4 Mentors' Role

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. This person will normally, but not always, be one of the members of staff whose classes the trainee is teaching. It is expected that the mentor and trainee will meet on a weekly basis but contact may be via e-mail or phone. The mentor will observe the trainee teaching on at least two (formative) occasions on the course and provide developmental feedback.

Mentors will be provided with the University of Bolton Guide for Mentors which fully explains roles and responsibilities. Regular mentor bulletins will also be sent from the trainee's personal tutor and

communication with the trainee's personal tutor is necessary if there are any problems. The observing tutor and mentor will also have links.

10.8.5 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 with support and advice. Guidance on this role will be provided.

As mentees trainees 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 discussion relating 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.

10.8.6 Approved WBE Assessors' Responsibilities

An approved WBE assessor is a tutor in an organisation 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 organisation'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 trainees 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 trainee's WBE file and confirming that the appropriate number of hours have been undertaken and logged. See page 47 for an example of how this should be documented.
- making an assessment of the trainee's overall performance in WBE, leading to a recommendation to the Assessment Board.

10.9 In-service Trainees' Class Contact

The part-time in-service trainee 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 trainee is accountable to the organisation employing them in matters such as attendance, performance, behaviour and so on.

The Teacher Training tutors assess in-service trainees' teaching on the understanding that this is acceptable to the trainee's employer. Trainees are asked to establish that this is indeed acceptable on behalf of their Bolton or partner organisation tutor.

10.10 LLUK Requirements and Guidance

LLUK requirements and guidance for 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. LLUK national requirements are that all ITT-FE programmes 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. For Skills for Life programmes all observations will be undertaken by a subject specialist.

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. The final four observations will be graded to OfSTED criteria for Trainee Teachers.

If a student interrupts their study for any reason they will be expected to complete outstanding observations in order to pass the core modules.

11 THE ASSESSMENT OF WBE

11.1 Approved WBE Assessors and Assessor IDs

The approved WBE assessor will enter their ID on the WBE assessment pads to validate their assessment and grade (Successful / Unsuccessful). Two of the observations may be undertaken by a designated mentor.

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.

11.2 Assessment visits

On each assessment visit the assessor will provide the trainee with a copy of the 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 trainee self-evaluation.

It is a course requirement that trainees undertake at least one observation as a video observation, if the placement organisation allows this, [see p44](#).

The assessor will summarise these assessments, and consider also the performance of the trainee in other aspects of WBE assessment (see section 11.10 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 observations are reducing (e.g. as the end of a period of teaching is approaching) trainees are advised to be pro-active in requesting tutors to undertake the required observations, and making tutors aware of the situation.

Completed reports are used to:

- advise and assist the trainees in developing their skills and knowledge;
- give background information on the trainee'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 trainees take appropriate account of the early stage they are at in their development as teachers. Trainees are not expected at this stage to be fully competent in all aspects. However, if the progress or behaviour of the trainee gives rise to serious concern this will be raised with the trainee and the personal tutor.

In the event of behaviour by the pre-service trainee which the host organisation considers to be a serious departure from professional standards, a placement can be suspended with immediate effect. See Section 10.1

11.3 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 to ensure the trainee 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.

11.4 Moderation of WBE

(i) Internal moderation

A sample of WBE observations will be moderated by a member of our team of University tutors or the support tutor for Level 4 provision. The purpose of the moderation visits is to observe the performance of trainees selected in order to monitor the standards of assessment and the assessment practices used by assessors. The allocated assessor and the moderator will observe the trainee together and will each complete a copy of the observation sheets. They will then discuss the observation before feeding back to the trainee. The trainee 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 trainee 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.

(ii) External Moderation

If selected for a moderation visit, or an External Examination visit, trainees 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. Trainees 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 trainee will be advised prior to the observation that an External Examiner will be present to enable the trainee to follow placement protocols.

Both the assessor and the External Examiner will observe the trainee 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 trainee. Trainees will receive feedback sheets from the observing tutor only. The feedback sheets from the External Examiner are used to write the Examiner's report for the assessment boards.

11.5 The WBE/CPD file

Trainees need to present well-organised evidence to support the effectiveness of their Work-Based Experience. Documented evidence of 150 hours of WBE must include lesson plans or individual learning plans (ILPs), single copies of all materials used for each lesson and self-evaluations of all lessons taught. Detailed guidance on preparing and using the WBE/CPD File will be presented at induction. There will also be regular updates and reminders from your tutors.

You must have your WBE file available at all times for presentation to your WBE assessor or moderator or external examiner as necessary.

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

If it seems likely that the required 150 hours will not be achieved by the end of 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, trainees should contact their personal tutor and follow their advice. In most cases however, it will simply be that the organisation 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.

11.7 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 (50 hours) can be with individuals on a 1:1 basis or in small groups. The remaining hours should be group teaching. **Observation of classes, exam invigilation and diagnostic testing sessions do not count as teaching hours for WBE.**

11.8 The WBE Visit Report Form

The WBE visit report forms enable the assessor to record their observations of the lesson observed. The official University of Bolton forms are designed to be used flexibly for written comments. They will form the basis of the "de-brief" after the lesson. A copy is given to the trainee. 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. **If a trainee has two unsuccessful observations this may halt progress on the course.**

11.9 Preparing for a WBE Assessment Visit

The following points of advice are offered to trainees 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**². 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 trainees 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 trainees of observation arrangements without due reason or notice will jeopardise their progress on the course.
5. Before or at the start of the session trainees 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 to 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.**

If the above documentation is not available an unsuccessful grade will be given.

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, trainees 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, trainees should systematically reflect upon the lesson, their self-evaluation of it, and its assessment. Where areas of weakness are identified, trainees should explicitly action plan to address these, seeking help and advice where needed and utilising their CPPD.

Your WBE observation 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.

Trainees 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.

11.10 Factors considered during WBE assessment

WBE assessment is an overall judgement informed by the following:

² Accessing <http://www.multimap.com> and typing in the institution's postcode or address is a good way of obtaining a printed street map

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 social, economic and environmental context.
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 in 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

Ofsted Grading Criteria

Grade	Key aspects of trainees' performance: In lessons
Outstanding	<p>Outstanding trainees:</p> <ul style="list-style-type: none"> <input type="checkbox"/> teach lessons that are mostly good, and often show characteristics of outstanding lessons <input type="checkbox"/> ensure that all learners make progress so that they fully achieve the challenging intended learning outcomes <input type="checkbox"/> teach learners to be able to explain how the teaching helped them to make progress <input type="checkbox"/> teach lessons that invariably capture the interest of learners, are inclusive of all learners, and feature debate between learners and between learners and the teacher <input type="checkbox"/> have a rapport with learners – high-quality dialogue and questioning, guiding learning, with attention to individuals and groups <input type="checkbox"/> monitor learners' progress to evaluate quickly how well they are learning so that they can change the approach during the lesson if necessary, and provide detailed feedback and targets to individual learners that are focused well to ensure further progress <input type="checkbox"/> demonstrate the ability to apply their own depth of subject knowledge to support learners in acquiring understanding and skills, often showing understanding, through application of a range of different approaches to ensure that all learners make the expected progress <input type="checkbox"/> demonstrate flexibility and adaptability by changing pace, approach and teaching method in a lesson in response to what learners say and do <input type="checkbox"/> make links with other aspects of learners' development and understanding (for example, linking to work in other subjects) <input type="checkbox"/> fully exploit possibilities to promote learners' understanding and appreciation of social and cultural diversity.
Good	<p>Good trainees:</p> <ul style="list-style-type: none"> <input type="checkbox"/> teach lessons that are never less than satisfactory, but often good or better <input type="checkbox"/> ensure that all learners are sufficiently challenged and achieve the intended learning objectives <input type="checkbox"/> teach in a way that engages learners' interest so that they become fully involved in the lesson <input type="checkbox"/> make creative use of resources <input type="checkbox"/> use a range of different assessment methods matched well to the expected learning outcomes and show an understanding of why a particular method was chosen <input type="checkbox"/> monitor and assess learners' achievement and provide feedback to them that is based on the specific needs of learners or groups of learners that leads to further progress <input type="checkbox"/> show flexibility/adaptability that takes account of the progress made by learners and match their teaching to it, including by matching pace to learning and the use of a variety of teaching methods <input type="checkbox"/> understand how to overcome barriers to learning such as low levels of literacy/numeracy <input type="checkbox"/> use their subject knowledge to find different ways of explaining or teaching approaches

	<input type="checkbox"/> work effectively with learning support and other professionals in planning, teaching and monitoring and reviewing learners' progress <input type="checkbox"/> make links with and explore possibilities to develop learners' understanding and appreciation of social and cultural diversity.
Satisfactory	Satisfactory trainees: <ul style="list-style-type: none"> <input type="checkbox"/> teach consistently at least satisfactory lessons (by the end of their training) in which learners make progress or consolidate their learning <input type="checkbox"/> teach at a satisfactory level across a range of different contexts (for example, different ages, groups sizes, levels) <input type="checkbox"/> respond to individual and groups of learners' questions and needs to enable learners to progress and meet the learning expectations <input type="checkbox"/> demonstrate secure subject knowledge that develops learners' understanding and skills <input type="checkbox"/> set clear expectations for learning and behaviour <input type="checkbox"/> manage the learning environment and resources to enable all learners to make progress <input type="checkbox"/> match teaching and learning activities to the intended learning outcomes <input type="checkbox"/> plan and use resources efficiently, including the deployment of other adults, learning support and other professionals <input type="checkbox"/> monitor learners' progress and assess their achievement, and provide feedback to learners which aids their progress <input type="checkbox"/> begin to develop learners' wider understanding and appreciation of social and cultural diversity.
Inadequate	Do not meet all of the criteria for 'satisfactory' in each of the sections outlined above for grading trainees' attainment.

11.11 Overall Criteria

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

1. Evidence from the assessed WBE observations (but see section 10.10 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 your WBE file.
2. For pre-service trainees, satisfactory performance in WBE as a whole, which includes consideration of Mentor Report Forms completed by the trainee's mentor
3. A satisfactory WBE file. This is monitored by a WBE assessor throughout the course with a summative assessment at 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.

11.12 Number of WBE Observations

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

- Full time trainees - normally 8 occasions
- Part time phase 1 trainees – normally 4 occasions
- Part time phase 2 trainees on a continuous programme (WBE 2) – normally 4 occasions
- Part time phase 2 trainees on an interrupted programme (WBE 2) – normally 4 occasions (see also section 10.10).

If a trainee receives 2 consecutive unsuccessful grades or any 2 unsuccessful grades out of eight, their profile will be considered by the exam board who will make a decision regarding the outstanding

observations and whether these will be charged. **You may be withdrawn from your placement if you have two unsuccessful observations.**

12 ATTENDANCE ON WBE

Pre-service trainees whose WBE will have been established on their behalf as a placement by the University of Bolton or a partner organisation, are expected to attend their placement fully, in the same way that an employee of the institution is required to (see Section 10.1).

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

12.1 Illness or other personal difficulties affecting attendance

In the case of illness, or other problem leading to the trainee being unable to fulfil any commitment made to the organisation, trainees are required to inform the following immediately:

1. The host organisation, 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 trainees must provide a doctor's medical certificate. This should be sent to personal tutors.

Occasionally, pre-service trainees 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 trainees.

Trainees 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 WSS Faculty Handbook for an explanation of the mitigating circumstances procedure.

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

12.2 Leaving a Placement Without Prior Approval from Pathway Leader

Changes of placement will only be authorised in exceptional circumstances. If a trainee has concerns about their placement, these must be discussed with their Pathway Leader. Any trainee who leaves a placement without the approval of the Pathway Leader will be required to find their own placement.

12.3 Health and Safety on WBE

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

12.4 Paid teaching – impact on the training bursary

In line with guidance from HEFCE trainees 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 trainees the classes taken for WBE must have a permanent full-time or part-time lecturer in place who would normally teach the group.

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

Trainees who are not receiving a training bursary are not prohibited from undertaking a manageable amount of additional paid teaching

13 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:

13.1.1 Pass

A Pass will be recommended to the Assessment Board for those trainees 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.

13.1.2 Defer

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

13.1.3 Refer

Assessors can recommend referral to the Assessment Board where a trainee has an incomplete but not irretrievable profile of evidence of meeting the requirements of success in WBE. Such trainees will be given one opportunity to submit all remaining evidence to the satisfaction of the Assessment Board by a given date.

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

13.1.4 Fail

Assessors can recommend a fail to the Assessment Board if it is felt that the trainee 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.

13.1.5 *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.

14 VIDEO/DVD-RECORDINGS FOR WBE ASSESSMENT

14.1.1 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 14.2 for each such session, and other permissions are necessary for ethical reasons.

It is a course requirement that trainees undertake at least one observation as a video observation, if the placement organisation allows this and the trainee should then observe this session with their observing tutor. The only exception to this is where the trainee is involved in provision where recording is not possible or allowed.

This initiative has many benefits in relation to detail of initial feedback from tutor to trainee; shared analysis of teaching and learning processes between tutor and trainee; as well as acting as a facilitative tool for both self and peer evaluation.

14.1.2 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.

14.1.3 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 46. **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.**

14.1.4 Ensuring adequate film quality

Trainees are responsible for ensuring that the filmed picture and sound record is of adequate quality for the purposes of WBE assessment. If the WBE assessor 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.

14.1.5 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 practise 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 practise 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 that there is sufficient recording time and power in the camera.

14.1.6 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 recording and other documents should be sent to. Send it as a padded package by registered delivery to the address specified by the WBE Assessor:

- The original recording, 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.
- An explanation of 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 46) must be sent to the trainee’s curriculum tutor.

14.1.7 The next steps

Upon receiving the package above, the WBE Assessor will observe the 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 recording together. This is a valuable learning opportunity and will be useful for reflection.

If more than one observation is recorded 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.

14.2 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 video recording for the purposes of WBE assessment	
1. Name of trainee		
2. Name of WBE Assessor		
3. WBE organisation		
4. Date / time / location / class type of class to be recorded on video for WBE assessment purposes	Date: Time: From: To:	Location: Class type:
5. Declaration by usual class teacher (pre-service trainees) / line manager (in-service trainees)	I confirm that the trainee 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 trainee 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.

Personal tutor name: _____

Personal tutor signature: _____

15 APPROVED VARIATIONS ON UNIVERSITY REGULATIONS

15.1 Approved variation 1 – Exclusion from Work-Based Experience through misconduct

Given the nature of this programme as a preparation for the teaching profession, it is required that trainees 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 Dean of Faculty and in accordance with University Disciplinary Regulations to enforce this principle and, where the allegations are upheld, to take action against the trainee which may result in exclusion of the trainee from the Teacher Training programme and possibly from the University.

15.2 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 trainees are aware of the course regulations for dealing with suspension where this is necessary.

The suspension of trainees 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 organisation, and its staff and students, to whom the University owes a duty of care. Supervision of trainees is necessarily indirect and not continuous. The University must have a high degree of confidence in the continuing appropriateness of a trainee's behaviour and performance. It may sometimes be necessary to immediately suspend a trainee's WBE placement by preventing them from teaching and / or attending the WBE placement organisation 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 Work-Based Experience

A WBE host organisation and / or the University may require trainees 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 trainee 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/placement organisation premises ; 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 WBE provider's reputation; engaging in criminal activity.

Action: The decision to suspend **from Work-Based Experience** is taken by:
Either, the trainee's WBE assessor, or
The partner organisation's Centre Leader, or
The Teacher Training Manager

1. When two of the three parties above are satisfied that sufficient evidence exists to indicate that the concerns are well-founded.
2. The trainee is then immediately informed verbally in front of a witness, who must be a member of the WBE provider 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.
3. The Teacher Training Manager and the Dean of Faculty must be informed immediately in writing that the suspension has taken place and describing the circumstances of the case.
4. Immediately on suspension from **Work-Based Experience** the University's Disciplinary Procedures will begin to be applied.
5. 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 trainee's term time or home address as held on the University's student records system.
6. The urgency of invoking the Disciplinary Procedures must be stressed, because the interruption to WBE may, if lengthy, prevent the trainee 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 trainee'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 from WBE under these circumstances is an assessment decision, specifically a decision that there is valid and reliable evidence that a trainee 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.

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 trainee's level of performance. Initially the trainee will be supported in their current placement; if this is not possible then the trainee may be placed in a second placement with some initial support from their tutor or named mentor. The trainee will be required to have an action plan, with specific targets, which will be drawn up in conjunction with their personal tutor. Tutorial time will be allocated to support the trainee in the initial stages of planning and the number of hours available for this will be agreed with the Teacher Training Manager.

In order for the assessment decision regarding failure of WBE to be reliable, the observation process is 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. This is only in cases where the WBE element of the course is deemed to be failing, not for individual observations that are graded unsuccessful.

Occasionally there may be cases where the performance of a trainee is very weak and observations have not taken place because of this. The trainee may also have avoided observation opportunities. If this is the situation then the process described above will be followed.

Action: If after following the above process it is agreed by the WBE Assessor, the trainee's personal tutor and the moderator, that a valid and reliable assessment decision can be made, the trainee will be informed verbally and in writing that their WBE is suspended, that the assessment of the WBE components of their course 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.

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

15.3 Approved variation 3 – Reporting the progress of In-service trainees 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 trainees while they are undertaking teacher training courses without first gaining the consent of the trainee 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 trainees by paying the fees and/or providing support in practice to allow the trainee 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 trainee and after notifying the trainee on the course of action being taken. Written evidence of the action taken must be available in the trainees file in the form of a tutorial or letter.

After the course has finished, confidential references and / or testimonials will be provided for up to two years if the former trainee has requested this by naming the Teacher Training Manager as a referee. References will not be e-mailed directly to trainees. Requests for confidential references and / or testimonials in respect of the former trainee that have been initiated by other persons cannot be met.

15.4 Approved variation 4

If a trainee teacher demonstrates behaviour which is incompatible with the professional standards expected of a teacher entering the Lifelong Learning Sector, as documented in the Institute for Learning Code of Practice, steps may be taken following the University's Disciplinary and Unfair Means Procedures to remove all transferable credit from the trainee's profile.

16 ACADEMIC SUPPORT AND GUIDANCE

Every trainee has a "personal tutor" and the role performed by such tutors is explained in the WSS Faculty 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. Trainees who require additional support with literacy, numeracy or ICT will be referred to the University Student Support Team who will arrange either class or 1:1 support as necessary.

17 STUDENT REPRESENTATION AND FEEDBACK

Pathway Committees meet periodically and include student representatives chosen by the trainees. Pathway Committees report to Scheme Committee which also has student representatives.

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

18 FURTHER INFORMATION

18.1 Record your reading

Now where did I read that?

Authors? (year?, p. ?)

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

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 *Faculty of Wellbeing and Social Sciences 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 Faculty of Wellbeing and Social Sciences 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.

18.2 Beyond Your Teacher Training Course

18.2.1 References for teaching posts

It is important reference is made to the relevant section in the current Faculty of Wellbeing and Social Sciences Handbook

All trainees based in partner colleges are advised to specify the centre leader as the referee.

18.2.2 Appointment to teaching posts QTLS

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 (IfL). IfL is the professional body for teachers, trainers, tutors and trainee teachers in the Learning and Skills sector. The 2007 Regulations mean that teachers, trainers, tutors and trainee teachers in the learning and skills sector need to register with IfL and conduct continuing professional development (CPD).

Further information on IfL is available at www.ifl.ac.uk

18.2.3 If you want to become a Faculty teacher - QTS and QTLS

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 trainees 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 currently 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.

However, it should be noted that the secretary of state for education, Michael Gove, has accepted the Wolf Report recommendation to allow qualified further education lecturers to teach in school classrooms on the same basis as qualified school teachers. This is an on-going and developing situation.

Important advice: **if a trainee applies for a job teaching in a 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)

18.2.4 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 trainees. Such data is also very informative for our prospective trainees. 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.

12 GLOSSARY OF TERMS

APL	Accreditation for Prior Learning
Approved WBE Assessor	The member of staff from the University of Bolton or a partner organisation trained and approved by the University to assess trainees 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.
Centre Leader	The member of staff in the partner institution responsible for the links with the University
IfL	Institute for Learning
LLUK	Lifelong Learning UK: the body that prescribes the standards required for teachers in further education.
LSIS	Learning and Skills Improvement Service
Mentee	The individual receiving support in the practice situation
Mentor	The individual providing support in the practice situation
Trainee	An individual undertaking Teacher Training through the University of Bolton Teacher Training Programme
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 trainees placed there
SVUK	A subsidiary of LLUK (Lifelong Learning UK) which undertakes a regulatory role in Teacher Training and provides endorsement.