



***School for Development
and Participation***

Course Handbook

Certificate in Education
and
Professional Graduate Certificate in
Education

Lifelong Learning

2008-2009

Year 2

in partnership with
Bridgwater College
Norton Radstock College
Weston College
Wiltshire College

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SECTION ONE – WELCOME TO YOUR INITIAL TEACHER TRAINING PROGRAMME

1.1 WELCOME

The course team would like to welcome you as a trainee on your Initial Teacher Training Programme. Our goals are to support you in providing high quality learning for your students whilst you are gaining recognised status as a **Qualified Teacher in the Learning and Skills Sector (QTLS)**, and to provide you with an excellent, well-organised, effective and enjoyable teacher training programme.

This Course Handbook is the key source of information about your award and the information, advice and guidance within it is crucial to the success of your training.

You need to become very familiar with the contents, and have it available at all times, as it will be regularly referred to during the course.

We have worked hard to make the content of this handbook comprehensive but accessible, and would welcome any comments you may have to improve it further. These can be made to your college course manager, or the Award Leader Jim Crawley. Contact details are in Section **1.11** of this handbook.

1.2 OUR STARTING POINTS AS A TEACHER TRAINING PROVIDER

We believe that we are working together to achieve common goals for teacher training, and therefore feel it is appropriate to share our vision and mission at this stage.

OUR VISION - To help teachers in the Lifelong Learning Sector to become effective, self-aware and self-confident professional people who can operate as skilled teachers, promoting learning, achievement and diversity in their community, and living responsibly in the world as active citizens and agents of change.

OUR MISSION - To establish a centre of expertise in Initial Teacher Training with our partners, which supports the achievement of both Qualified Teacher Status (Learning and Skills), and Continuing Professional Development for our trainees.

YOUR ENTITLEMENT – You are entitled to a training programme and associated support which will enable you to recognise and evaluate your own progress in all elements of our programmes, to qualify as a teacher in the Lifelong Learning Sector, and to develop as a Reflective Practitioner who continually improves throughout your career. This entitlement is described in a Memorandum of Co-operation between the University and partner colleges, and is described in more detail in Section **1.4**.

1.3 REFLECTIVE PRACTICE, EQUALITY AND DIVERSITY

We support an approach to teaching which is generally known as **Reflective Practice**. Race (2007: 223-4)¹ argues that reflecting on our practice as teachers is essential, because:

"Reflection deepens learning and enhances practice. The act of reflecting is one which causes us to make sense of what we've learned, why we learned it, and how that particular increment of learning took place. Equally it helps us to make sense of what we've done, how we did it, and how we may be able to do it even better next time...."

... it is increasingly recognised that reflection is an important transferable skill, and is much valued by all around us, in employment, as well as in life in general."

and applying this to our practice will develop us as:

"rounded individuals, who can not only demonstrate subject knowledge and skill, but can develop and grow as circumstances around them continue to change and evolve" (ibid:225)

In addition to endorsing these values we emphasise **equality and diversity**.

Equality is about making sure people are treated fairly and given fair chances. Equality is not about treating everyone in the same way, but it recognises that their needs are met in different ways.

Equality focuses on those areas covered by the law, namely the key areas of race, gender, disability, religion or belief, sexual orientation and age. In addition to the legislation, which seeks to prevent discrimination in all these areas, we have a public duty to promote equality and remove discrimination in race, gender and disability.

People must not be unfairly discriminated against because of any of these factors and we will all contribute to creating a positive workplace environment where discriminatory practices and discrimination no longer happen.

Diversity is about valuing individual difference. So 'diversity' is much more than just a new word for equality. A diversity approach aims to recognise value and manage difference to enable all learners to contribute and realise their full potential. Diversity challenges us to recognise and value all sorts of differences in order to make any teaching organisation a better place for everyone to learn.

These values are expressed in the design of our modules, in our teaching and in our assessments.

¹Race, P. (2007), *The Lecturer's Toolkit – A Practical Guide to Assessment, Learning and Teaching* (3rdEd.), London: Routledge

1.4 YOUR ENTITLEMENT

Bath Spa University has an agreed 'Trainee Entitlement' for this award which is included in a Memorandum of Co-Operation with all partner colleges.

This entitlement includes:

- A course as described in this Handbook, which will enable you to qualify as a teacher in the Lifelong Learning Sector.
- A taught programme of a minimum of **120 hours each year**, including tutorials and milestone reviews.
- Support for your learning towards successful completion of the qualification.
- Supported teaching practice in your workplace, and opportunities to broaden your teaching experience.
- Support to develop your specialist area including **15 hours per year** direct support from a mentor.
- Access to suitable accommodation, facilities, books, ICT and other resources.

1.5 INCLUSION AND EQUALITY OF OPPORTUNITY

Bath Spa University is committed to promoting inclusion and equality of opportunity, and our policies and codes of practice are designed to support this commitment. Information, advice, guidance and support are available in a variety of ways, and from a variety of sources, and you will be provided with further information on student support services when you start your course.

If you are or feel yourself to be a disabled student please advise your Course Tutor, either personally or by letter, of any special requirements you might need to make your participation in any award easier.

1.6 COURSE AIMS

Year 1 Aims

Year 1 concentrates on establishing a sound basis of practical capability as a teacher. Regular taught sessions, workplace support, teaching practice and focussed self-evaluation all combine to help you improve your teaching and professional practice.

By the end of Year 1 you will:

- Recognise the key challenges as a teacher in the Lifelong Learning Sector and how they relate to your own skills, understanding and capability.
- Recognise and act on your own development needs in Language, Literacy, Numeracy (LLN) and Information and Communications Technology (ICT).
- Lead the planning of your own improvement as a reflective teaching professional
- Develop a professional approach to all key elements of teaching in ways which will engage and inspire your learners.
- Develop your capability to embed equality and diversity and skills for life in your teaching.

- Plan a variety of learning activities, sessions and programmes, and evaluate their effectiveness.
- Assess student learning and evaluate your own effectiveness as a teacher.
- Use strategies, resources and methods for supporting learning with a diverse range of learners on an individual and group basis, and evaluate their effectiveness.
- Develop your understanding and skills within your own specialised area, and apply that in your teaching.

Year 2 Aims

Year 2 includes a greater emphasis on the wider context of teaching, and issues facing teachers, whilst maintaining focus on how this impacts on your teaching and its development. This leads to completion of the ITT award.

By the end of Year 2 you will:

- Demonstrate a sound understanding of the overall context of Lifelong Learning, whilst locating your own practice within it.
- Further develop and improve your own teaching and explore new and innovative approaches with your learners and your peers.
- Recognise, take account of and manage the wide range of influences which impact on your curriculum, colleagues and organisation.
- Undertake an extended personal learning project which expands the pedagogy and practice of your own specialist area.
- Plan and commence your own Continuing Personal and Professional Development (CPPD).

1.7 COURSE CALENDAR

You will be provided with a course calendar at the college where you will attend. This will include the start and finish dates of each module, any weeks when there are breaks for holidays or other reasons, and the schedule of assessment deadlines, examination boards and graduation.

It is essential that all trainees ensure they meet assessment deadlines to progress within the awards.

1.8 ANNUAL STUDY DAY / STUDENT CONFERENCE

Each year there is an annual Study Day / Conference for trainees on these programmes.

The Study Day aims to;

1. Develop and extend your subject specific teaching and understanding.
2. Reinforce your overall teaching capabilities.
3. Provide networking opportunities with trainees at other centres.
4. Engage with issues from the wider world of Education and Training.

The date of the conference will be confirmed by the end of 2008.

This day is an excellent opportunity to network with other students and develop relevant ideas for your own teaching.

1.9 RESOURCES TO SUPPORT YOUR STUDY

We provide all students with a variety of resources to support their study, which includes sections from current texts in the field, carefully selected links and online materials, and specially written tasks and activities which can be completed online. These resources are intended to support you in focussing your reading and research, but are not substitutes for sources you will locate and use yourself. They include:

Course Readers

Each trainee will be provided with a 'Course Reader' containing a selection of recommended chapters from current publications in the field. This will be available in hard copy for each trainee for each year of the course. It also contains our selected recommended list of texts for each year as appropriate.

'Minerva' Virtual Learning Environment (VLE)

You will have access to a range of information, content and learning activity online via our Minerva VLE. This is designed to:

- Enhance and support your learning experience.
- Add flexibility to aspects of the course.
- Promote interactive, online learning to complement the face-to-face aspects of the course.
- Enable online submission of your key assessed pieces of writing for a plagiarism check.
- Provide opportunities for you to actively contribute to the awards and their improvement in a variety of ways.

You will be provided with a password and username for Minerva and other online services as you complete registration with the university.

Course Website

The '**ItsLife**' web site is a crucial source of content, study material, and relevant advice, and it is available at:

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

E-library

A further selection of readings / activities and presentations are made available electronically as an 'e-library' and each trainee will be able to choose whether to print these or not.

If you do not have suitable Internet access, or need reading items in a different format, please discuss this with your course tutor.

1.10 ASSESSMENT – SEE ALSO SECTION 3

THE ASSESSMENT SCHEME

The assessment scheme for these awards aims to provide you with clear and helpful guidance on your performance and achievements throughout your studies. Assessment is designed to test your knowledge, abilities and skills within a guided study programme applicable to your award. The assessment also serves to support you in monitoring your progress and achievements, and to encourage and promote progressive attainment across the programme as a whole. It also addresses any areas for

development in the light of tutor advice and feedback throughout the programme.

There are three main strands to the assessment scheme, and they are:

1. **Module Learning Outcomes** – the primary means of assessing each module, and devised to cover the LLUK national standards and map to their associated Units of Assessment. They are listed at the start of each module and all assessment activities are cross-referenced to the standards and units of assessment.
2. The **Minimum Core for Language, Literacy, Numeracy and ICT** which is also required by LLUK, and which is embedded across the awards. Comments on trainees' personal skills in each of Language, Literacy, Numeracy and ICT will feature on work submitted for assessment.
3. **Programme Learning Outcomes** – devised to cover the Education Studies Benchmarks². Subject benchmarks are agreed by the academic community as a way of describing the nature and characteristics of programmes in a specific subject. They also help to set general expectations about the standards of assessed work for the award of qualifications at different levels and articulate the attributes and capabilities that those possessing such qualifications should be able to demonstrate. In these awards they are expressed as a range of Programme Learning Outcomes which are cross referenced to each year of study and each assessment task.

All trainees are also expected to demonstrate competence in literacy and numeracy at level 2 by the end of year 2

ASSESSMENT ACTIVITIES

You will undertake a variety of assessment activities each year, and they will include those which focus on practical teaching and professional development, and more generic assessment activities. Across year 1 and year 2 activities include:

- Reports
- Group Seminars
- Case Study
- Curriculum Proposal and Evaluation
- Practical Teaching and Professional Development Evidence i.e. Practical Teaching File; Evaluations of practical teaching; Professional Development File; Teaching Observations; Professional Development Journal (PDJ)
- A research or development project

There are detailed assessment activity briefs within the module descriptions, and there is additional guidance including Harvard Referencing in detail in this handbook. For some of the more specialised assessment activities, there are also additional supporting documents available electronically. The **Guide to Practical Teaching and**

² Quality Assurance Agency (2000) *Education Studies Benchmarks*. QAA: Coventry

Professional Development provides more detail, advice and supporting documentation for the assessment of this part of the course.

In each report or seminar presentation for **year 1**, you will be expected to use **at least three recognised sources**, and in **year 2, at least five**.
Please do not over rely on internet sources.

SUBMISSION OF COURSE WORK

Drafts

You are allowed to provide **one draft** of certain pieces of written work for your tutor to review before the formal submission deadline. This must be a draft, and not a fully developed piece of work. **The draft must be with your tutor at least two weeks before the submission deadline.** This provides an opportunity for revision where necessary before the deadline.

Hand in deadlines

The deadlines for each assessment activity to be handed in are agreed each year by the university and the partner colleges. The majority of formal assessment takes place towards the end of each module, but we have planned the LL programme to stagger the assessment deadlines where a variety of assessment activities are involved.

All pieces of work for assessment must be handed in by the deadline, and their receipt logged by the partner college.

The last date for LL modules to be submitted is set by the University annually, and published during trainee induction each year, along with all other coursework deadlines, as part of the course calendar.

Deadlines are firmly applied, and work handed in late without agreed mitigating circumstances, or an agreed extension, will be penalised, normally as a non-submission fail.

Electronic submission of coursework

It is the university's policy that **both electronic and hard copy** versions of **some** course work must be submitted by the deadline specified. The only exception to this is where the means of assessment make this impractical. Which assessment activities should also be accompanied by an electronic submission will be made clear to you during induction.

Electronic submission is via Minerva, and text is automatically checked for plagiarism by TurnitinUK. You will be given full details of how to submit work electronically during induction.

If you fail to submit an electronic version of your work, you will fail the assessment item.

SECOND MARKING AND MODERATION

As part of our quality control mechanisms we second mark and moderate a certain percentage of work from each module. A proportion of this material is then sent to the external examiner for further comment.

Please note all course work marks are provisional until confirmed by the final examination boards.

EXAMINATION BOARD AND GRADUATION

Examination board

Once all your work has been marked, second marked and moderated by the course team, and sampled by our external examiner, all results are confirmed at an Examination Board at the end of the academic year (usually early in July). **Results therefore are always provisional until that exam board has taken place.**

Once the Examination Board has taken place, you will be sent your results by post. It is therefore extremely important that we have your current address on file. **If you move during your time of study, please ensure you notify the university.**

Graduation

You will be invited to our graduation ceremony during your final year as a student, or once you have completed if you are a late completer. The ceremony is held either on a Friday or Saturday (rotated over a two year period), in mid July, and the arrangements are posted well in advance on the university web site each year.

MITIGATING CIRCUMSTANCES

If there are personal circumstances such as illness, etc., that you wish to be taken into consideration in relation to non-submission of work, firstly discuss these with your tutor. With their support, please forward a Mitigating Circumstances form to the Registrar at least two weeks prior to the July Exam Board. The form should be accompanied by supporting evidence, such as a Doctor's note, and will be assessed by a group consisting of the Registrar, the Head of Student Support Services and at least one other member of staff nominated by the Registrar. This group will make a recommendation to the Exam Board as to whether the claim for mitigating circumstances should be (i) accepted; (ii) rejected; or (iii) referred to the Board itself for further consideration. The Registrar will explain the basis of each of the group's recommendations for the Exam Board's endorsement.

EXTENSIONS

In exceptional circumstances module tutors can give extensions to submission deadlines. The **Extension Request Form** must be completed and submitted to your tutor **at least two weeks before the deadline**. The agreement of an extension should always be recorded, and a copy of the agreement attached to the assessment when it is eventually submitted. The normal extension period is a week. Extending the deadline for one assessment may well have knock-on effects upon other commitments.

APPEALS AND COMPLAINTS

The appeals procedure covers all aspects of assessment and the conduct of Examination Boards; the complaints procedure is broader, and covers any

aspect of the trainee experience at BSU. Trainees should certainly be advised of the procedures to be followed, but teaching staff should be very careful indeed about making any 'moral judgement' about the validity or otherwise of their case.

1.11 CONTACT DETAILS

HEAD OF LIFELONG LEARNING

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SECTION TWO - DETAILED COURSE INFORMATION

2.1 MODULES, SIZE, LEVEL AND AWARDS

Module No.	Title	Size (Credit) and Level ³	BSU Award	LLUK Award
YEAR ONE MODULES				
LL1201 Core	An Introduction to Teaching and Learning	15 HE C / NQF 4	Cert Ed; PGCert Ed	PTLLS CTLLS DTLLS
LL1202 Core	Enabling Learning and Assessment	15 HE C / NQF 4	Cert Ed; PGCert Ed	CTLLS DTLLS
LL1203 Core	Theories and Principles of Enabling Learning	15 HE C / NQF 4	Cert Ed; PGCert Ed	CTLLS DTLLS
LL1204 Option	Specialist Area Case Study	15 HE C / NQF 4	Cert Ed; PGCert Ed	DTLLS
YEAR TWO MODULES				
LL2201/ LL3201 Core	Wider Professional Practice	15 HE I / H NQF 5 / 6	Cert Ed; PGCert Ed	DTLLS
LL2202/ LL3202 Core	Curriculum Development for Inclusive Practice	15 HE I / H NQF 5 / 6	Cert Ed; PGCert Ed	DTLLS
LL2203/ LL3203 Core	Continuing Personal and Professional Development (CPPD)	15 HE I / H NQF 5 / 6	Cert Ed; PGCert Ed	DTLLS
LL2204/ LL3204 Option	Workplace Project	15 HE I / H NQF 5 / 6	Cert Ed; PGCert Ed	DTLLS
LL2205/ LL3205 Option	Embedding Language, Literacy and Numeracy (LLN) for Vocational and Other Subject Teachers	15 HE I / H NQF 5 / 6	Cert Ed; PGCert Ed	DTLLS

³ HE C, I or H stands for the different higher education levels of study. They are 'Certificate', 'Intermediate' and 'Honours'

NQF stands for the levels in the National Qualification Framework

ASSESSMENT ACTIVITIES

Mod No. / Level / Title	Assess Activity No	Assessment Activity
YEAR 1		
LL1201 Core (HE C) An Introduction to Teaching and Learning	1201.1 1201.2 1201.3 1201.4	Observation of Experienced Teacher Specialist Area Roles And Responsibilities Proforma Planning (a) Session Plans (b) Planning Rationale (1750 words) Practical Teaching And Professional Development Evidence (a) Progress File (b) Teaching File
LL1202 Core (HE C) Enabling Learning and Assessment	1202.1 1202.2 1202.3	Assessment Report (1750 words) Programme Evaluation Practical Teaching And Professional Development Evidence (a) Progress File (b) Teaching File
LL1203 Core (HE C) Theories and Principles of Enabling Learning	1203.1 1203.2 1203.3	Seminar presentation Report (1750 words) Practical Teaching And Professional Development Evidence (a) Progress File (b) Teaching File
LL1204 Option (HE C) Specialist Area Review	1204.1 1204.2 1204.3	Observations by you of two other teachers Review (2000 words) Practical Teaching and Professional Development Evidence (b) Teaching File

Mod No. / Level / Title	Assess Activity No	Assessment Activity
YEAR 2		
LL2201/LL3201 Core (HE I / H) Wider Professional Practice	2201.1 / 3201.1 2201.2 / 3201.2 2201.3 / 3201.3	New Evaluation Tool Report on Evaluation (1500 words) Seminar Presentation and Peer Review
LL2202/LL3202 Core (HE I / H) Curriculum Development for Inclusive Practice	2202.1 / 3202.1	Curriculum Proposal and Evaluation (a) Proposal (500 words) (b) Evaluation by a peer and of a peer (500 words) (c) Evaluation Report (1750 words)
LL2203/LL3203 Core (HE I / H) Continuing Personal and Professional Development	2203.1 / 3203.1 2203.2 / 3203.2 2203.3 / 3203.3	Record of Achievement Practical Teaching File Professional Development File
LL2204/LL3204 Option (HE I / H) Workplace Project	2204.1 / 3204.1 2204.2 / 3204.2	Project Proposal (1000 words) Project report (2500 words)
LL2205/LL3205 Option (HE I / H) Embedding Language, Literacy and Numeracy (LLN) for Vocational and Other Subject Teachers	2205.1 / 3205.1 2205.2 / 3205.2 2205.3 / 3205.3	Seminar presentation Embedding Activity Embedding report (1750 words)

2.2 YEAR 2 - CORE MODULES

LL2201 (Level I) LL3201 (Level H) WIDER PROFESSIONAL PRACTICE

Module introduction

There is a global world of education outside your immediate teaching context in the Lifelong Learning sector. It is a world which continues to experience rapid change. Global, national, local and institutional forces influence the context within which teachers work, and within which learners learn. Such forces for change are both external and internal to institutions. Managing change, both in terms of how it affects your day-to-day teaching and institutionally, can be challenging and problematic. How effectively does the rhetoric of policy relate to the realms of everyday practice?

This module is intended both to help you research and recognise the wider aspects of professional practice, and to assist you to manage the change associated with it effectively. You will study a range of examples of the context of LL, including history, policy and the management of policy in the sector, and the internal and external factors that influence the sector.

One of the key aspects of that wider practice is evaluation and quality improvement. The module will assist you to achieve genuine improvements for your learners, your specialist area and your organisation by understanding quality improvement and getting the best out of tools which can genuinely achieve improvement.

Module Aims

1. To research and analyse the wider professional context of practice in LL, and to use the results to enhance teaching performance in their specialist area.
2. Evaluate their own teaching, the quality of their students' learning and develop improvement strategies in their own specialist area.
3. Recognise the capacity of teaching and learning to contribute to personal development, economic growth and community regeneration.

Module Learning Outcomes

Learning outcomes for Cert Ed

By the end of this module trainees will be able to:

1. Compare a range of evaluation and quality assurance principles and approaches in your specialist area, including how they monitor and support equality and diversity.
2. Carry out evaluation of your teaching, and review its effectiveness.
3. Discuss the changing context of the Lifelong Learning sector, and how you and your organisation manage these changes.
4. Recommend actions which will produce improvements in evaluation and quality assurance in your organisation.

Learning Outcomes for PG Cert

By the end of this module trainees will be able to:

1. Critique a range of evaluation and quality assurance principles and approaches in your specialist area, including how they monitor and support equality and diversity.
2. Carry out evaluation of your teaching, and review its effectiveness.
3. Critically analyse the changing context of the Lifelong Learning sector, and how you and your organisation manage these changes.
4. Recommend actions which will produce improvements in evaluation and quality assurance in your organisation, making use of the most current publications in the field.

Module Indicative Content

- Global, national and local aspects of the wider world of LL
- Comparing differences in practice in a variety of LL contexts and specialist areas
- Evaluation, quality assurance, inspection and continuous improvement
- Models of change and managing change
- Models of excellence in teaching

Assessment activities in detail

22/3201.1 PRACTICAL EVALUATION ACTIVITY

New Evaluation Tool

You will need to:

- Work with colleagues/peers on the course to design a new, or improve an existing evaluation tool.
- Use this evaluation tool with your own learners.
- Evaluate the validity and reliability of the collected data, and discuss the effectiveness of the evaluation tool.

This activity contributes to achieving:

- Bath Spa University Module Learning Outcome **2**

22/3201.2 REPORT ON EVALUATION AND QUALITY ASSURANCE (1500 words)

You will need to write a report on evaluation and quality assurance in which you:

- Discuss the relationship between evaluation and assessment.
- Compare a range of evaluation and Quality Assurance principles and approaches, including how they can monitor and support equality and diversity.
- Research how Quality Assurance operates in your specialist area, taking account of local and national initiatives.
- Evaluate how quality assurance takes place in your organisation, and recommend actions which will lead to improvements.

This activity contributes to achieving:

- Bath Spa University Module Learning Outcomes **1, 2, 4**

22/3201.3 SEMINAR PRESENTATION WITH PEER REVIEW (group or individual)

A topic related to a current aspect of change in the LL sector will be agreed, and this could include:

- Government policies and initiatives, and their impact and implications on teaching and learning in the lifelong learning sector.
- The role of regulatory bodies and systems/inspection regimes in the lifelong learning sector.
- The relevant statutory requirements/underpinning principles/ and change initiatives for teaching in different specialist areas.

You will research and produce a seminar presentation which must include:

- The place of the topic in its historical context.
- A description of some of the internal and external factors which have influenced the formation of the relevant policy or initiative.
- A critical discussion of some of the merits or otherwise of the policy/initiative.
- Consideration of the potential impact of these changes on staff and learners, including the impact on equality and diversity.
- A discussion with the rest of the group on the relevance of the selected topic to their teaching.

Peer Review

You will need to carry out an observation of the seminar presentation of another teacher who is a member of your group. You will be given a checklist on which to record your peer review, with space included for brief evaluative comments. You will contribute your feedback verbally immediately after the observed seminar, and then provide a written copy shortly afterwards.

This activity contributes to achieving:

- Bath Spa University Module Learning Outcome **3**

SUBMISSION

All parts of the assessment activity for this module should be submitted to your tutor in a soft folder. It should include:

22/3201.1 Evaluation tool

- A copy of the new evaluation tool or improved existing one, with the amendments and improvements clearly identified.
- A copy of the data collected from your learners.
- Evaluate the validity and reliability of the collected data, and discuss the effectiveness of the evaluation tool.

22/3201.2 Evaluation report

22/3201.3 Seminar and Peer Review

- Your plans / resources / materials used in the seminar.
- Your own evaluation of the seminar's success.
- Your own new learning from the range of seminars experienced, **both as a presenter and as audience**, and how it relates to your teaching.
- Your peer review of one of the seminar presentations.

LL2202 (Level I); LL3202 (Level H)
CURRICULUM DEVELOPMENT FOR INCLUSIVE PRACTICE

Module introduction

This module will encourage trainees to locate their own professional activities in a wider context by providing an overview of the issues related to planning and developing the curriculum in Lifelong Learning. They will be introduced to key concepts of curriculum models, their underpinning values and principles. They will consider the role of curriculum evaluation and development, particularly in relation to quality assurance practices. Models of curriculum will be an important feature of the module, and how they are relevant and current to their own professional practice. Trainees will be expected to analyse particular aspects of their own curriculum including embedding and contextualising of Key Skills (KS), LLN & ICT, promotion of equality and diversity, and to suggest improvements.

Module Aims

1. To analyse a variety of curriculum development influences, drivers and approaches, and their impact on professional practice.
2. Undertake and evaluate curriculum developments in their own specialist area.
3. Evaluate principles of inclusive curriculum practice and how they can meet the needs of learners and other stakeholders.

Module Indicative Content

- Curriculum models in practice
- Comparing different examples of curriculum
- Inclusivity and equality and diversity across the curriculum
- SfL and LLN in the curriculum
- Influences, drivers and stakeholders in the curriculum
- ICT as a curriculum tool

Module Learning Outcomes

Learning outcomes for Cert Ed:

By the end of this module trainees will be able to:

1. Develop a curriculum proposal which meets an identified learning need in their own specialist area of teaching.
2. Contribute to the evaluation of the curriculum proposal of a peer
3. Explain how different curriculum models influenced the design of their proposal.
4. Demonstrate how their proposal addresses equality and diversity and Key Skills / LLN / ICT and the effect this has on the content and approach.
5. Evaluate the strengths and areas for development of their proposal, and the problems with, and benefits from their involvement in the activity.

Learning outcomes for PG Cert Ed

By the end of this module trainees will be able to:

1. Develop a curriculum proposal which meets an identified learning need in their own specialist area of teaching.
2. Contribute to the evaluation of the curriculum proposal of a peer
3. Critique different curriculum models and analyse how they influenced the design of their proposal, making use of the most current publications in the field.
4. Demonstrate how effectively their proposal addresses equality and diversity and Key Skills / LLN/ ICT and the effect this has on the content and approach.
5. Critically analyse the strengths and areas for development of their proposal, and the problems with, and benefits from their involvement in the activity.

Assessment activities in detail

22/3202.1 CURRICULUM PROPOSAL AND EVALUATION

22/3202.1 (a) Proposal (500 words plus associated documents)

Produce an outline curriculum proposal on the provided proforma which meets an identified learning need related to your own specialist area of teaching. This can be a new programme, new part of your curriculum, or adaptation / update of your existing curriculum.

The proposal will include:

- A brief description of your working context
- A rationale, explaining how the need for programme has been identified
- Aims and learning outcomes
- An indication of the target group
- How equality and diversity and key skills, LLN / ICT are addressed within the proposal.
- What (if any) accreditation will be involved
- How the proposal will be funded
- What quality assurance measures will be in place for your proposal?

22/3202.1 (b) Evaluation by a peer and evaluation of a peer (250 words each – 500 words in total) – Completed Pro Formas

- Present the proposal to a peer for comment, and retain a copy of their evaluation.
- You will also need to evaluate the proposal of a peer, and submit this as part of your assessed activity.

22/3202.1 (c) Evaluative Report – (1750 words)

Once you have discussed your proposal with a peer, and commented on the proposal of another peer, write an evaluative report about your proposal which:

- Explains how different curriculum models influenced its design.

- Discusses how your curriculum proposal, meets the needs of your target group and the requirements of any internal and external stakeholders.
- Analyses the ways equality and diversity and key skills / LLN / ICT have been addressed in your proposal, and the effect this has had on its content and approach.
- Argues what you believe to be the key strengths and areas for development in your proposal, and discusses how it may (or may not) be taken up by your organisation.
- Evaluates the problems with, and benefits from your involvement in this activity.

These activities contribute to achieving:

- Bath Spa University Module Learning Outcomes **1, 2, 3, 4, 5**

Submission

All parts of the assessment activity for this module should be submitted to your tutor together in a soft folder. It should include:

22/3202.1 (a)

Your proposal and any associated documents

22/3202.1 (b)

The Peer Evaluation of your proposal

Your evaluation of your peer's proposal

22/3202.1 (c)

Evaluative report

LL2203 (Level I); LL3203 (Level H)**CONTINUING PERSONAL AND PROFESSIONAL DEVELOPMENT****Module introduction**

Continuing Personal and Professional Development (CPPD) is an essential component of any teacher's life, and that is reflected in the approach to this module. You will have opportunities to:

- reflect on your role and its context, and compare that with others
- evaluate ways in which you are contributing to the learning of your students, your organisation, and the learning community of your subject.
- consider how CPPD impacts on your specialist area, and how you are contributing to that specialist area over time
- regularly review your progress in terms of CPPD, and plan CPPD activities for the future.

Your development will be supported by opportunities to reflect in various ways on your practice and its professional context.

Module aims

1. To recognise the values of CPPD and its overall contribution to individual and group professional practice in their specialist area.
2. To utilise CPPD to reflect on, evaluate and improve own and others' practice.
3. To locate the practice of CPPD within relevant and current teaching and learning theories.
4. To research and become familiar with nationally required 'Professional Formation' and other Institute for Learning requirements.
5. To undertake, evaluate and plan future CPPD activities.

Module Indicative content:

- The Lifelong Learning sector – models of professionalism
- Professional registration and 'Professional Formation' requirements, principles and practice
- Communities of practice and how they work
- National Teaching and Learning change strategies (Subject Learning Coaches and Materials).
- Impact of personal educational ideologies
- Impact of personal interpersonal skills
- Theories and principles of reflective practice and their application to development as professional

Module Learning Outcomes

Professional Development Learning outcomes for Cert Ed:

By the end of this module trainees will be able to:

1. Critically compare a range of models of professional practice in the lifelong learning sector, including Reflective Practice.
2. Demonstrate their engagement in continuing personal and professional development within their specialist area, and how it has enhanced innovation and quality in their teaching.
3. Discuss their own beliefs, values, assumptions, strengths and development needs, including LLN and ICT, and how these impact on their work with learners and others.
4. Utilise Learning Technology in ways which enhance the learning experiences of their learners.
5. Identify and prioritise future personal and professional development learning activities.

Professional Development Learning outcomes for PG Cert Ed:

By the end of this module trainees will be able to:

1. Critically analyse a range of models of professional practice in the lifelong learning sector, including Reflective Practice, drawing on the most current reading.
2. Critique their engagement in continuing personal and professional development within their specialist area, and how it has enhanced innovation and quality in their teaching.
3. Evaluate their own beliefs, values, assumptions, strengths and development needs, including LLN and ICT, and how these impact on their work with learners and others.
4. Evaluate their uses of Learning Technology and the degree to which it enhances the learning experiences of their learners.
5. Identify, justify and prioritise future personal and professional development learning activities.

Practical Teaching learning outcomes for Cert Ed and PG Cert:

1. Develop advanced planning competence to maximise learning and develop learner autonomy.
2. Utilise a variety of up-to-date methods in your specialist area which manage meet the needs of the individual learners in their group, and the group as a whole.
3. Embed or contextualise Equality & Diversity, LLN, ICT and Key Skills effectively into their planning and delivery.
4. Identify learners who have barriers to engagement in learning and develop assessments, resources and support to enable those learners to achieve.
5. Promote good working relationships that foster learning.
6. Use their teaching evaluations to analyse how they have improved learning, and contributed to their organisation's quality assurance procedures.

Assessment Activities in detail

Note: Further details on all these assessment activities will be found in the Guide to Practical Teaching and Professional Development

22/3203.1 RECORD OF ACHIEVEMENT

This is a statement of facts relating to where you are at the beginning of the course in terms of qualifications, skills and experience, and what you have achieved by the end of the course. There are three main sections:

- Your summative completion of the programme (a proforma will be provided for this)
- How you have satisfied the conditions for starting the programme eg satisfactory completion of Year 1, Accreditation of Prior Learning (APL) from an equivalent course, Accreditation of Prior Experiential Learning (APEL).
- Your satisfactory progress through the programme (copies of feedback from assignments)

It is an essential document to confirm that you have completed the course, and no trainee will be given their award without a completed Record of Achievement which has been signed by the appropriate team members

22/3203.2 PRACTICAL TEACHING FILE

You will need to produce a Practical Teaching File with evidence of teaching for **at least 80 hours** to meet the appropriate learning outcomes. You will need to be observed on **at least five occasions, three by your tutor and two by your specialist area mentor.**

This is an ongoing assessment activity, with the final deadline at the end of the academic year, although progress will be checked at regular intervals throughout the year.

22/3203.3 PROFESSIONAL DEVELOPMENT FILE

The Professional Development File will be complementary to your Practical Teaching File, and will provide evidence of your progress and development during the year, both as a teacher and as a learner. It will include a range of evidence including your personal initial assessment results, tutorial and mentor records, and evidence of any further CPPD undertaken during the year. It should also include your initial thoughts and plans for your Continuing Professional Development (CPD) after completion of the courses. It may also include your professional aspirations.

The main strand to the Professional Development File will be the Professional Development Journal. This will act as a "commentary" to the year, reflecting on both your learning and your teaching and how the two interact. Evaluations of your teaching will be an integral part of the

Journal. There will be a number of mandatory structured entries and you will also be encouraged to include other more personalised reflective entries as well at regular intervals.

This is an ongoing assessment activity, with the final deadline at the end of the academic year, although progress will be checked at regular intervals throughout the year.

Submission

All parts of the assessment activity for this module should be submitted at the end of the academic year to your tutor in a fully indexed lever arch file. It should include:

- All required parts of the Record of Achievement
- All required parts of the Practical Teaching File
- All required parts of the Professional Development File

Note: *make sure you use the index pages in the Guide to Practical Teaching and Professional Development to ensure you have included all the relevant evidence.*

This activity contributes to achieving:

- Bath Spa University Module Professional Development Learning Outcomes **1 – 6**
- Bath Spa University Practical Teaching Learning Outcomes **1 - 10**

2.3 YEAR 2 - OPTION MODULES

LL2204 (Level I); LL3204 (Level H) Option Module 1 - Workplace Project

Module Introduction

This module is intended to ensure that all trainees demonstrate their capability for initiating, sustaining and reporting an educational project on their own practice which provides evidence of their commitment to, and understanding of, reflective practice. Projects can include developing teaching and learning materials, preparing course documents or procedures, or researching a particular issue with a view to producing recommendations. **You will be encouraged to disseminate and share the results of you project at end of course**

Teaching and learning strategies

The first part of the module will involve taught sessions introducing methods of investigation and related issues. Seminar sessions and workshops will then be used to help trainees identify a focus and develop plans for their project. This focus will then be worked up into a formal proposal. Trainees will be supervised carrying out their proposed project through the use of action plans. Trainees will be expected to attend seminars during the course of their study to address emerging issues and present progress reports.

Indicative Content

- The nature of projects in educational contexts and the purposes of practitioner-centred studies
- Formulating questions for projects and action planning
- Techniques for collecting material for the project
- Approaches to presenting an project
- Evaluation criteria for educational projects

Learning outcomes for Cert Ed

By the end of this module trainees will be able to:

1. identify a key professional issue in their workplace which arises from the analysis of their workplace practice in the previous modules.
2. plan and propose a project on this issue using relevant and current reading and an understanding of the concepts and principles of practitioner enquiry.
3. carry out the project, including a literature review, gathering and analysis of data, and a discussion of the results which emerge from the analysis
4. resolve any issues which arise relating to ethics, equality and diversity
5. make recommendations which will change and improve their own professional practice and that of their organisation.

Learning outcomes for PG Cert Ed

By the end of this module trainees will be able to:

1. identify a key professional issue in their workplace which arises from the critical analysis of their workplace practice in the previous modules.
2. plan and propose a project on this issue using a wide relevant and current reading and a comprehensive understanding of the concepts and principles of practitioner enquiry.
3. carry out the project, including a literature review, gathering and analysing data, and a critical evaluation of the results which emerge from the analysis.
4. resolve any issues which arise relating to ethics, equality and diversity
5. make recommendations designed to change and improve their own professional practice and that of their organisation.

Assessment activities in detail

22/3204.1 WORKPLACE PROJECT

ESSENTIALS

The project must demonstrate the trainee can:

1. Explain the purposes of the project through aims and a rationale.
2. Identify a key professional issue in their workplace.
3. Formulate questions for the project and action plan its management and organisation.
4. Use techniques for identifying and reviewing relevant literature, and collecting material and / or data.
5. Analyse the literature and materials and / or data.
6. Relate the results to literature and the key issue.
7. Draw conclusions and make authoritative recommendations based on the analysis.
8. Effectively present the project.

22/3204.1 (a) Project Proposal - 1000 words

The proposal should include:

- The project aims and objectives.
- Which research methods you intend to use, and why you chose to use them. You should use your initial reading on research methods to justify and explain your choice of methods.
- Identification of any issues which may arise relating to ethics, equality and diversity
- An outline of what reading is available and how it will be relevant to your project, with an initial bibliography of that reading.
- Your project schedule (i.e. what you will be doing and when you will be doing it). **Note:** this last part can be produced as an action plan in a table or other appropriate format, submitted as an appendix to the main proposal)

Important note: The proposal is an academic piece of writing, and should be correctly referenced using Harvard Referencing, just as with any other piece of writing on the course.

Marking:

The proposal will be marked as **Agreed** or **Not yet agreed**.

Agreed: this means that the marker has agreed that the proposal is realistic and achievable, and you can start work on it.

Not yet agreed: this means that there are concerns about one or more aspects of the proposal. You will be given feedback on what you have to do to develop the proposal, and you cannot start work until it has been re-submitted and agreed.

The proposal will then be formally submitted for marking together with the final project.

Satisfactory completion of this activity will meet module learning outcomes **1, 2**

Further guidance on the proposal:

The most important piece of advice for this type of project is to clarify its purpose.

You may not be entirely clear about the purpose when you first start thinking about this project but you will have some ideas concerning what you want the report to be about. One of the best starting points is your own consideration of your own professional practice. You could consider the aspects of your work which puzzle or intrigue you. Possible subjects range from inside the classroom, particular students, the curriculum, the external environment of the organisation you work for. You should spend some time with your tutor, your colleagues at work and other trainees, clarifying this purpose before you start working on the project. One way of clarifying your purposes is to read what others have already written, either their research or views on your chosen subject. It is very important that you have a clear and tight focus for your project.

You should use your reading to frame the ways in which you have decided to approach the project. This literature should help you identify both the focus on the subject matter of the project as well as the project methods.

Desk Based or Empirical Enquiry?

Where the project is '**desk based**' (i.e. can be carried out from your 'desk', and does not involve collecting data directly from out in the field), you will be expected to locate a wider range of published research which

is directly relevant to the issue you wish to consider, and to discuss and analyse this research in more detail, as that will be the only data you have.

If you choose an '**empirical enquiry**', (i.e. data will be gathered by a practical means based on experience, such as interviews, experiments or questionnaires) the results from your field work (e.g. interviews, questionnaires etc.) will provide you with the key data, and the literature will inform and enhance your results.

You must produce a proposal, which **has been agreed with your tutor** before you start on the report. The proposal must be submitted with the final report.

The Research Process

You should expect to spend about an equal amount of time on collecting data as on analysing it. Your report must be critically analytical (i.e. more than a simple description of your data or your reading). You should make the data collection/reading manageable within the time frame of this course.

Once you have collected your data you should spend a substantial amount of time analysing them. Your focus at this stage should be only discussing the meaning of the data you have collected: e.g. what are the different ways in which this data can be understood, what does the data mean to the different groups involved, what does it tell you, what doesn't it tell you? This is a small-scale enquiry whose strength lies in the depth rather than the breadth of its data collection. You may not be able to make generalisations from the contexts you have investigated to other similar contexts, but you can make generalisations about the particular things you have studied in their particular context in the enquiry. You should pay more attention than you might expect to analysing the data you have collected rather than thinking about what you could have achieved if you had collected more data.

It is usually the case that research and enquiries result not only in some further knowledge but also in further questions. When you come to write up your commentary, conclusions and reflections on your approach, data collection and data analysis try to consider how appropriate these aspects were in relation to what you wanted to find out.

22/3204.1 (b) Project Report (2500 words)

Structure of Report

The following is a suggested structure for your report, which should be adapted to the particular circumstances of your project:

- **Introduction (which sets out your research question and rationale):** why is this topic important and significant at a personal

and professional level? What are you trying to find out? Formulate your topic in terms of a question or questions which you want to find the answer to. **(350 words)**

- **Summary of key Literature:** what's already been written, what's already been found out, and how your topic fits into this context **(500 words)**
- **Approach and methods:** what did you plan to do and why? What issues arose relating to ethics, equality and diversity, and how did you resolve them? How did the project work out in practice?

You should use reading on research methods to justify your choice of approach and methods **(500 words)**

- **Data presentation:** describes the evidence by breaking it down, identifies how many or who said/did what, lists what respondents actually said/did
- **Data Analysis through discussion and critical analysis:** makes sense of the evidence in relation to the questions asked, by relating responses/findings to concepts and literature, as well as your expectations **(1000 words for presentation and analysis)**
- **Conclusions / recommendations. (250 words)**

Satisfactory completion of this activity will meet the following module learning outcomes: **1, 3, 4, 5**

Submission

All parts of the assessment activity for this module should be submitted at the end of the academic year to your tutor in a soft folder. It should include:

- The project proposal (LL2204/3204.1a)
- The feedback from the tutor showing the proposal has been agreed
- The project report (LL2204/3204.1b) together with any appendices

LL2205 – HE Level I; LL3205 – HE Level H
OPTION MODULE 2 - EMBEDDING LANGUAGE, LITERACY AND
NUMERACY (LLN) FOR VOCATIONAL AND OTHER SUBJECT
TEACHERS

All teachers will have learners who have literacy or numeracy needs at or below level two. Research has shown that 40% of graduates are not functioning at level 2 with English or mathematics. Research has also shown that full embedding of LLN results in increased retention and achievement within vocational programmes. This module will enable trainees to focus on the rationale, purpose and benefits of effective embedding of LLN within their specialist area. It will provide opportunities to work alongside specialist skills for life tutors and specialist learning support staff to develop realistic strategies for embedding LLN into the vocational course.

Module Aims

This module will enable trainees to:

1. Apply the principles and practice of embedding LLN into learning for vocational and other subjects in their teaching.
2. Collaborate with other colleagues to plan a programme of embedded learning.
3. Deliver and evaluate an embedded LLN learning session.

Module Indicative Content

- The importance of LLN for economic improvement, sector employability and in protecting vulnerable adults.
- Teacher roles, responsibilities and collaboration with regard to embedding LLN
- Approaches to practical embedding at programme level, course level, session level and activity level.
- Planning and assessment for embedding LLN.
- Self assessment and action with regard to own personal literacy or numeracy skills and confidence.
- Key current methods of screening and assessment of LLN.
- Resources to support embedding practice.
- Introduction to key concepts in teaching LLN.
- Evaluation and benefits of fully embedding practice of LLN within the organisation.

Module Learning Outcomes for Cert Ed

By the end of this module, trainees will be able to:

1. Utilise evidence of national / local LLN needs to identify the value and importance of improving LLN skills of learners within own specialist area.
2. Describe ways in which the development of:
 - speaking and listening
 - reading for meaning

- writing for specific purpose (including different text types needed by learners)
 - numeracy and mathematical concepts
- are needed within your specialist area, and course requirements, and relevant within workplaces in your vocational sector.
3. Create an action plan and rationale for embedding LLN in own specialist area, which uses appropriate screening and assessment tools that you have examined and evaluated. The plan must demonstrate collaboration with colleagues from Skills for Life who have relevant and appropriate subject expertise.
 4. Describe the key methods of screening/assessment for: speaking; listening; reading; writing; numeracy and mathematics and take account of the results when planning inclusive learning.
 5. Evaluate the degree to which a range of resources from your specialist area, including those which promote embedding of LLN, effectively integrate teaching of the LLN skills.
 6. Plan, deliver and evaluate an embedded learning programme of 6-10 hours for your own specialist area which utilises your learning from this module and shows good practice in embedding LLN in your subject area.

Module Learning Outcomes for PG Cert Ed

By the end of this module, trainees will be able to:

1. Utilise evidence of national / local LLN needs to identify the value and importance of improving LLN skills of learners within own specialist area.
2. Discuss ways in which the development of:
 - speaking and listening
 - reading for meaning
 - writing for specific purpose (including different text types needed by learners)
 - numeracy and mathematical concepts
 are needed within your specialist area, and course requirements, and relevant within workplaces in your vocational sector.
3. Create an action plan and rationale for embedding LLN in own specialist area, which shows use of appropriate screening and assessment tools that you have examined and evaluated. The plan must demonstrate collaboration with colleagues from Skills for Life who have relevant and appropriate subject expertise.
4. Critically analyse the key methods of screening/assessment for: speaking; listening; reading; writing; numeracy and mathematics and take account of the results when planning learning to inclusively meet the programme requirements and learner needs.
5. Evaluate the degree to which a range of resources from your specialist area, including those which promote embedding of LLN, effectively integrate teaching of the LLN skills.

6. Plan, deliver and critically evaluate an embedded learning programme of 6-10 hours for own specialist area, which demonstrates good practice in embedding and your learning from the module.

Assessment Activities in detail

22/2305.1 SEMINAR PRESENTATION

Preparation

- After course sessions where you will be supported by a specialist LLN trainer, identify the LLN content and levels required for learner success in your own or a peer's specialist area curriculum.

The Seminar

- You will work in a small group with others from different specialist areas.
- You will be given one or more of the following topics to research: Speaking and listening; Reading; Writing; Numbers including Decimals and Percentages; Common measures and Shape and Space; Data and statistical measures and probability.
- Using the following core documents: 'Introduction to Core Curriculum'; 'The Core Curriculum Literacy'; The 'Core Curriculum Numeracy', (NB there may also be other relevant and useful documents e.g. Key Skills Specifications and embedded learning materials) read and research these documents for the specific knowledge, understanding and skills needed for 2 different levels of learning.
- Present this new knowledge, understanding and skills of 1 or more of Reading; Writing; Numbers including Decimals and Percentages; Common measures + Shape and Space; Data and statistical measures and probability, saying how you would present its relevance to learners in your group's specialist areas at particular levels.
- Describe how learners could be supported by you to use examples from the 'Sample activities' in order to achieve improved learning of those particular LLN skills.

Seminar Evaluation

- Evaluate your own contribution to, and learning from the seminars including:
 - How effectively the activity worked for you
 - How you delivered your part of the presentation
 - What you learned from your seminar and those of your peers.
 - Key learning points in relation to embedding LLN
- Evaluate the other seminars overall, summarising:
 - How you could use the results in your own specialist area

22/2305.2 EMBEDDING ACTIVITY

Carry out these activities and produce these documents BEFORE writing the report (YOU WILL BE PROVIDED WITH PROFORMAS)

- A rationale and plan for embedding LLN in your own curriculum reflecting different models of embedded practice, which identifies:
 - your intentions or objectives
 - what you intend to do, and how you intend to do it
 - timescales

- who will be your collaborative partner(s) from other specialist areas
- your planned use of learners' LLN assessments
- where there are relevant resources or existing resources which can be adapted
- Lesson plans for **at least 6 hours** of embedded learning.
- An evaluation of **at least 1 session** you have taught where LLN was taught in an embedded way. (N.B. This does not mean you will have had to teach your non-specialist area.)
- An observation of a colleague in another specialist area teaching in an embedded way. This should preferably be to your own group from your planned embedded programme. (N.B. If you are an SfL teacher you should observe a Vocational/ Subject teacher; If you are a subject/vocational teacher it should be of an SfL teacher.)
- Your log of collaborative activity with others as you have produced the work for this module.

22/2305.3 EMBEDDING REPORT (1750 WORDS)

- Review the process of creating and carrying out a plan for embedding LLN in your own curriculum considering:
 - how did it draw on different models of embedded practice?
 - how did working with others contribute?
 - what changes in your professional practice have taken place, and what has the impact been on your learners?
 - which aspects went well, which were more problematic and why?
- Summarise the changes towards embedded learning that you have implemented as an individual, and collaboratively with peers or colleagues, commenting on:
 - its success in achieving the goals or not.
 - your future plans.

Ensure that you make use of reading in the field for these assessment activities.

Submission

The assessment activity for this module should be submitted to your tutor in a soft folder, including:

Seminar presentation:

- Your plans/resources/materials used in the seminar
- Your own self evaluation of the seminar
- Your evaluation of your learning from other seminars

Report

- Plan for embedding LLN
- Evaluation of sessions you have taught
- Evaluation of observed session/s
- Log of collaborative activity

SECTION THREE – OTHER COURSE INFORMATION

3.1 ENTRY REQUIREMENTS

- Entry to **Year 1** of the programme requires **all** of the following:
 - a post as a full-time, fractional or part-time teacher, trainer or tutor in the Lifelong Learning Sector which involves regular teaching for a minimum of **80 hours a year**, and **160 hours teaching** over the two years of the course. **30 hours of this 80** must be supported development of your specialist area in your workplace (including support from a specialist mentor).

PLEASE NOTE: YOUR TEACHING MUST BE IN 'PUBLICLY FUNDED' PROVISION

- access to **regular mentor support** in your specialist area
 - a qualification in your specialist area normally at a minimum of **National Qualification Framework Level 3 or equivalent**. (Special entry arrangements are available for those without such qualifications but with relevant evidence of industrial, commercial or professional experience).
 - applicants must produce evidence that their **Language and Literacy competence is at least at NQF level 2**, and their **Numeracy at least at NQF level 1**
 - applicants must demonstrate that they will have **opportunities to meet the full range of the LLUK national standards**.
- Entry to **Year 2** of the programme (**Certificate in Education – Lifelong Learning**) requires **all** of the following:
 - a post as a full-time, fractional or part-time teacher, trainer or tutor in the Lifelong Learning Sector which involves regular teaching for a minimum of **80 hours a year**, and **160 hours teaching** over the two years of the course. **30 hours of this 80** must be supported development of your specialist area in your workplace (including support from a specialist mentor).

PLEASE NOTE: YOUR TEACHING MUST BE IN 'PUBLICLY FUNDED' PROVISION

- access to **regular mentor support** in your specialist area
- a qualification in your specialist area normally at a minimum of **National Qualification Framework Level 3 or equivalent**. (Special entry arrangements are available for those without such qualifications but with relevant evidence of industrial, commercial or professional experience).
- applicants must produce evidence that their **Language and Literacy competence is at least at NQF level 2**, and their **Numeracy at least at NQF level 1**
- applicants must demonstrate that they will have **opportunities to meet the full range of the LLUK national standards**.

In addition to all of the above, entry to **Year 2 (Professional Graduate Certificate in Education - Lifelong Learning)** requires:

- a degree or equivalent qualification

3.2 APL, APEL AND EXCEPTIONAL ENTRY

APL and APEL

- **Accreditation of Prior Learning (APL)** for certain qualifications may be available to provide direct entry into year 2.
- **Accreditation of Prior Experiential Learning (APEL)** may be available where applicants have **more than 2 years experience of 10 hours per week or more (i.e. 720 hours total teaching)**.

You will be advised about arrangements and procedures for APL and APEL when you are interviewed for the course by the Course Manager at the college where you make your application.

Exceptional Entry

Where an applicant does not have the conventional entry requirements for any award, it may be possible to build a case for 'exceptional entry' from your work or other experience and other non-certificated learning.

It is essential that those seeking entry, for example to year 2 of the award, through APL or APEL, or through exceptional entry, agree to complete the process of APL or APEL within a clear timescale and, before starting on the course.

A PLACE WILL NOT BE CONFIRMED WITHOUT THIS AGREEMENT.

3.3 AWARD NAMES, LEVELS AND TITLES

Dual Award Titles

These awards are free-standing awards located within the School of Development and Participation of Bath Spa University. They also meet the requirements for Initial Teacher Training in the Lifelong Learning sector, as laid down by the Secretary of State for Education in 2007. As a result the awards have a title which is required by University regulations, and another title which must be utilised to meet the external requirements for ITT Qualifications in the sector. There are two Bath Spa University awards within the programme, which are:

- **Certificate in Education (Lifelong Learning)**
- **Professional Graduate Certificate in Education (Lifelong Learning)**

The awards required by **Lifelong Learning UK**, the relevant Sector Skills Council, are:

- **Preparing to Teach in the Lifelong Learning Sector (PTLLS) – Level 4**
- **Certificate in Teaching in the Lifelong Learning Sector (CTLLS) – Level 4**
- **Diploma in Teaching in the Lifelong Learning Sector (DTLLS) – Level 5/6**

3.4 STRUCTURE AND COMPLETION OF BATH SPA AWARDS

To successfully complete the whole programme over two years, you need to study and pass **six mandatory core modules** and **two option modules**, each of 15 credits, making 120 credits in all.

In **Year 1** there are **three** core modules, each of 15 credits, which provide 45 credits overall at **HE Level C (Certificate)** and **one** option

module of 15 credits at **HE Level C (Certificate)**, making 60 credits overall.

In **Year 2** there are also **three** core modules and **one** option module.

If you are undertaking the **Certificate in Education**, the three core and one option modules are all at **HE Level I - Intermediate**.

If you are undertaking the **Professional Graduate Certificate in Education**, the three core and one option modules are all at **HE Level H - Honours**.

In year 2, you will undertake the same programme of study for both awards, but there will be differentiation through the assessment tasks undertaken, and in tutorials. The differentiation between the awards is determined by the learning outcomes for year 2 modules.

PLEASE NOTE: THESE ARE FREE STANDING AWARDS, AND DO NOT LEAD TO THE AWARD OF A DEGREE IN THEIR OWN RIGHT

Recognition of LLUK Awards

As you progress through this programme, you will meet the national requirements for the three recognised LLUK awards (PTLLS; CTLLS and DTLLS). **The University will provide a confirmation that you have met the credit, content and assessment requirements of each award at the appropriate stage of your training.**

What is the study workload on the awards?

Each **15 credit module** is equivalent in total to **150 hours of 'notional study time'**.

Exactly how this breaks down will vary, but as a guide it includes:

- Face-to-face taught sessions with all trainees, tutorials, Progress Tutorials and other support sessions.
- Supported teaching practice including observations of your teaching and you observing the teaching of others.
- Independent study.
- Workplace learning based around your teaching situation.
- Support for your specialist area including that from a mentor.
- Working and learning with your peers.

In addition to any **one hour** of attendance, you will need to spend **3 – 4 hours on further study related to the ITT programme on average per week**. There are peaks and troughs involved in any course, but this breakdown gives you a reasonable working estimate, based on student experiences.

Taught sessions and supported teaching practice will occupy approximately 35 days across the year.

3.5 WORKING IN PARTNERSHIP

THE WESSEX PARTNERSHIP

These awards are part of the Wessex Partnership, which is co-ordinated by the School for Development and Participation (SDP). As part of its strategy to strengthen its regional role, Bath Spa University has formed partnerships with a number of regional Further Education Colleges. The partnership provides these awards, and year 1 degree courses, HNDs and a growing range of Foundation Degrees, across every school at the university. In 2007/8, there were in excess of 750 students registered on Wessex Partnership courses. Nine Further Education colleges are currently involved.

In addition to this Course Handbook, every student on this programme will receive the **Wessex Partnership Student Handbook**, which contains much essential information about your higher education course and experience.

Why does the University operate courses in partnership?

Bath Spa University's Mission and Core Values recognise the importance of widening participation in higher education and a regional role. By becoming involved in partnership provision we can, with our partners:

- Widen participation by local provision of programmes. A growing number of students each year register on a variety of modules and courses which are delivered off campus. By making provision locally available, members of that local community have an opportunity to study in higher education who may not otherwise have done so.
- Increase opportunities for Initial Teacher Training and Continuing Professional Development for staff in our partner colleges, and in the Lifelong Learning sector.
- Respond to new opportunities to develop and extend higher education in the region.
- Learn from each other, developing a regional academic community.

Which partners are involved in these awards, and how does it work?

These particular awards are delivered at the premises of four of our collaborative partners, (Bridgwater, Norton Radstock, Weston and Wiltshire Colleges) and are mainly taught by partner college staff. To become a partner, a number of quality criteria need to be met relating to areas including quality assurance, facilities, resources, staffing and the student experience. These are determined by the appropriate frameworks from OfSTED, and the Higher Education Quality Assurance Agency's (QAA) Code of Practice for Collaborative Provision. The partners are supported by and from Bath Spa University through a range of quality enhancement procedures, staff development and advice to trainees and tutors.

STAFFING

The awards are mainly delivered by staff of the partner colleges. The composition of the course team tutoring on any award will vary to some degree, depending on the local college arrangements, but all are required to meet exacting standards in terms of relevant skills, experience and

teaching expertise as part of the requirements of the Wessex Partnership. They are all experienced and well-qualified practitioners in their field. Many will have tutored and managed teacher training courses for some time.

Bath Spa University staff, including the **Award Leader** and '**Field Affiliates**' (BSU staff who work with each college to support and assure the quality of provision) contribute to teaching, and visit each partner as part of the support and quality assurance for these awards. Other specialists are at times engaged where particular expertise is required (e.g. Minimum Core in Language, Literacy, Information and Communications Technology and Numeracy).

Each college has a nominated **Course Manager**, who co-ordinates the provision, and leads the teaching. Other staff undertake additional roles relating to teaching and supporting learning on the course including:

- **Tutor** (a member of staff teaching and supporting trainees on the face to face sessions of the course on any module)
- **Mentor** (a member of staff supporting trainees in the development of their specialist area, including observing them teach)
- **Observer** (a member of staff supporting trainees in the development of their generic practical teaching, including observing them teach).

Regular **Course Team Meetings** rotate around the campuses of partner colleges and Newton Park, so all partners are familiar with each other's working environment.

Names and contact details of Course Managers, and other Co-ordinating and support staff, are listed in **section one** of this handbook.

3.6 THE CURRICULUM APPROACH

Our approach to designing the curriculum of these courses draws on Biggs' (2003)⁴ idea of '**constructive alignment**'. The approach starts with the question

'what do we want our trainees to achieve (i.e. be able to do, understand and apply) as a result of their learning?'

We then develop a set of **learning outcomes** or objectives for each module which accurately and effectively describe these desired achievements. In order for the teaching to provide opportunities for that achievement to take place, the **content, process, teaching and learning activity** and **assessment of learning** all need to work together or be '**aligned**' in appropriate ways which will result in achievement of the planned learning outcomes for each trainee. Therefore we emphasise a positive reflective and flexible learning process where all the components of that process (content, teaching, learning activity and assessment) are aligned to enable trainees to achieve the module learning outcomes across the awards, and through that their Initial Teacher Training qualification.

⁴ Biggs, J (2003) *Teaching for Quality Learning at University (2nd ed)* London: Open University Press

Curriculum influences

There are several key internal and external influences on the curriculum, which we are required to take account of in course content and assessment activity.

These are:

1. The 'Professional standards for teachers, tutors and trainers in the lifelong learning sector'⁵, and their associated 'Units of Assessment'.
2. The Minimum Core in Language and Literacy, Information and Communications Technology (ICT) and Numeracy (Minimum Core)
3. Subject Benchmarks from the Quality Assurance Agency (QAA) for Higher Education

The course has been designed to ensure all these internal and external requirements are met.

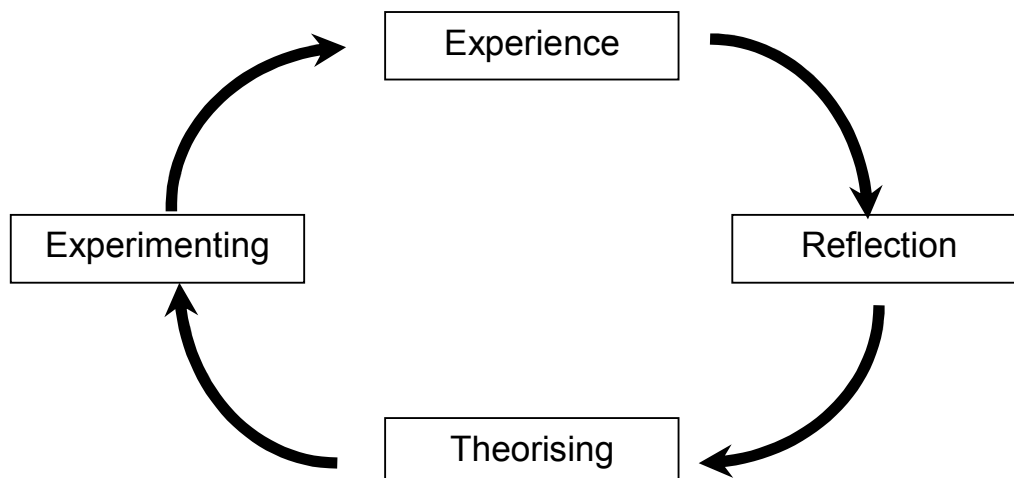
Reflective Learning

Experience, Reflection and Learning

Kolb's (1984)⁶ learning cycle is a helpful way of illustrating how we would want the process of learning on this course to happen for you.

- You constantly '**experience**' planned (and no doubt some unplanned) activities within your own teaching situation and life.
- Your own '**reflection**' on those experiences, sometimes guided and supported with assistance from observers, mentors, peers and tutors, leads to interpretation and evaluation as you consider what worked well, and what still needs improving.
- Based on that self evaluation you develop ideas, goals and strategies as you '**theorise**' how you can apply your learning in practice.
- In order to try out your new learning you use '**experimenting**' and you find yourself at the start of the learning cycle again.

Kolb's Reflective Cycle



⁵ LLUK (2006) *Professional standards for teachers, tutors and trainers in the lifelong learning sector*. London: LLUK

⁶ Kolb, D. (1984) *Experiential Learning: Experience as the source of learning and development*. Englewood Cliffs, NJ.: Prentice-Hall.

What this course does at its simplest is to use this reflective approach to learning to document and provide evidence of your teaching competence and development as a 'reflective practitioner' during your Initial Teacher Training course.

3.7 PRACTICAL TEACHING AND PROFESSIONAL DEVELOPMENT

Key Purpose of Teaching

The LLUK standards⁷, include the following statement about the 'key purpose' of Teaching:

Teachers in the lifelong learning sector value all learners individually and equally. They are committed to lifelong learning and professional development and strive for continuous improvement through reflective practice. **The key purpose of the teacher is to create effective and stimulating opportunities for learning through high quality teaching that enables the development and progression of all learners** (LLUK 2006:2).

The central foundation of these awards with which everything else is integrated, and around which everything else is built, is that teaching, which we call **Practical Teaching and Professional Development**.

Key Components of Practical Teaching and Professional Development

There are a number of required Key Components of Practical Teaching and Professional Development.

Each trainee should:

- Carry out **160 hours of teaching** across the whole course, which includes:
 - ⇒ working with a group of at least 5 learners
 - ⇒ working with learners on a one to one basis
 - ⇒ engaging with a sufficiently varied range of teaching to facilitate coverage of the full range of LLUK standards.
- Assemble evidence of **160 hours of teaching** in a Practical Teaching File across the whole course.
- Be observed teaching by others.
- Develop enhanced understanding of your own specialist area as it operates in your own organisation.
- Produce, and regularly review / update your Individual Development Plan.
- Attend three **Milestone Reviews** each year to review progress and identify and act on issues / problems.
- Attend, as appropriate, workshops in areas that include:
 - ⇒ Study Skills and Information Literacy
 - ⇒ Initial assessment of your Language, Literacy and Numeracy and ICT skills

⁷ LLUK (2006) *Professional standards for teachers, tutors and trainers in the lifelong learning sector*. London: LLUK

- ⇒ Preparing for observations and Milestone Reviews
- ⇒ Developing Reflective Practice through your Professional Development Journal
- ⇒ Making arrangements for supporting the development of your specialist area, including mentoring
- Access and contribute to Specialist Online Communities of Practice (SOCs).
- Engage in independent study.

You will be provided with a '**Guide to Practical Teaching and Professional Development**' in addition to this handbook for each year of the course. This will clearly explain what is included, and provide appropriate advice and documents to meet the assessment requirements for practical teaching and professional development.

DEVELOPING YOUR SPECIALIST AREA

We consider a **subject specialist** to be:

"A subject specialist is someone who is able to effectively develop, extend and teach their recognised area of specialist expertise, and who seeks to contribute to their own specialised 'community of practice'" (Crawley 2005: 76,7)⁸

We consider **mentoring** to be a process by which

'a less experienced person will benefit from time and support given by a more experienced person' (Crawley 2005: 65)⁹

The University works with the teacher training course teams, human resource departments and senior management at each college to ensure each trainee receives support to develop their specialist area and their workplace practice, including access to mentoring support. The progress of mentoring will be a regular feature in taught sessions and tutorials, and Milestone Review Sessions.

The **Guide to Practical Teaching and Professional Development**, which is provided when you start the awards, contains additional explanation and advice.

3.8 ADDITIONAL ASSESSMENT INFORMATION

UNFAIR PRACTICE

Unacceptable academic practice, particularly in assessment, is known as Unfair Practice. Unfair Practice may take a variety of forms, including:

Plagiarism

Plagiarism is defined in the Oxford English Dictionary as 'the taking and using as one's own, of the thoughts, writing or inventions of another'. It does not matter whether the source was an original document, a book or article, or a fellow student.

⁸ Crawley, J. (2005) *In at the Deep End – A Survival Guide for Teachers in Post Compulsory Education*. London: David Fulton Publishing

⁹ As above

Plagiarism can take a variety of forms:

- a) Copying sections from one or more books or articles without acknowledgement of the source(s). Note the phrase 'one or more'. It is still plagiarism if you reproduce sections from several sources rather than one, in a 'cut and paste' approach.
- b) Excessive dependence upon one or a limited number of sources is plagiarism if the sources are inadequately referenced, even if the exact wording used by the original author(s) has been modified.
- c) Collusion with other students. Students should be aware of the distinction between 'collaboration' and 'collusion'. Some assignments encourage or require students to collaborate with fellow students and submit joint work. The majority, however, assess individual work, and do not permit collusion. Students should never submit joint work unless it is clearly required by the module's written documentation, and in such cases students should always seek clarification from their tutors as to the level of collaboration that is acceptable.

You should ensure that your work (whether paper-based or electronic) is not made available to other students. Failure to secure work adequately can mean that you may be implicated in an accusation of plagiarism.

You are expected to present your own words, your own analysis and your own argument. It is acceptable to use the work of others to support arguments and analysis, and tutors will be able to inform you as to what constitutes good practice and to give help with subjects such as referencing and the provision of footnotes. If you are in any doubt about what constitutes good practice rather than plagiarism, you must consult your tutors for advice.

It is not acceptable to submit the same piece of work for different assessments or modules, nor may you re-use work originally submitted at another institution for which credit has already been obtained. This constitutes 'double counting'. You may legitimately draw on the same body of material for more than one assignment, but it is never acceptable to submit the same work. If in any doubt about acceptable practice, you should consult your tutors for advice before submission.

Penalties for Unfair Practice

Where an accusation of unfair practice has been substantiated to the satisfaction of the Unfair Practice subcommittee, the accusation is said to be established. The subcommittee shall judge the seriousness of the offence and exercise its discretion in applying an appropriate penalty. In determining the appropriate level of penalty to be applied the subcommittee will consider the extent of the unfair practice, the degree of deception involved, whether the student has been subject to a previous accusation of unfair practice, and any admission and explanation by the student of the unfair practice.

MARKING OF SUBMITTED WORK

Our assessment of your work takes into account:

- the quality of your ideas and arguments.
- the quality of your expression.
- evidence that you have understood the nature of the assessment activity.
- evidence that you have read thoughtfully and thoroughly around your subject.
- evidence that you have developed your own ideas in response to your reading.
- evidence that you have expressed your views clearly and grammatically.
- evidence that you have developed your practical teaching.

All of these elements are considered when we mark your work.

Although there is no grading of student work, we employ a set of criteria used within the university as a whole. Standards are safeguarded by the external examiner system. These help judge the piece of work as a **strong pass, pass, weak pass** or **fail**.

These criteria will also help you to self assess the quality of your work.

Characteristics of a Strong Pass (Year 1)

1. identifies and addresses the essentials of the subject confidently.
2. has a sound understanding of key issues, concepts, etc.
3. displays evidence of a range of reading which is analysed in a thoughtful manner.
4. has a well-balanced and lively argument.
5. is well-expressed and efficiently structured.
6. contains full reference and bibliographical details.

Characteristics of a Strong Pass (Year 2)

1. identifies and addresses the essentials of the subject confidently and perceptively with some originality.
2. has a strong understanding of key issues, concepts, etc.
3. displays evidence of wide reading which is evaluated in a critical and thoughtful manner.
4. has a well-balanced and lively argument.
5. is well-expressed and efficiently structured.
6. contains full reference and bibliographical details.

Characteristics of a Pass (Year 1)

1. identifies and addresses the essentials of the subject.
2. has a solid grasp of key issues, concepts, etc.- displays evidence of a reasonable amount of reading, but is very dependent on limited secondary sources.
3. makes a solid attempt to evaluate material critically, and attempts to articulate an argument, but otherwise inclines to narrative.
4. has some discernible structure and expression.
5. contains reference and bibliographical details.

Characteristics of a Pass (Year 2)

1. identifies and analyses the essentials of the subject.
2. has a solid grasp of key issues, concepts and displays evidence of a reasonable amount of reading.
3. evaluates material critically, and attempts to articulate an argument.
4. has a clear structure and sound expression.
5. contains full reference and bibliographical details.

Characteristics of a Weak Pass (Year 1)

1. tentatively identifies and addresses the essentials of the subject in an unskilled manner.
2. has only a limited grasp of key issues, concepts, etc.
3. displays limited evidence of some reading, but is heavily reliant on limited secondary sources and handouts
4. has a largely descriptive/narrative approach.
5. shows limited attention to structure and expression.
6. has poor reference and bibliographical details.

Characteristics of a Weak Pass (Year 2)

1. tentatively identifies and addresses the essentials of the subject in a relatively unskilled manner.
2. has a limited grasp of key issues, concepts, etc.
3. displays evidence of some reading, but is reliant on secondary sources and handouts
4. makes some attempt an analysis but has a largely descriptive/narrative approach.
5. some effective structure and expression limited but inconsistent.
6. has poor reference and bibliographical details.

Characteristics of a Fail (Year 1 and Year 2)

1. fails to identify and address the essentials of the subject.
2. has an inadequate grasp of key issues, concepts, etc.
3. lacks evidence of reading.
4. has an uncritical approach to sources.
5. uses descriptive/narrative material only.

6. is poorly structured and expressed.
7. has inadequate reference and bibliographical details.

Any fail is allowed one further resubmission.

PROGRESSION RULES FROM YEAR 1 TO YEAR 2

1. All trainee work must be submitted by the designated submission dates to allow for marking, second marking and moderation. Marks for this work will be expected at the July Exam Board. Work not submitted by the designated submission dates will be deemed to have failed by the July Exam Board at the first attempt, unless mitigating circumstances are agreed (see below).
2. In order to progress to year 2, trainees should successfully complete their first year modules at Level C. Trainees are permitted to trail one option module into year 2, but only if they have passed all the core modules.
3. Trainees who do not complete a module, either by failing to submit or by submitting unsatisfactory work, will be failed at the first attempt on that module. They will have a second opportunity to pass the module by submitting to the September re-submission Board.

Criteria for submitting work to Re-submission Board in September.

Work will be considered as a first attempt if:

1. For mitigating circumstances, it could not be received by the Exam Board in July.

Work will be considered as a second attempt if

1. It was failed by the July Exam Board.
2. If it was not submitted to the July Board and there are no mitigating circumstances agreed.

COMPLETION REGULATIONS

The normal expectation is that this award will be completed within two years. **The maximum time overall to complete is five years, but this is only allowed under extreme circumstances.**

3.9 QUALITY ASSURANCE, COURSE MONITORING AND COURSE COMMITTEES

All awards operate within the University's Quality Procedures, which are focussed on ensuring the teaching and learning on offer is of the highest quality. Central to the process of collecting feedback and data on quality are the views of the students and teaching staff. This means that trainees and staff at all levels are involved in the process, and represented on the committees and other groups which effectively manage and review the programmes. Trainees are represented through **Advisory Groups** at each college, which meet at least once each year, and on the School for

Development and Participation School Board (which is chaired by the Head of School). In addition the Wessex Partnership formally reviews provision at each college each year, and two trainee representatives are requested to attend these reviews.

When the Award Leader or other BSU staff visit partner colleges, they meet with trainees. There is also a new trainee 'online community' for 2008/9, which will enable contributions on a variety of themes and topics. It is vital for us that trainees feed ideas into the management of the course, and are a part of how they run. If you have any comments or suggestions staff need to discuss contact your Tutor or your Advisory Group, or post it to the online community.

Bath Spa University evaluation forms (these are anonymous) are completed regularly by trainees. This is a valuable means by which you can provide us with your comments.

SECTION FOUR - ADDITIONAL GUIDANCE

4.1 FURTHER GUIDANCE ON ASSESSMENT ACTIVITIES

In each report or seminar presentation for year 1, you will be expected to use at least three recognised sources, and in year 2, at least five. Please do not over rely on internet sources.

An outline of the nature of each of the more generic assessment activities follows:

Reports

All reports require critical reading and analysis both within and beyond the recommended course texts. They are designed to increase your knowledge and to develop a wide range of cognitive and transferrable skills, as well as enhancing generic skills such as clarity and accuracy of expression, and improving your personal skills in Minimum Core areas.

Workplace Project (Year Two)

This project fosters an increased sense of critical independence of thought and practice and allows you to use individual research skills. You will be expected to approach the project from an analytical, rather than narrative structure, to create your own questions, and research your own answers to these questions. Further guidance is available from preparatory sessions earlier in the year, and from your tutor, but, in general, this is a refined form of independent work.

Seminar Presentations

In a seminar presentation you have an opportunity to work individually and collaboratively to develop ideas and understanding of topics, and to present the results of that work to others in an effective way. The assessment is therefore primarily of the content of the presentation and the way it is presented to, and discussed by your group. We would also however stress the need to use the presentations as a means of practically improving and developing your own skills of both presenting, and engaging your group of learners or audience.

Advice on seminars

Students often become very anxious when asked to give a presentation. We try to break you in gently to this skill by making you confident with the group as a whole as you prepare for your presentation. Every one of us has been nervous about speaking in public and all of us empathise with the person giving the presentation. As you gain experience it does get easier. Speaking and explaining to an audience is a crucial transferrable skill, and one that people make use of in a wide variety of occupations. Here are some tips to help you make your presentations more enjoyable for yourself and your audience:

- Do not read verbatim. It is acceptable to use notes but only as a prompt for your explanation.
- Make sure the story line is clear. You should try to have a beginning, a middle and an end. People will only take in a small part of what you have said, so keep it straightforward.
- Rehearse beforehand. The most relaxed presenters are people who have spent some time perfecting their style.
- Look your audience in the eyes and they are more likely to pay attention.
- Keep to the time allotted. Work out in advance where you should be at certain stages in the presentation.
- Do not turn your back on the audience.
- Use audio-visual aids. The better the materials you prepare, the more confident you will feel about speaking without notes.
- PowerPoint presentations allow you to keep eye contact with your audience, but the skill here is in preparation. The first rule is that they must be legible. You should only have between four to six lines of text. Use a large font size.
- Speak slowly, clearly and loud enough to be heard by all. There may be people with hearing difficulties, or for whom English is not their first language.
- Handouts are good; they are simple and effective, but they can disrupt your presentation. Unless they are essential to the presentation, it may be best to have them available to give out after the session. If you have to give them out at the beginning, make sure you have enough for everyone and that they are collated and stapled.
- The 'seminar' part of the presentation is about interaction and discussion. Make sure you have thought about how your presentation can provide opportunities for active participation and discussion, and how that will affect the timings.
- Feel free to experiment and try entertaining ways of engaging the audience, as they will not want to sit through several identical presentations.

4.2 PRESENTATION OF WRITTEN WORK FOR ASSESSMENT

- The work should be word-processed.
- An electronic copy of certain named assessment activities needs to be submitted to be checked for plagiarism and unfair practice. (Full details will be provided during induction).
- A4 international standard size paper is required.
- Only one side of the paper should be used. Pages should be numbered consecutively throughout the main text including tables, figures and photographs. The pagination of appendices should be continuous within each appendix, but separate from the main text.
- The title (and where appropriate assessment task number) of the piece of work, the name of the student, the title and number of the module and the exact word length should all be on a separate front sheet.
- Typing should be double-spaced.
- Quotations should be indented and single-spaced.

- Font type needs to be 'sans serif' (e.g. arial, not times roman) size 12 pt.
- Ample side margins (approximately one and a half inches on the left and one inch on the right) should be used, with reasonable sized top and bottom spaces, say, one inch.
- The piece of work should be soft bound when submitted, and should **not be enclosed in plastic wallets.**
- A suitable bibliography, using Harvard Referencing, should be included. The bibliography is not included in the word length, nor is any supporting material used in the appendices.
- The exact word length must be included on the title sheet.

4.3 HARVARD REFERENCING GUIDELINES

Introduction

When producing any piece of written work, it is essential that you acknowledge or cite your sources of information and the works you have used. This allows the reader to trace your original sources and satisfy him/herself that you have understood and reported them correctly. If you do not cite your sources clearly, there is a danger that you may be accused of plagiarism (stealing someone else's work and ideas) or poor academic practice.

There are many manuals and 'style sheets' describing different methods of citing references and you will come across examples of different practice in your reading. However, there are two main systems: the Harvard or Name and Date system; and the Numeric or Vancouver system. These are standards for the order and content of information to be included in the reference rather than for layout. Whatever layout you use, you should be consistent.

THIS COURSE USES THE HARVARD SYSTEM.

These guidelines on the Harvard system provide advice on how to cite most of the common types of information. They do not advise on citation of patents, maps, published music, illustrations or sound recordings. In these cases consult your School Librarian or a member of teaching staff.

1. REFERENCES WITHIN YOUR TEXT

Each time you refer to a book, journal article or other information source you should normally give the author's surname and the work's year of publication. If the surname is a natural part of the sentence, give the year only in round brackets. If the surname is not a natural part of the sentence, then give the surname and publication year in round brackets. If you paraphrase or quote directly, you should also include the page number(s) within round brackets.

For example:

Reynolds (1999: 205-225) outlines the significance of the Wik case for...

When you want to refer to more than one item, separate them by a semi-colon:

Two recent works (Martin, 2003; Andretta, 2005) consider the generic approach...

When your sources are by the same author and published in the same year, you should distinguish between them in your text by placing a lower-case letter after the date:

It has been suggested (Brophy, 2005a; Brophy, 2005b) that university libraries should...

If a text has two authors, give the names of both in your text:

Attacks on art and cultural identity in Afghanistan, Iraq, Israel and the occupied territories have been recorded by Cruickshank and Vincent (2003).

If there are more than two authors, give the name of the first author and place *et al.* after it. This is an abbreviation from the Latin for 'and others'.

Social characteristics seen among socially excluded drug users in ten cities from nine European countries have been identified (March *et al.*, 2006).

If there is no personal author, give the name of any organisation or body involved in the place of the author.

Recent research by UNESCO (2006) suggests that...

If your source has no date, use the phrase 'undated'. If it is not clear who the personal or organisational author is, use 'Anon' as in the example below:

It has been suggested (Anon, undated) that the flood of 1607, that affected Redwick, was due to a tidal wave.....

As with books and other sources, full details of internet sources are given in your list of 'References' at the end of your text. In your text give a clear link to these details, but do not include the web address. For example, if you want to cite The World Court of Justice website in your text, just put its name and date of publication, creation or copyright date:

The World Court of Justice (2001).

Note the date here is the date of publication/creation or copyright, and **not** the date you access the site.

The World Court of Justice (2001) sets out details of the two types of service...

You can see how the full reference with the web address would appear in your reading list in 2.6 below.

1.1 Secondary Referencing — citing a reference within a reference

Sometimes you will need to refer to an item that you have been unable to see. You should avoid this whenever possible, but, when it is necessary, make sure that you do not mislead your reader into believing you have seen the original piece of work if you have not. Thus, in the example below where you want to quote from Kennan, but have only read it in a book by Chomsky, use the phrase '*cited in*' to make this clear to your reader.

Kennan (1948) states 'We have about 50 per cent of the world's wealth, but only 6.3 percent of its population...' (*cited in* Chomsky, 1999:17).

Include your source — in this case, Chomsky — in your list of references. Do not list Kennan, as you have not read him.

2. REFERENCES AT THE END OF YOUR TEXT

At the end of your text, you should provide a list of 'References' that describes fully all the items you have cited in your text. This should be arranged in one alphabetical sequence by author's surname and, in some cases — usually internet sources, films, videos and DVDs — by title.

2.1 Books

For a book give the following details — usually available from the title page or its reverse:

Author(s). (Year of publication) *Title: subtitle*. Edition — if not first edition. City of publication: Publisher.

Author(s)/editor(s) — give names in the order they appear on the title page, and put the surname of the first, followed by the first name (or initials, according to how it appears on the title page). After editor(s), add *ed.* or *eds.* When you refer to more than one book by the same author, use a dash (—) or three short dashes (---) instead of the author's name to save you typing it again.

Haddon, J. (1973) *Bath*. London: Batsford.

--- (1981) *Portrait of Avon*. London: Robert Hale.

Page numbers — when indicating the number of pages, use the abbreviation p. for a single page and pp. for inclusive pages.

A book by a single author

Reynolds, H. (1999) *Why Weren't We Told? A personal search for the truth about our history*. Harmondsworth: Penguin.

An edited book

Hallam, E. ed. (1989) *Chronicles of the Crusades: eye-witness accounts of the wars between Christianity and Islam*. London: Guild Publishing.

A book with two authors

Cruickshank, D. and Vincent, D. (2003) *Under Fire, People, Places and Treasure in Afghanistan, Iraq and Israel: an eyewitness account*. London: BBC Books.

(Note: You may use either 'and' or '&': this could read Cruickshank, D. & Vincent, D. provided that you are consistent.)

A book with more than two authors

Give all authors. For example, list

Theatre Histories: an introduction by Phillip B. Zarrilli, Bruce McConachie, Gary Jay Williams and Carol Fisher Sorgenfrei as:

Zarrilli, P.B., McConachie, B., Williams, G.J. and Sorgenfrei, C.F. (2006) *Theatre Histories: an introduction*. London: Routledge.

If there is no personal author

Give the name of any organisation or body involved in place of the author. Use the abbreviated form of the organisation's name when this is how it is known e.g. UNESCO.

UNESCO (2006) *Ethics of Science and Technology: explorations of the frontiers of science and ethics*. Paris, France.

(Note: if more than one place of publication is given, use the first one given. In this case, France has been added to prevent any confusion.)

A book that is not a first edition

(Note that you should provide the information as given on the title page, e.g. 3rd ed; Revised ed; New enlarged edition.)

Schonberg, H.C. (1998) *The Lives of Great Composers*. 3rd ed. London: Abacus.

If the book is undated

Indicate this as follows. The same example has no personal or organisational author in which case 'Anon' is used:

Anon (undated). *St. Mary's, Redwick*. Unpublished Church Pamphlet.

Reference books

Some reference books are normally referred to by their title.

The Oxford English Dictionary. (1989) 2nd ed. Oxford: Clarendon.

The New Encyclopaedia Britannica. (1997) 15th revised ed. London: Encyclopaedia Britannica.

2.2 Government Publications

In broad terms White Papers contain statements of Government policy while Green Papers put forward proposals for consideration and public discussion. They are cited in the same way.

A White paper:

Department of Health (1996) *Choice and opportunity: primary care: the future*. Cm.3390. London: Stationery Office.

A Green paper:

Department of Health (1998) *Our Healthier Nation: a contract for health*. Cm 3854. London: Stationery Office.

An Act of Parliament:

Great Britain (1990) *National Health Service and Community Care Act 1990. Chapter 19*. London: HMSO

2.3 E-books

Give the following details:

Author(s). (Year of publication) *Title: subtitle*. Edition — if not first edition. City of publication: Publisher and/or Host. (Series — if necessary). [e-book: date of access].

McNair, B. (2003) News and journalism in the UK. 4th ed. London: Routledge. Available from: <http://oldsite.bathspa.ac.uk/departments/library/ebooks/default.asp> [e-book accessed 2. 5.2006].

2.4 Chapters in books

Give the following details:

Author(s) of chapter. (Year of Publication) 'Title of chapter'. *In: Author(s)/ Editor(s) of book. Title of book*. Edition — if not first edition. City of publication: Publisher, page numbers of chapter.

Soane, J. (1999) 'The renaissance of Dresden after 1985.' *In: Clayton, A. and Russell, S. eds. Dresden: a city reborn*. Oxford: Berg, pp. 93-115.

2.5 Journal articles

Give the following details:

Author(s) of article. (Year of Publication) 'Title of article'. *Title of journal*, volume number, (issue/part number, if given). page number(s) of article, if given.

Spark, D. (2005) 'The man who tried to stop the Dresden raids.' *History Today*, 55 (3), pp. 55-57.

If you read the article online add: [online], available from: full URL (site address) [accessed: – *give actual date you visited the site*] or — if the article has been accessed through a database of articles (e.g., Academic Search Elite) — [online] available from: 'the database name (article number in round brackets), or, if one, the 'stable URL.

Roggla, G. (2000) 'Prescription fiddle in Germany's Lower Saxony exposed.' *Lancet*, 356 (9231) p.746 [online] available from: Ebscohost/Psychology and Behavioural Sciences Collection (AN 3503893) [accessed: 4.4.2006].

Mackay, A. and Ditchburn, D. eds. (1996) *Atlas of Medieval Europe*. London: Routledge. Taylor and Francis. [e-book 28.4.2006].

Friedman, M. J. (1999) 'Congress, the President and the Battle of Ideas: Vietnam policy 1965-1969.' *Essays in History*, 41, (2). [online] available from <http://etext.lib.virginia.edu/Journals/EH/EH41/Friedman41.html> [accessed: 3.4.2006].

2.6 Reports, theses, and conference proceedings

Give details as you would for a book, with the following exceptions:

Reports

Add the report series and number(s) at the end. For example:

Matthews, G. (1996) *Disaster management in British libraries: project report with guideline for library managers*. London: British Library (Library and Information Research Report 109).

Thesis

After the title, add the award and the institution. For example:

Reid, F. (2005) *Have you forgotten yet?: shellshock, trauma and the memory of the Great War in Britain, 1914-1930*. PhD. thesis. Bristol: University of the West of England.

Conference proceedings

Follow the guidelines for journal articles in 2.4 above.

2.7 Internet Sources

Give the following details. (For e-books and electronic journal articles follow the guidelines in 2.2 and 2.4 respectively).

Author(s)/editor(s) if given — if this is not given, enter the title. (The 'author' may be an organisation if no personal author is given.) (Year of publication or creation, if given) *Site name* [online]. Publisher or organisation. available from: full URL address [accessed: — *give actual date you visited the site*].

The World Court of Justice (2001) *The World Court of Justice: the alternative to wars, terrorism and politics* [online] available from: <http://www.worldjustice.org/> [accessed 3.4.2006].

2.8 Newspaper articles

Give the following details:

Author(s) of article (if given) *or* Title of newspaper. (Year of publication) 'Title of article'. *Title of newspaper* (if not given above). Date of publication — day and month not year. Page number(s) and column number in which the article begins — alphabetically in lower case.

Fisk, R. (2006) 'Another brick in the wall.' *Independent on Sunday*. 2 April. p. 33a.

2.9 Film, DVD or video

Give the following details:

Title: subtitle — if any (Year of first release) Medium (video, DVD or film); director. Length — in minutes. Place of first release: Originating organisation/publisher (DVD release date in round brackets).

Place it alphabetically by title in the list of references. For films use the date of release in the country where the film was produced. Sometimes you will need to give the country, rather than city, where it was first released.

Jean de Florette (1986) DVD; directed by Claude Berri. 116 minutes. France: AMLF (2001).

Heimat: a Chronicle of Germany (1984) DVD. [6 Disc special edition with an introductory booklet by David Parkinson]; directed by Edgar Reitz. 925 minutes. Munich: Edgar Rice Films Productions in association with WDR Cologne and SSB Berlin (2005).

2.10 Personal communications

The precise information required depends on whether you are citing an interview, telephone conversation, email or discussion list. Give the following details:

Interview

Author. (Year) *Interview with name of interviewee*. Date.

Sandbrook, M. (2006) *Interview with Nick Drew*. 22.5.2006.

Telephone conversation

Author. (Year) '*Telephone conversation with*' name of interviewee. Date.

Sandbrook, M. (2006) *Telephone conversation with Nick Drew*. 22.5.2006.

Email

Author. (Year) Email address of sender *Subject*. 'Email to' name of recipient, date sent.

Email address of recipient

Sandbrook, M. (2006) m.sandbrook@bathspa.ac.uk *Library Induction*.
Email to Nick Drew, 22.5.2006. n.drew@bathspa.ac.uk

Discussion list

Author. (Year) *Title of Discussion*. (date posted). Location of Discussion
List. URL

Sandbrook, M. (2006) *Use of Fishbone Diagrams*. (31.5.2006). Bath Spa
University Minerva discussion list online.
<https://minerva.bathspa.ac.uk/webapps/portal/busstuds/diagramsmodule>

**You should obtain permission before using this sort of
information.**

3. BIBLIOGRAPHY

**Do not include a separate bibliography of background reading
with the Harvard scheme.**

APPENDIX 1 - MAPPING OF LIFELONG LEARNING UK UNITS OF ASSESSMENT TO AWARD MODULES / ASSESSMENT ACTIVITIES

MODULE / ASSESS ACTIVITY NO	LLUK UNIT OF ASSESSMENT REFERENCE
YEAR 1	
LL1201 An Introduction to Teaching and Learning	
1201.1 Observation of Experienced Teacher	PTLLS assessment criteria 1.4, 2.1, 2.2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.5, 5.2 LLUK PEL assessment criteria 1.3, 2.4, 3.2, 4.1, 6.1
1201.2 Specialist Area Roles And Responsibilities Proforma	LLUK PTLLS assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 5.1 LLUK PEL assessment criteria 6.1
1201.3 Planning (a) Session Plans (b) Planning Rationale	LLUK PTLLS assessment criteria: 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, 5.1, 5.2, 5.3 LLUK PEL assessment criteria: 1.1, 1.2, 1.3, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4, 6.1
1201.4 Practical Teaching And Professional Development Evidence (a) Progress File (b) Teaching File	LLUK PTLLS Assessment Criteria: 1.1, 2.1, 2.3, 3.1, 3.2, 3.3, 4.2, 4.4, 4.5 LLUK PEL Assessment Criteria: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.1
LL1202 Enabling Learning and Assessment	
1202.1 Assessment Report 1202.2 Programme Evaluation	LLUK Principles and Practices of Assessment (PPA) Assessment criteria 1.1, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2 LLUK Enabling Learning and Assessment (ELA) Assessment criteria 1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2 LLUK ELA assessment criteria
1202.3 Practical Teaching And Professional Development Evidence (a) Progress File (b) Teaching File	LLUK PPA assessment criteria 2.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2 LLUK ELA assessment criteria 1.1, 1.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2
LL1203 Theories and Principles of Enabling Learning	
1203.1 Seminar Presentation	LLUK PEL Assessment criteria 4.1, 4.2, 4.3 LLUK Theories and Principles for Planning and Enabling Learning (TPPEL) Assessment criteria: 1.1, 1.2, 4.1, 4.2, 4.3

<p>1203.2 Report (1750 words)</p> <p>1203.3 Practical Teaching And Professional Development Evidence (a) Progress File (b) Teaching File</p>	<p>LLUK PEL Assessment criteria 4.1, 4.2, 4.3 LLUK TPPEL assessment criteria 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3</p> <p>LLUK PEL Assessment criteria 4.1, 4.2, 4.3 LLUK TPPEL assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3</p>
<p>LL1204 Specialist Area Review</p>	
<p>1204.1 Observations by you of two other teachers</p> <p>1204.2 Review (2000 words)</p> <p>1204.3 Practical Teaching and Professional Development Evidence (b) Teaching File</p>	<p>LLUK Option Unit - Teaching a Specialist Subject (TSS) Assessment criteria: 4.1, 5.1, 5.2, 6.1, 6.2 LLUK Option Unit - Specialist Delivery Techniques and Activities (SDTA) Assessment criteria 1.1, 1.2, 2.1</p> <p>LLUK Option Unit - TSS - Assessment criteria: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2 LLUK Option Unit - SDTA - Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2</p> <p>LLUK Option Unit - TSS - Assessment criteria: 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2 LLUK Option Unit - SDTA - Assessment criteria 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2</p>

MODULE / ASSESS ACTIVITY NO	LLUK UNIT OF ASSESSMENT REFERENCE
YEAR 2	
LL2201/LL3201 Wider Professional Practice	
22/3201.1 New Evaluation Tool	LLUK Wider Professional Practice (WPP) assessment criteria 4.1, 4.2
22/3201.2 Report on Evaluation	LLUK WPP assessment criteria 3.1, 3.2, 3.3
22/32/01.3 Seminar Presentation and Peer Review	LLUK WPP assessment criteria: 2.1, 2.2, 2.3, 2.4
LL2202/LL3202 Curriculum Development for Inclusive Practice	
22/3202.1 Curriculum Proposal and Evaluation	LLUK Curriculum Development for Inclusive Practice (CDIP) assessment criteria: 1.1, 1.2; 2.1, 2.2; 3.1, 3.2; 3.3, 4.1, 4.2; 5.1, 5.2, 5.3
LL2203/LL3203 Continuing Personal and Professional Development	
22/3203.1 Record of Achievement	LLUK WPP Assessment Criteria 1.1, 1.2, 1.3, 1.4
22/3203.2 Practical Teaching File	LLUK CPPD Assessment criteria 1.1, 1.2, 1.3, 1.4, 4.1, 4.2
22/3203.3 Professional Development File	
LL2204/LL3204 Workplace Project	
22/3204.1 Project proposal	LLUK Option Unit – Action Learning to Support Development of Subject Specialist Pedagogy Assessment criteria: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3
22/3204.2 Project report	
LL2205/LL3205 Embedding Language, Literacy and Numeracy (LLN) for Vocational and Other Subject Teachers	
22/3205.1 Seminar presentation	LLUK Option Unit – Integrating Literacy, Language and Numeracy into the Learning of Vocational and Other Subjects – Assessment criteria 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3
22/3205.2 Embedding Activity	
22/3205.3 Embedding report	

**APPENDIX 2 - MAPPING OF PROGRAMME LEARNING OUTCOMES
TO AWARD MODULES / ASSESSMENT ACTIVITIES**

YEAR 1

Year 1 Assessment Activities (by activity number)	Programme Learning Outcomes
	Knowledge and understanding (KU 1)
1201.1, 2, 3, 4 1202.1, 2, 3 1203.1, 2 1204.1, 2, 3	KU 1.1 Apply knowledge and understanding of an initial range of teaching and learning concepts, principles and theories to practice in LL.
1201.2, 4 1202.1, 2, 3 1203.1, 2 1204.2, 3	KU 1.2 Consider their professional roles and responsibilities as a teacher
1201.1, 4 1202.3 1203.2 1204.1, 3	KU 1.3 Utilise qualitative and quantitative data collection methods in classroom observation
	Intellectual skills (IS 1)
1201.1, 3, 4 1202.1, 2, 3 1203.1, 2 1204.2, 3	IS 1.1 Identify strengths and weaknesses in own performance in and plan improvements in future practice
1201.1, 3, 4 1202.1, 2, 3 1203.1, 2 1204.1, 2, 3	IS 1.2 Evaluate appropriateness of different approaches to solving problems
1201.1, 4 1202.1, 2, 3 1203.1, 2 1204.1, 2, 3	IS 1.3 Analyse and summarise quantitative and qualitative data
1201.1, 3, 4 1202.1, 2, 3 1203.1, 2 1204.1, 2, 3	IS 1.4 Prepare and present opinions and arguments in both spoken and written form, applying their knowledge and understanding to their practice in teaching and learning
1201.2, 4 1202.1, 2, 3 1203.1, 2 1204.2, 3	IS 1.5 Reflect on how developments in the changing professional environment of LL impact on their role in teaching and learning
	Transferrable Skills (TS 1)
1201.1, 2, 3, 4 1202.1, 2, 3 1203.1, 2 1204.1, 2, 3	TS 1.1 Structure and communicate opinions and arguments effectively in both spoken and written form for a variety of audiences
1201.1, 3, 4	TS 1.2 Collect, present and interpret simple qualitative and

1202.1, 2, 3 1203.1, 2 1204.1, 2, 3	quantitative data
1201.1, 2, 3, 4 1202.1, 2, 3 1203.1, 2 1204.1, 2, 3	TS 1.3 Use ICT for word processing, preparation of learning materials, data handling and data presentation
1201.1, 3, 4 1202.1, 2, 3 1203.1, 2 1204.2, 3	TS 1.4 Use ICT as appropriate for teaching and learning in their practical work
1201.1, 2, 3, 4 1202.1, 3 1203.1, 2 1204.3	TS 1.5 Collaborate and plan as part of a team; carry out roles allocated by the team and keep to agreed responsibilities

Year 2

Year 2 – Cert Ed Assessment Activities	Programme Learning Outcomes
	Knowledge and understanding (KU2)
LL2201.2, 3, 4 LL2202.1, 2 LL2203.1, 2 LL2204.1 LL2205.1	KU 2.1 Apply critical understanding of key theories, principles and concepts to practice
LL2201.2, 3, 4 LL2202.1, 2 LL2203.1, 2 LL2204.1 LL2205.1	KU 2.2 Analyse issues values and principles relating to curriculum models, teaching and managing learning
LL2201.2, 3 LL2202.1, 2 LL2203.1, 2 LL2204.1 LL2205.1	KU 2.3 Review the impact of practice of policy, management, qualifications and quality assurance.
LL2201.1, 2, 3, 4 LL2202.1, 2 LL2203.1, 2 LL2204.1 LL2205.1	KU 2.4 Analyse, interpret and summarise quantitative and qualitative data in a variety of forms.
	Intellectual skills (IS 2)
LL2201.2, 3, 4 LL2202.1, 2 LL2203.1, 2 LL2204.1 LL2205.1	IS 2.1 Analyse their own strengths and weaknesses using educational concepts related to their professional values
LL2201.2, 3, 4 LL2202.1, 2	IS 2.2 Propose a variety of practical solutions which are intended to benefit learners and improve provision

LL2203.1, 2 LL2204.1 LL2205.1	showing that they have considered alternatives
LL2201.1, 2, 3, 4 LL2202.1, 2 LL2203.1, 2 LL2204.1 LL2205.1	IS 2.3 Evaluate and have a critical understanding of different types of evidence
LL2201.2, 3, 4 LL2202.1, 2 LL2203.1, 2 LL2204.1 LL2205.1	IS 2.4 Engage in spoken and written form with different lines of argument and evaluate the merits of different cases
LL2201.2, 4 LL2202.1, 2 LL2203.1, 2 LL2204.1 LL2205.1	IS 2.5 Have developed greater understanding of what constitutes professional behaviour and be able to reflect on it
Transferrable Skills (TS 2)	
LL2201.2, 3, 4 LL2202.1, 2 LL2203.1, 2 LL2204.1 LL2205.1	TS 2.1 Organise and articulate arguments in speech and writing using some specialist vocabulary
LL2201.2, 3, 4 LL2202.1, 2 LL2203.1, 2 LL2204.1 LL2205.1	TS 2.2 Collect, present and interpret more complex qualitative and quantitative data
LL2201.2, 3, 4 LL2202.1, 2 LL2203.1, 2 LL2204.1 LL2205.1	TS 2.3 Use ICT for research and information retrieval
LL2201.2, 3, 4 LL2202.1, 2 LL2203.1, 2 LL2204.1 LL2205.1	TS 2.4 Make judgements on the merits and appropriateness of ICT material and use

Year 2 – PG Cert Ed Assessment Activities	Programme Learning Outcomes
	Knowledge and understanding (KU 3)
LL3201.2, 3, 4 LL3202.1, 2 LL3203.1, 2 LL3204.1 LL3205.1	KU 3.1 Apply critical understanding of key theories, principles and concepts to practice
LL3201.2, 3, 4 LL3202.1, 2 LL3203.1, 2 LL3204.1 LL3205.1	KU 3.2 Analyse issues values and principles relating to curriculum models, teaching and managing learning
LL3201.2, 3 LL3202.1, 2 LL3203.1, 2 LL3204.1 LL3205.1	KU 3.3 Review the impact of practice of policy, management, qualifications and quality assurance.
LL3201.1, 2, 3, 4 LL3202.1, 2 LL3203.1, 2 LL3204.1 LL3205.1	KU 3.4 Analyse, interpret and summarise quantitative and qualitative data in a variety of forms.
	Intellectual skills (IS 3)
LL3201.2, 3, 4 LL3202.1, 2 LL3203.1, 2 LL3204.1 LL3205.1	IS 3.1 Analyse their own strengths and weaknesses using educational concepts related to their professional values
LL3201.2, 3, 4 LL3202.1, 2 LL3203.1, 2 LL3204.1 LL3205.1	IS 3.2 Propose a variety of practical solutions which are intended to benefit learners and improve provision showing that they have considered alternatives
LL3201.1, 2, 3, 4 LL3202.1, 2 LL3203.1, 2 LL3204.1 LL3205.1	IS 3.3 Evaluate and have a critical understanding of different types of evidence
LL3201.2, 3, 4 LL3202.1, 2 LL3203.1, 2 LL3204.1 LL3205.1	IS 3.4 Engage in spoken and written form with different lines of argument and evaluate the merits of different cases
LL3201.2, 4 LL3202.1, 2 LL3203.1, 2 LL3204.1	IS 3.5 Have developed greater understanding of what constitutes professional behaviour and be able to reflect on it

LL3205.1	
	Transferrable Skills (TS 3)
LL3201.2, 3, 4 LL3202.1, 2 LL3203.1, 2 LL3204.1 LL3205.1	TS 3.1 Organise and articulate arguments in speech and writing using some specialist vocabulary
LL3201.2, 3, 4 LL3202.1, 2 LL3203.1, 2 LL3204.1 LL3205.1	TS 3.2 Collect, present and interpret more complex qualitative and quantitative data
LL3201.2, 3, 4 LL3202.1, 2 LL3203.1, 2 LL3204.1 LL3205.1	TS 3.3 Use ICT for research and information retrieval
LL3201.2, 3, 4 LL3202.1, 2 LL3203.1, 2 LL3204.1 LL3205.1	TS 3.4 Make judgements on the merits and appropriateness of ICT material and use

APPENDIX 3 - GLOSSARY OF ABBREVIATIONS

APEL	Accreditation of Prior Experiential Learning
APL	Accreditation of Prior Learning
BSU	Bath Spa University
CDIP	Curriculum Development for Inclusive Practice
CPPD	Continued Personal and Professional Development
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
ELA	Enabling Learning and Assessment
HND	Higher National Diploma
HTML	Hyper Text Mark-up Language
ICT	Information and Communication Technology
IS	Intellectual Skills
ITT	Initial Teacher Training
KU	Knowledge and Understanding
LL	Lifelong Learning
LLN	Literacy, Language and Numeracy
LLUK	Lifelong Learning UK
NQF	National Qualification Framework
OFSTED	Office for Standards in Education
PDF	Portable Document Format
PDJ	Professional Development Journal
PEL	Planning and Enabling Learning
PPA	Principles and Practices of Assessment
PPR	Professional Practice Review
PTLLS	Preparing to Teach in the Lifelong Learning Sector
QAA	Quality Assurance Agency for Higher Education
QTLS	Qualified Teacher Learning and Skills status
RTF	Rich Text Format
SDP	School for Development and Participation
SDTA	Specialist Delivery Techniques and Activities
SfL	Skills for Life
SMART	Specific, Measurable, Achievable, Realistic & Timely

TPPEL	Theories and Principles for Planning and Enabling Learning
TS	Transferable Skills
TSS	Teaching a Specialist Subject
VLE	Virtual Learning Environment
WPP	Wider Professional Practice