



**Bath Spa  
University**

**2011/12**

## **Course Handbook Year One**



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

In partnership with  
Weston College and  
Wiltshire College

**School of Education**

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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 one of the key sources of information about your award and the information, advice and guidance within it is crucial to the success of your training.**

**The second is the Guide to Practical Teaching and Professional Development.**

**You need to become very familiar with the contents of both, and have them available at all times, as they 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 **1.13** 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 cultural 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 **1.5**

### 1.3 REFLECTIVE PRACTICE

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

<sup>1</sup>Race, P. (2007), *The Lecturer's Toolkit – A Practical Guide to Assessment, Learning and Teaching* (3<sup>rd</sup> Ed.), London: Routledge

*"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)*

#### 1.4 EQUALITY AND CULTURAL DIVERSITY

In addition to endorsing the values of Reflective Practice we emphasise **equality and cultural 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.

**Cultural diversity** is about valuing individual difference. A cultural diversity approach aims to recognise value and manage difference to enable all learners to contribute and realise their full potential. Cultural 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.

#### 1.5 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.

### 1.6 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, or have particular needs which require added support, please advise your Course Tutor, either personally or by letter, of any special requirements which will make your participation in any award easier.

### 1.7 THE LEARNING PROGRAMME – GENERAL DETAILS

#### Campus

The programme is taught at the campuses of two partner colleges. They are Weston College and Wiltshire College.

#### Why Study the Certificate / Professional Graduate Certificate in Education?

If you are working in a 'full teaching role' in the Lifelong Learning sector, you need to undertake this qualification as part of the requirements to become a 'Qualified Teacher, Learning and Skills' (QTLS). It will also provide a strong basis of capability overall in practical teaching and the associated principles and theories, and a good starting point for your Continuing Professional Development (CPD) as a teacher.

Our students tell us they still gain benefit from this course some years later in their professional careers.

#### Learning approach

The programme includes a wide variety of methods and approaches which include:

- 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 **4 - 5 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.**

### Assessment

All assessment on this programme is continuous by coursework.

### How we support you

You will receive regular support in a variety of ways including tutorials, milestone reviews, feedback from observations and meetings with your mentor. This support will help you to review your progress, set and review learning goals, and meet course deadlines. You will receive assistance to identify any other particular support needs, and support for these needs to be met.

### 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).
- Support and refer for additional help, where needed, your own learners in their development of Language Literacy, Numeracy and ICT needed to be successful in their course of study.
- 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.
- Find and access relevant help and support from tutors, mentors, colleagues and peers when necessary to improve your teaching, and your study skills for the course.
- Develop your capability to embed equality and cultural 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.

### 1.8 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.**

## 1.9 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. There is no one required course text as there are many excellent current and classic books about teaching in the Lifelong Learning Sector. We do however provide a very good range of reading material and resources to support your study, including:

### Course Readers

Each trainee will be provided with a 'Course Reader' containing a selection of recommended chapters from current publications in the field. Some articles will be available in hard copy and others online for each trainee for each year of the course. The chapters are all essential reading.

### '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:

- Provide online access to major course and teaching documentation, including electronic copies of some articles.
- Enable online submission of your key assessed pieces of writing for a plagiarism check.

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/>

There is a full reading list and many other resources on this website.

**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 Benchmarks<sup>2</sup>. 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
- Curriculum Proposal and Evaluation
- Practical Teaching and Professional Development Evidence i.e. Practical Teaching File; Evaluations of practical teaching; Teaching Observations; Professional Development Journal (PDJ)
- Specialist area Review
- 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 and online. The **Guide to Practical Teaching and 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

#### Formative Assessment

There are formative assessment deadlines during the year where your Practical Teaching File and overall progress are handed in for a progress check and to

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<sup>2</sup> Quality Assurance Agency (2000) *Education Studies Benchmarks*. QAA: Coventry

provide you with feedback. These formative assessment deadlines are intended to ensure you submit work for assessment and do not fall behind.

### 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 Turnitin UK. 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 an external examiner for further comment.

**Please note all results 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, sampled by the University moderators 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. **Please note: Tickets for graduation are in high demand. Please book yours early to avoid disappointment.**

### 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 QUALITY ASSURANCE, COURSE MONITORING AND THE STUDENT VOICE

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 is the voice 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 consulted through

visits to each college, at least once each year, and through feedback and evaluation sessions.

When BSU staff visit partner colleges, they meet with trainees. It is vital for us that trainees feed ideas into the management of the awards, and are a part of how they run. If you have any comments or suggestions staff need to discuss contact your Tutor or the award leader. 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.

#### 1.12 CONTACT DETAILS

##### Programme Leader Lifelong Learning

**Bath Spa University**

**Tel:** 01225 875677

Jim Crawley

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##### Course Managers

**Weston College**

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**Wiltshire College**

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## Section Two - Detailed Course Information

### 2.1 OVERVIEWS OF MODULES AND AWARDS

**TABLE 1 – Module Titles, levels and awards**

Module No.	Title	Size (Credit) and Level <sup>3</sup>	BSU Award	LLUK Award
<b>YEAR ONE MODULES</b>				
LL4201 <b>Core</b>	An Introduction to Teaching and Learning	15 NQF 4	Cert Ed; PGCert Ed	PTLLS CTLLS DTLLS
LL4202 <b>Core</b>	Enabling Learning and Assessment	15 NQF 4	Cert Ed; PGCert Ed	CTLLS DTLLS
LL4203 <b>Core</b>	Theories and Principles of Enabling Learning	15 NQF 4	Cert Ed; PGCert Ed	DTLLS
LL4204 <b>Option</b>	Specialist Area Case Study	15 NQF 4	Cert Ed; PGCert Ed	DTLLS
<b>YEAR TWO MODULES</b>				
LL5201/ LL6201 <b>Core</b>	Wider Professional Practice	15 NQF 5 / 6	Cert Ed; PGCert Ed	DTLLS
LL5202/ LL6202 <b>Core</b>	Curriculum Development for Inclusive Practice	15 NQF 5 / 6	Cert Ed; PGCert Ed	DTLLS
LL5203/ LL6203 <b>Core</b>	Continuing Personal and Professional Development (CPPD)	15 NQF 5 / 6	Cert Ed; PGCert Ed	DTLLS
LL5204/ LL6204 <b>Option</b>	Workplace Project	15 NQF 5 / 6	Cert Ed; PGCert Ed	DTLLS
LL5205/ LL6205 <b>Option</b>	Embedding Language, Literacy and Numeracy (LLN) for Vocational and Other Subject Teachers	15 NQF 5 / 6	Cert Ed; PGCert Ed	DTLLS
LL5209/ LL6209 <b>Option</b>	Learner Support	15 NQF 5 / 6	Cert Ed; PGCert Ed	DTLLS

<sup>3</sup> 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

**TABLE 2 ASSESSMENT ACTIVITIES – YEAR 1**

<b>Mod No. / Level / Title</b>	<b>Assess Activity No</b>	<b>Assessment Activity</b>
LL4201 <b>Core (HE C)</b> An Introduction to Teaching and Learning	4201.1	Extending your teaching through observation
	4201.2	Specialist Area Roles And Responsibilities <b>(2000 words)</b>
	4201.3	Practical Teaching File evidence
LL4202 <b>Core (HE C)</b> Enabling Learning and Assessment	4202.1	Assessment Report <b>(2000 words)</b>
	4202.2	Programme Evaluation
	4202.3	Practical Teaching File evidence
LL4203 <b>Core (HE C)</b> Theories and Principles of Enabling Learning	4203.1	Seminar presentation
	4203.2	Report <b>(2000 words)</b>
	4203.3	Practical Teaching File Evidence
LL4204 <b>Option (HE C)</b> Specialist Area Review	4204.1	Observations by you of two other teachers in your specialist area
	4204.2	Review <b>(2000 words)</b>
	4204.3	Practical Teaching File Evidence

## Year 1 Modules - Core Modules

### **LL 4201 – AN INTRODUCTION TO TEACHING AND LEARNING** **NQF Level 4**

#### Module Introduction

This module provides you with an introduction to all key aspects of teaching. It also covers the requirements of the new '**Preparing to Teach in the Lifelong Learning Sector**' (**PTLLS**) award. The content of and activities in this module will assist you to function effectively as a new teacher and as a subject teacher. If you are an experienced teacher, it will refresh your teaching in various ways. Introductions to key principles and practices of teaching and learning are included, such as:

- The teaching and learning cycle.
- Planning.
- Embedding equality and cultural diversity in your teaching.
- Supporting learning, motivating learners and promoting achievement.
- Assessment and evaluation.
- Enhancing your capacity to recognise and address the Language, Literacy, Numeracy (LLN) and ICT needs of your own learners.
- Reflective Practice and self evaluation

A critical consideration of the contemporary policy landscape will be included to help you to understand the wider working context of the sector.

Topics in this module will all be further developed in subsequent modules.

#### Module Aims

This module will enable trainees to:

1. Recognise the aspects of teaching which can inspire and challenge a diverse community of learners.
2. Experience, undertake and review a range of practical teaching activities in their own specialist area.
3. Review own teaching capability and develop plans for improvement.
4. Develop an understanding of the principles of reflective practice and your own skills of reflection as a practitioner.
5. Consider key contextual elements of teaching in the Lifelong Learning Sector.

#### Module Indicative Content

##### **Indicative content (Preparing to Teach in the Lifelong Learning Sector - PTLLS):**

- Roles, responsibilities, boundaries within professional and legislative context
- Equality and cultural diversity
- Approaches to teaching your specialist area
- Understanding the cycle of teaching and learning.

- Value of including Language, Literacy and Numeracy (LLN) / Information and Communications Technology (ICT) / Key skills / Functional Skills in the process of learning
- Introduction to planning of sessions including overview of methods/resources and how to motivate/engage learners
- Essential teaching and learning techniques
- Introduction to types of assessment and the value/importance of feedback
- Current legislation regarding disability, Equality and Diversity and Safeguarding.

#### **Indicative content (Rest of module):**

- Initial assessment and its use in the learning process
- Inclusion and meeting needs of individual learners
- Language, Literacy and Numeracy (LLN) / Information and Communications Technology (ICT) skills integral to specialist subject area
- Introduction to resources including new/emerging technologies
- Introduction to inclusive learning activities

#### Module Learning Outcomes

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

1. Review their own role, responsibilities and boundaries as a teacher within their professional context.
2. Relate an initial range of teaching and learning concepts and principles to their own teaching.
3. Identify relevant Literacy, Language, Numeracy (LLN) and ICT skills related to their own specialist subject area, and discuss how they address these in their teaching.

#### Practical Teaching Learning Outcomes

1. Plan, teach and evaluate inclusive and motivating teaching plans, which meet the needs of a diverse range of learners.
2. Utilise initial assessments of learners to support their planning and student learning.
3. Review their competence in the minimum core of literacy, language, mathematics and ICT, and record the results.
4. Review their competence in Practical Teaching, record the results and agree ways to improve where appropriate.

#### Assessment activities in detail

#### **4201.1 EXTENDING YOUR TEACHING THROUGH OBSERVATION**

Observe the teaching of an experienced teacher in your specialist area for **at least one hour**. Write an evaluation report using the headings on the proforma which will be provided. Your evaluation will discuss:

- How the planning demonstrated an inclusive approach, differentiated learning, embedded equality and cultural diversity, and addressed the subject matter.
- How the planning worked out in practice.
- The quality of communication and engagement with the learners.
- The way LLN / Key Skills / Skills for Life (SfL) / Functional Skills were contextualised to the specialist subject area.

- What evidence of learning was seen and how effectively this was supported by the learning resources and activities.
- How feedback was given to the learners?

At the end you need to:

- Identify the key learning that you can take away from the observation to modify and improve your own teaching, including how you may have taught the session differently.

Include the observed teacher's session plan and any other relevant materials from the session if these are available

***This activity will contribute to achieving:***

- Module Learning Outcomes **1, 2**
- Practical Teaching Learning Outcome **4**

## **4201.2 SPECIALIST AREA ROLES AND RESPONSIBILITIES**

### **Summary of Roles and Responsibilities (2000 words)**

You will reflect on your role and responsibilities in relation to your specialist area. You will summarise these on a standard proforma as follows:

- Summarise your roles and responsibilities as a teacher of a specialist area.
- Describe two key factors which make your specialist area 'special' and different from other specialist areas.
- Describe what LLN / Key Skills / Skills for Life (SfL) / Functional Skills / ICT need to be included for learner success in your specialist area.
- Describe at least two of your strengths and two challenges you face as a teacher of your specialist area.

**You will need to use your reading (at least three different sources) to demonstrate your understanding of an initial range of teaching and learning concepts.**

**You should attach a bibliography to the end of the proforma.**

***This activity will contribute to achieving:***

- Bath Spa University Module Learning Outcome **1, 2, 3**

Submission of Work:

When handed in the work should be presented in a soft folder which contains:

- A copy of your personal profile
- Your report of the **observation of an experienced teacher (LL4201.1)** together with the session plan and any other relevant session materials that are available
- Your **summary of roles and responsibilities using the headings on the proforma** including a **bibliography** of the reading you have used (**LL4201.2**).

**NB Please do not use plastic pockets for your coursework or evidence in the Practical Teaching File, unless there are specific items which need to be protected (e.g. valuable resources)**

### 4201.3 PRACTICAL TEACHING FILE

This should be submitted for formative assessment.

**See the Guide to Practical Teaching and Professional Development for a detailed description of the evidence that should be in place by the end of LL4201.**

Summary - these items should be included:

- **Section 1: You and your progress through the course**
  - 1 (a)** Personal Profile and CV
  - 1 (c)** LLN / ICT and first self assessment of Practical Teaching
  - 1 (d)** Your Initial Individual Development Plan, and Milestone 1 Individual Development Plan
  - 1 (e)** PDJ entry 1
- **Section 2: You and your teaching**
  - 2 (a)** The Practical Teaching Arrangements proforma, Practical Teaching Log, Mentor Record and the Mentoring Log, showing initial evidence of your teaching and mentoring
  - 2 (b)** Introduction to you and your teaching, and background information on the chosen learning group.
  - 2 (c)** All of the documents for General Observation 1 and Specialist Observation 1
  - 2 (d)** Scheme of work (for at least the first term of your teaching)
  - 2 (e)** At least three session plans, using the required session plan format between section 2 (c) and (e).
  - 2 (f) Assessment** No evidence here yet

## **LL 4202 - ENABLING LEARNING AND ASSESSMENT**

### **NQF Level 4**

#### Module Introduction

Teachers are involved in assessment from the moment they start teaching, and this area involves significant challenges and rewards. Establishing a clear definition of what assessment is, how it is different from evaluation, whilst they complement each other in various respects, will be an essential introduction to the module. The module will also explore the role of assessment in the learning process and will review assessment approaches, methods and tools, and the key role which feedback has in assessment and achievement. Key concepts in assessment will be discussed and trainees will be encouraged to critique these in the context of their own practice. You will share assessment tools and techniques with your peers, whilst using the learning from the module to support and improve your own teaching and that of your organisation. Key principles of programme evaluation will be introduced to complement the work on assessment within the module.

#### Module Aims

This module will enable trainees to:

1. Clearly define different types of assessment and their purpose.
2. Use assessment fairly and effectively in teaching and learning.
3. Utilise assessments to improve the quality of your students' learning, your own teaching and that of your organisation.

#### Module Indicative Content

- Theories and principles of assessment
- Different types and stages of assessment, their purpose and value in the learning process
- Evaluation and its relationship to assessment
- Equality and cultural diversity in assessment
- Promoting achievement through assessment
- ICT-supported assessment
- Planning assessment schemes
- Giving verbal and written feedback

#### Module Learning Outcomes

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

1. Review how their teaching incorporates a range of key assessment principles.
2. Discuss how equality and cultural diversity issues impact on assessment and how individual needs can be met.
3. Evaluate the quality assurance of assessment by their organisation.
4. Evaluate own approaches, strengths and improvement needs in relation to assessment and identify areas for further development.

#### Practical Teaching Learning Outcomes

5. Carry out and evaluate a variety of assessments which promote inclusive learning and achievement.

6. Take account of learners' levels of Language, Literacy, Numeracy and ICT when carrying out subject assessments.
7. Give feedback to learners verbally and in writing, which motivates them, identifies strengths and areas for improvement, and celebrates achievement.
8. Carry out a simple programme evaluation using feedback from your learners.
9. Review their competence in the minimum core of literacy, language, mathematics and ICT, in relation to assessment, and agree targets for development.

Assessment activities in detail.

#### **4202.1 ASSESSMENT REPORT (2000 words)**

**Write a report on assessment in your teaching covering all of the following:**

- Discuss, using your learning and reading during the module, the formal and informal assessment methods and techniques which you use in your specialist area, and how they are (or are not):
  - fair, valid and reliable
  - adapted to meet the needs of individuals and diverse groups
  - ensuring equality of assessment for all students
  - promoting achievement
- How do the LLN / Key Skills / Functional Skills and ICT skills of your learners impact on their assessment results?
- How and when do you give feedback (verbal and written) which motivates and sets targets for improvement in the learning your students?
- Evaluate the effectiveness of your assessment overall and identify areas for improvement.

**You should include reading using at least three different sources and a bibliography.**

**If you wish, you can include any assessment documentation, activities etc as an appendix to illustrate your argument**

***This activity will contribute to achieving:***

- Bath Spa University Module Learning Outcomes **1, 2, 3, 4**
- Bath Spa University Practical Teaching Learning Outcomes **5, 6, 7, 9**

#### **4202.2 PROGRAMME EVALUATION**

Carry out a simple programme evaluation where you collect feedback from your learners, analyse the results, and produce an action plan to improve the learning programme concerned on the proforma provided or using the headings for your report. You may create an evaluation tool for collecting the evaluation data, or use an existing tool. The evaluation should include feedback on the students' views on the quality of:

- Your teaching.
- Their own learning, giving examples of their new learning.
- The teaching and learning facilities, activities and resources.
- The support they are receiving in general for their learning, and where relevant, any additional support for particular difficulties and / or disabilities.

**The following supporting information needs to be provided with the completed proforma:**

- Details of the learning programme which is being evaluated.

- A copy of the evaluation tool used.
- A selection of the responses from learners.
- A collated summary and analysis of your results and what they tell you
- Your completed action plan for improvement.

***This activity will contribute to:***

- Bath Spa University Practical Teaching Learning Outcome **8**

**Submission of Work:**

The evidence for the summative assessment should be presented in a soft folder containing:

- A copy of your personal profile
- The assessment report (**LL4202.1**)
- The programme evaluation (**LL4202.2**)
  - Details of the learning programme which is being evaluated
  - A copy of the evaluation tool used
  - A selection of the responses from learners
  - Your completed action plan for improvement

**NB Please do not use plastic pockets for your coursework or Practical Teaching File work unless there are specific items which need to be protected (e.g. valuable resources)**

### **4202.3 PRACTICAL TEACHING FILE**

This should be submitted for formative assessment. See the **Guide to Practical Teaching and Professional Development** for a detailed description of the evidence that should be in place by the end of **LL4202**.

**Summary - these items should be added:**

- **Section 1: You and your progress through the course**
  - 1 (a)** should be complete
  - 1 (b)** LL4202 summative feedback
  - 1 (c)** Second self assessment of Practical Teaching
  - 1 (d)** Milestone 2 Individual Development Plan
  - 1 (e)** PDJ entry 2
- **Section 2: You and your teaching**
  - 2 (a)** Further evidence of your teaching and mentoring
  - 2 (b)** Should be complete
  - 2 (c)** All of the documents for General Observation 2
  - 2 (d)** Scheme of work with further development
  - 2 (e)** At least three more session plans between section 3 (c) / (e).
  - 2 (f)** Assessment documentation, two examples of assessments, assessment tracking documents for 2 learners and initial assessment evidence for LL4202

## **LL 4203 – THEORIES AND PRINCIPLES OF ENABLING LEARNING**

### **NQF Level 4**

#### Module Introduction

This third core module of year 1 addresses further key central issues and themes in teaching and learning, including communication, managing challenging behaviour, learning resources and learner support. Without successful communication, little effective learning is likely to happen, and the module covers strategies for effective communication, and overcoming barriers to learning associated with cultural, social and economic circumstances. The use of technology and other tools to enhance communication and promote inclusive learning is explored, as are ways to create, adapt, use and evaluate inclusive learning resources in your own specialist area. Working directly to support your learners in a variety of ways within your teaching sessions and by liaising with others is also included. As you move towards the end of your first year of Initial Teacher Training, you will review your progress over the year and forward plan for the next stage of your personal and professional development, including progression to the next stage of this award where appropriate.

#### Module Aims

This module will enable trainees to:

1. Consider and apply a variety of principles and practices in relation to educational theories, effective communication, managing and maintaining positive relationships in teaching and learning.
2. Explore a variety of teaching and learning strategies and resources, including Information and Communications Technology, and their impact.
3. Support their learners more effectively.
4. Review their practice including planning to enable effective learning showing development and continuous improvement.

#### Module Indicative Content

- Theories of learning and their application
- Principles and practices of inclusion and addressing equality and cultural diversity
- Theories of communication and their application
- Communication skills including - basic listening skills; explaining skills; applied writing skills
- The effects of cultural background including poor Language, Literacy, Numeracy and ICT on learning and achievement
- Managing challenging behaviour to promote Equal Opportunity to learn.
- Developing, adapting, using and evaluating teaching and learning resources
- Different approaches to supporting learners.

### Module Learning Outcomes

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

1. Explain how learning and communication theories underpin their teaching.
2. Discuss some of the factors which affect learning, and their potential impact on learner achievement.
3. Evaluate how effectively they manage the behaviour of their learners

### Practical Teaching Learning Outcomes

10. Utilise a variety of skills and approaches to managing behaviour and supporting learners.
11. Communicate effectively with learners and within their own organisation.
12. Utilise and evaluate teaching and learning strategies and resources in their own specialist area, using new and emerging technologies where appropriate.
13. Evaluate own approaches, strengths and improvement needs in relation to enabling learning and identify areas for further development.
14. Review their competence in the minimum core of literacy, language, mathematics and ICT in relation to enabling learning, and identify areas for development.

### Assessment activities in detail

#### **4203.1 GROUP SEMINAR**

This activity should be seen as preparation for the report, which is produced as the second assessment activity, and there is a conscious overlap of content between the two activities.

You will be given a topic related to theories of learning, theories of communication, managing behaviour and their relationship to equality and cultural diversity. The key theories and topics will be divided between you and the other trainees, ensuring that coverage of all key aspects of learning theory, communication theory and theories and techniques of managing challenging behaviour is achieved across all seminar presentations.

#### The seminar

You will make a presentation on the selected topic to the class. The presentation should:

- Describe and explain the particular theory/techniques you have been allocated and how it supports equality and cultural diversity
- Identify the strengths and weaknesses of that particular theory/technique.
- Promote discussion within the rest of the group on the relevance of that theory to teaching

#### Self evaluation

This will need to include:

- Your self evaluation of the seminar's success
- Your new learning from your own and other seminars

**This activity will contribute to achieving:**

- Bath Spa University Module Learning outcomes **1, 2**
- Bath Spa University Practical Teaching Learning outcomes **13**

**4203.2 REPORT (2000 words)**

Write a report which:

- Discusses how you apply theories and principles of learning in your practical teaching and evaluates your own personal communication skills with your learners
- Discusses some of the factors which affect learning, their potential impact on learner achievement (including for example barriers to learning, social and economic disadvantage, cultural background, LLN and disability).
- Evaluates how effectively you manage the behaviour of your learners.
- Explains how you apply a range of theories and principles to promote equality and cultural diversity and support inclusive learning through the teaching of your specialist area.

**The report should include reading from at least three different sources, and a bibliography.**

***This activity will contribute to achieving:***

- Bath Spa University Module Learning outcomes **1, 2, 3**
- Bath Spa University Practical Teaching Learning outcomes **12**

Submission of Work:

The evidence for the summative assessment should be presented in a soft folder which should contain:

- A copy of your personal profile
- **Seminar (LL4203.1)**
  - Your plans/resources/materials used in the seminar
  - Your self-evaluation of your seminar and the seminars of others that you have listened to
- Your **Report (LL4203.2)**

**NB Please do not use plastic pockets for your coursework unless there are specific items which need to be protected (e.g. valuable resources)**

**4203.3 PRACTICAL TEACHING FILE**

This should be submitted for summative assessment at the end of the academic year. See the **Guide to Practical Teaching and Professional Development** for a detailed description of all the evidence that should now be in place.

**Summary - these items should be added:**

- **Section 1: You and your progress through the course**
  - 1 (a)** should be complete
  - 1 (b)** LL4203 summative feedback
  - 1 (c)** Third self assessment of Practical Teaching
  - 1 (d)** Milestone 3 Individual Development Plan
  - 1 (e)** PDJ entry 3
- **Section 2: You and your teaching**
  - 2 (a)** Should be complete
  - 2 (b)** Should be complete
  - 2 (c)** All of the documents for General Observation 3
  - 2 (d)** Scheme of work with further development
  - 2 (e)** At least three more session plans between section 3 (c) / (e).
  - 2 (f)** Should be complete

## **LL4204 - OPTION MODULE 1 - SPECIALIST AREA REVIEW**

### **NQF Level 4**

#### Module Introduction

This piece of work enables you to consider aspects of how teaching your specialist area operates for you and others in your own organisation, analyse the factors involved and draw together some plans which will have a positive impact on your practice and that of other colleagues. Study on this option will commence early in the year, and be embedded across the year into other activities and modules.

#### Module Aims

This module will enable trainees to:

1. Understand the range and scope of the provision in their specialist area within their organisation.
2. Research the current state of pedagogy in their specialist area.
3. Observe colleagues teaching their specialist area.
4. Analyse the challenges faced in their specialist area within their organisation.

#### Module Indicative Content

This is a project module in which you are expected to research into your own specialist area to learn about:

- The range and scope of the provision in your specialist area within your organisation.
- The current state of pedagogy in your specialist area
- Observing other practitioners in your specialist area
- Analysis of the LLN demands of your specialist area
- Analysis of current industry/subject knowledge & practice & how these provide the challenges and links to those involved in teaching in your specialist area in your organisation

#### Module Learning Outcomes

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

1. Develop a review around their own specialist area as it operates in their organisation, and others and which includes:
  - learning from observations of the teaching of specialist colleagues
  - evidence of current specialist area knowledge
  - evidence of how they maintain good industrial practice as well as good education & training practice
2. Appraise the impact of relevant professional group, association or network on their specialist area.

#### Practical Teaching Learning Outcomes

15. Apply current and appropriate knowledge of their specialist area and its pedagogy in their teaching.
16. Utilise, evaluate and improve appropriate teaching and learning strategies, methods and resources in relation to own specialist area.

17. Support learners to identify and address LLN / Key Skills / SfL / Functional Skills needs in relation to their specialist area, working in collaboration with relevant colleagues where appropriate

Assessment Activity in detail

This assessment activity will be assessed by a course tutor and commented on by a specialist area mentor.

#### **4204.1 OBSERVATIONS OF OTHERS IN YOUR SPECIALIST AREA**

Carry out **two observations** of the teaching of colleagues in your specialist area. Try to ensure these are from a wider range of teaching than your own (e.g. teaching of students at a different level; teaching subjects / modules which you don't normally teach; teaching in other contexts) **Write these up on the proforma provided.**

#### **4204.2 SPECIALIST AREA REVIEW (2000 words)**

This **Specialist Area Review** provides an opportunity for you to produce a comprehensive summary of what you consider to be the current situation of your specialist area as it operates in your own professional setting, with examples from the broader context, and supporting reflections arising from observations of the teaching of other colleagues.

You should include:

- **An update of your understanding of the current state of pedagogy** in your specialist area. You should discuss:
  - What have you learned about your specialist area during this year which is new?
  - What new specialist area content and resources have you found and how useful have they been?
  - How do you ensure you meet current legislative requirements/codes of practice for your specialist area?
  - What impact has any relevant professional group, association or network had on your specialist area?
- **Analysis of your specialist area in your organisation:**
  - How effectively are equality and cultural diversity embedded in your specialist area?
  - What two actions would you take to improve your specialist area in your organisation and why?
  - How do you see the future of your teaching in your specialist area locally and nationally?

***This activity will contribute to achieving:***

- Bath Spa University Module Learning Outcomes **1, 2**
- Bath Spa University Practical Teaching Learning Outcomes **14, 15, 16**

Submission of Work:

The evidence for the summative assessment should be presented in a soft folder which should contain:

- A copy of your personal profile
- Copies of your two observations on the required proforma (make sure you have covered the extra questions you are asked to comment on) **(LL4204.1)**
- Your Review **(LL4204.2)**

**NB Please do not use plastic pockets for your coursework unless there are specific items which need to be protected (e.g. valuable resources)**

### **4204.3 PRACTICAL TEACHING FILE**

This should be submitted as a complete file for formative assessment. See the Guide to Practical Teaching and Professional Development file for a detailed description of the evidence that should be in place by the end of LL4204.

**NB Please do not use plastic pockets for your coursework unless there are specific items which need to be protected (e.g. valuable resources)**

#### **Summary - these items should be added**

- **Section 1: You and your progress through the course**
  - 1 (a) Should be complete
  - 1 (b) LL4204 summative feedback
  - 1 (c) Third self assessment of Practical Teaching
  - 1 (d) Should be complete
  - 1 (e) Should be complete
- **Section 3: You and your teaching**
  - 2 (a) Should be complete
  - 2 (b) Should be complete
  - 2 (c) All of the documents for Specialist Observation 3
  - 2 (d) Should be complete
  - 2 (e) Should be complete
  - 2 (f) Should be complete

## Section Three – Additional Assessment Guidance

### 3.1 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

The production of reports is a crucial assessment component on this programme. The reports combine the presentation of information about aspects of your teaching with elements of research and analysis. They require critical reading and evaluation both within and beyond the recommended course texts and other sources. 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.

#### 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.

### Peer Reviews

Sometimes when individuals or groups are presenting seminars, other members of the group may be asked to do a peer review of the seminar. By this we mean that you should evaluate professionally the work of your colleagues. You may be given a proforma on which to make notes. When you are peer reviewing, you should bear in mind how you would give feedback to your own students in a professional way. You should think about relevant ground rules to ensure that your feedback is supportive, constructive and helpful.

### 3.2 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 1.5 inches on the left and one inch on the right) should be used, with top and bottom spaces, of around 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.**

### 3.3 HARVARD REFERENCING GUIDELINES

The current version of the University's approved guidelines for Harvard Referencing is available from the Library and Information Services 'Information Skills' web page at;

<http://www.bathspa.ac.uk/services/library/InfoSkills/>

They can also be located on the 'ItsLife' website study skills section at:

<http://www.itslifejimbutnotaswewknowit.org.uk/studyskills1.htm>

### 3.4 ADDITIONAL ASSESSMENT INFORMATION

#### Unfair Practice

The current policy on unfair practice is on the University Web site at:

<http://www.bathspa.ac.uk/services/academic-office/plagiarism-detection/unfair-practice.asp>

and on plagiarism detection at:

<http://www.bathspa.ac.uk/services/academic-office/plagiarism-detection/>

#### 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 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 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 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 agreed circumstances.**

## Section Four – Other Useful Information

### 4.1 ADMISSION REQUIREMENTS

- Admission 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 **75 hours a year**, and **150 hours teaching** over the two years of the course. **30 hours of this 75** 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. (SEE BELOW)**
  - Over the 2 years of the qualification, you will need to have experience of a range of different teaching, e.g. at 2 or more different levels, with different age groups, on different types of qualifications. Gaining this breadth of experience is especially important in year 2 of the qualification – **you should not teach exclusively on the same qualification for both years of your teaching practice.**

### 4.2 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 (with a minimum of 75 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.**

### 4.3 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 (CTLTS) – Level 4**
- **Diploma in Teaching in the Lifelong Learning Sector (DTLLS) – Level 5/6**

### 4.4 STRUCTURE AND COMPLETION OF BATH SPA UNIVERSITY AWARDS

#### 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 **NQF level 4** and **one** option module of 15 credits at **NQF level 4**, 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 **NQF level 5**.

- If you are undertaking the **Professional Graduate Certificate in Education**, the three core and one option modules are all at **NQF level 6**.
- 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 QUALIFICATIONS, 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.**

#### 4.5 WORKING IN PARTNERSHIP

As part of its strategy to strengthen its regional role, Bath Spa University has formed partnerships with a number of regional Further Education Colleges and other organisations. In 2010/11, there were in excess of 1100 students registered on Wessex Partnership courses.

##### 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 two of our collaborative partners, (Weston and Wiltshire Colleges) and are taught by partner college staff, with visiting contributions from university staff. To become a partner, a number of 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 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 University. 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 **Programme Leader**, 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.

## 4.6 THE CURRICULUM APPROACH

Our approach to designing the curriculum of these courses draws on Biggs' (2003)<sup>4</sup> 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.

<sup>4</sup> 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'<sup>5</sup>, 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.

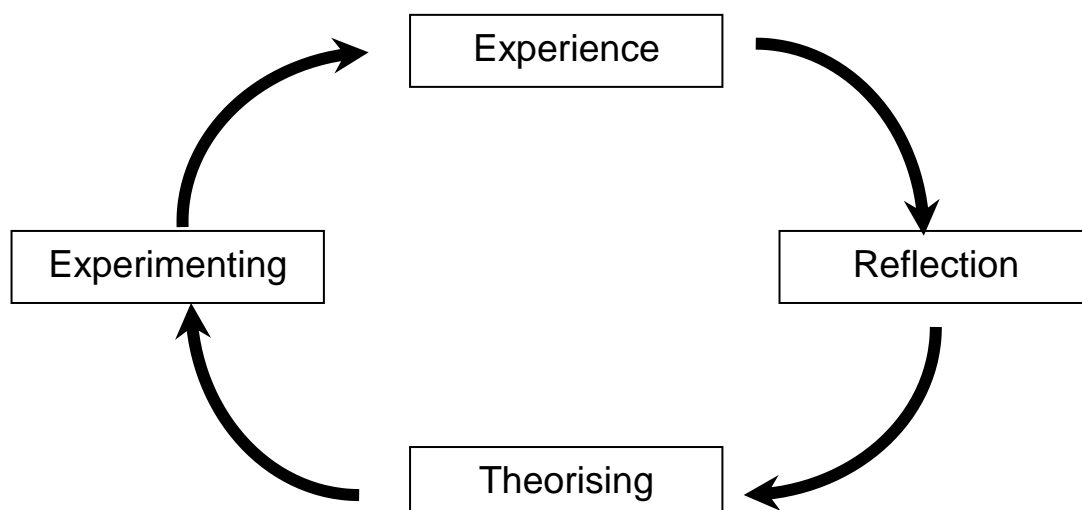
## Reflective Learning

### Experience, Reflection and Learning

Kolb's (1984)<sup>6</sup> 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



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

<sup>6</sup> 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.

#### 4.7 PRACTICAL TEACHING AND PROFESSIONAL DEVELOPMENT

##### Key Purpose of Teaching

The LLUK standards<sup>7</sup> 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 **150 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 **150 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
  - ⇒ Preparing for observations and Milestone Reviews
  - ⇒ Developing Reflective Practice through your Professional Development Journal

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

⇒ 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)<sup>8</sup>

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)<sup>9</sup>

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.

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

<sup>9</sup> As above

## Appendix 1 - Mapping Of Lifelong Learning UK Units Of Assessment To Award Modules / Assessment Activities

<b>MODULE / ASSESS ACTIVITY NO</b>	<b>LLUK UNIT OF ASSESSMENT REFERENCE</b>
<b>YEAR 1</b>	
<b>LL4201 An Introduction to Teaching and Learning</b>	
<b>4201.1</b> 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
<b>4201.2</b> 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
<b>4201.3</b> 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
<b>4201.4</b> 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
<b>LL4202 Enabling Learning and Assessment</b>	
<b>4202.1</b> Assessment Report <b>4202.2</b> 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
<b>4202.3</b> 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
<b>LL4203 Theories and Principles of Enabling Learning</b>	
<b>4203.1</b> 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 LLUK PEL Assessment criteria 4.1, 4.2, 4.3
<b>4203.2</b> Report ( <b>1750 words</b> )	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><b>4203.3</b> 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, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3</p>
<p><b>LL4204 Specialist Area Review</b></p>	
<p><b>4204.1</b> Observations by you of two other teachers</p> <p><b>4204.2</b> Review (<b>2000 words</b>)</p> <p><b>4204.3</b> 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>

## Appendix 2 - Mapping of Programme Learning Outcomes to Award Modules / Assessment Activities

### YEAR 1

Year 1 Assessment Activities (by activity number)	Programme Learning Outcomes
	<b>Knowledge and understanding (KU 1)</b>
4201.1, 2, 3, 4 4202.1, 2, 3 4203.1, 2 4204.1, 2, 3	<b>KU 1.1</b> Apply knowledge and understanding of an initial range of teaching and learning concepts, principles and theories to practice in LL.
4201.2, 4 4202.1, 2, 3 4203.1, 2 4204.2, 3	<b>KU 1.2</b> Consider their professional roles and responsibilities as a teacher
4201.1, 4 4202.3 4203.2 4204.1, 3	<b>KU 1.3</b> Utilise qualitative and quantitative data collection methods in classroom observation
	<b>Intellectual skills (IS 1)</b>
4201.1, 3, 4 4202.1, 2, 3 4203.1, 2 4204.2, 3	<b>IS 1.1</b> Identify strengths and weaknesses in own performance in and plan improvements in future practice
4201.1, 3, 4 4202.1, 2, 3 4203.1, 2 4204.1, 2, 3	<b>IS 1.2</b> Evaluate appropriateness of different approaches to solving problems
4201.1, 4 4202.1, 2, 3 4203.1, 2 4204.1, 2, 3	<b>IS 1.3</b> Analyse and summarise quantitative and qualitative data
4201.1, 3, 4 4202.1, 2, 3 4203.1, 2 4204.1, 2, 3	<b>IS 1.4</b> Prepare and present opinions and arguments in both spoken and written form, applying their knowledge and understanding to their practice in teaching and learning
4201.2, 4 4202.1, 2, 3 4203.1, 2 4204.2, 3	<b>IS 1.5</b> Reflect on how developments in the changing professional environment of LL impact on their role in teaching and learning
	<b>Transferrable Skills (TS 1)</b>
4201.1, 2, 3, 4 4202.1, 2, 3 4203.1, 2 4204.1, 2, 3	<b>TS 1.1</b> Structure and communicate opinions and arguments effectively in both spoken and written form for a variety of audiences
4201.1, 3, 4 4202.1, 2, 3 4203.1, 2 4204.1, 2, 3	<b>TS 1.2</b> Collect, present and interpret simple qualitative and quantitative data
4201.1, 2, 3, 4	<b>TS 1.3</b> Use ICT for word processing, preparation of learning

4202.1, 2, 3 4203.1, 2 4204.1, 2, 3	materials, data handling and data presentation
4201.1, 3, 4 4202.1, 2, 3 4203.1, 2 4204.2, 3	<b>TS 1.4</b> Use ICT as appropriate for teaching and learning in their practical work
4201.1, 2, 3, 4 4202.1, 3 4203.1, 2 4204.3	<b>TS 1.5</b> Collaborate and plan as part of a team; carry out roles allocated by the team and keep to agreed responsibilities

**APPENDIX 3 - GLOSSARY OF ABBREVIATIONS**

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

<b>TS</b>	Transferable Skills
<b>TSS</b>	Teaching a Specialist Subject
<b>VLE</b>	Virtual Learning Environment
<b>WPP</b>	Wider Professional Practice