# BATH SPA UNIVERSITY

**2012/13**

## Course Handbook Year Two



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

In partnership with
Weston College and
Wiltshire College

**School of Education**

# CONTENTS

# 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.

## 1.3  REFLECTIVE PRACTICE

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

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

*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 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 to a good standard 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).

## 1.8  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 some information and content online via our Minerva VLE. This is designed to:

o   Provide online access to course and teaching documentation.
o   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.

### 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[2]. 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.

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

**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:

- o Reports
- o Group Seminars
- o Curriculum Proposal and Evaluation
- o Practical Teaching and Professional Development Evidence i.e. Practical Teaching File; Evaluations of practical teaching; Teaching Observations; Professional Development Journal (PDJ)
- o Specialist area Review
- o 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 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 the 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, 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.

### 1.12    CONTACT DETAILS

Programme Leader Lifelong Learning

**Bath Spa University**         Jim Crawley
**Tel**: 01225 875677          **email**: j.crawley@bathspa.ac.uk

Course Managers

**Weston College**           Edd Brown
**Tel:** 01934 411477          **email:** edward.brown@weston.ac.uk


**Wiltshire College**          Pauline Adams

**Tel:** 01225 766 241          Pauline.Adams@wiltshire.ac.uk

**School of Education, Continuing Professional Development Department**
CPD Admin
Tel: 01225 875593          cpdadmin@bathspa.ac.uk

## Section Two - Detailed Course Information

### 2.1 OVERVIEW OF MODULES AND AWARDS

| Module No. | Title | Size (Credit) and Level[3] | BSU Award | LLUK Award |
|---|---|---|---|---|
| **YEAR TWO MODULES** | | | | |
| LL5/6201 **Core** | Wider Professional Practice | 15 NQF 5 / 6 | Cert Ed; PGCert Ed | DTLLS |
| LL5/6202 **Core** | Curriculum Development for Inclusive Practice | 15 NQF 5 / 6 | Cert Ed; PGCert Ed | DTLLS |
| LL5/6203 **Core** | Continuing Personal and Professional Development | 15 NQF 5 / 6 | Cert Ed; PGCert Ed | DTLLS |
| LL5/6204 **Option** | Workplace Project | 15 NQF 5 / 6 | Cert Ed; PGCert Ed | DTLLS |
| LL5/6209 **Option** | Learner Support | 15 NQF 5 / 6 | Cert Ed; PGCert Ed | DTLLS |

### ASSESSMENT ACTIVITIES

| Mod No. / Level / Title | Assess Activity No | Assessment Activity |
|---|---|---|
| **YEAR 2** | | |
| **LL5201/LL6201 Core (NQF 5/6)** Wider Professional Practice | 5/6201.1 5/6201.2 | Seminar presentation with peer review Report on change **(2000 words)** |
| **LL5202/LL6202 Core (NQF 5/6)** Curriculum Development for Inclusive Practice | 5/6202.1 | Curriculum Proposal and Evaluation (a) Proposal **(500 words)** (b) Evaluation by a peer and of a peer **(500 words)** (c) Evaluation Report **(2000 words)** |
| **LL5203/LL6203 Core (NQF 5/6)** Continuing Personal and Professional Development | 5/6203.1 | Practical teaching file to provide evidence of practical teaching and professional development |
| **LL5204/LL6204 Option (NQF 5/6)** Workplace Project | 5/6204.1 5/6204.2 | Project Proposal **(1000 words)** Project report **(3000 words)** |
| **LL5209/LL6209 Option (NQF 5/6)** Learner Support | 5/6209.1 5/6209.2 | Experiential Case Study **(1000 words)** Report **(2000 words)** |

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[3] NQF stands for the levels in the National Qualification Framework

**YEAR 2 MODULES - CORE MODULES**

**LL5201 (NQF Level 5)   LL6201 (NQF Level 6)**

**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.

### 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. To develop strategies for managing change within their professional context.
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. analyse an aspect of current educational policy in the LL sector, considering the context and background which has produced the policy
2. discuss critically a selection of the key changes which have taken place in your working context, and how your organisation has managed these changes.
3. evaluate the effectiveness of the strategies you have adopted for managing these changes in your teaching
4. propose actions which would benefit learners and improve provision

**Learning Outcomes for PG Cert**

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

1. critique an aspect of current educational policy in the LL sector, considering the context and background which has produced the policy
2. critically analyse a selection of the key changes which have taken place in your working context, and how your organisation has managed these changes, using the most current reading in the field.
3. critically evaluate the effectiveness of the strategies you have adopted for managing these changes in your teaching, using the most current reading in the field.
4. propose actions which would benefit learners and improve provision in your organisation

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
- Models of change and managing change
- Models of excellence in teaching

Assessment activities in detail

## 52/6201.1 SEMINAR PRESENTATION WITH PEER REVIEW (group or individual)

*Note: Further guidance on seminar presentations and peer reviews in Section 3 of this handbook*

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 cultural 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. Note the further guidance on peer reviews in Section 3: when you are peer reviewing, you should bear in mind how you would give feedback to your own students, and make sure that your peer review is supportive, constructive and professional.

**Self evaluation**

You should include a self evaluation of the new learning you gained from the seminar you contributed to, and the range of seminars overall, and how you will apply it in your teaching.

**This activity contributes to achieving:**

- Bath Spa University Module Learning Outcome **1**

**52/6201.2 REPORT - 2000 WORDS**

**You will:**

- Choose a particular change, or set of changes, which has directly affected your teaching. (The change could be in the curriculum or requirements for one or more of your learning programmes; an internal organisational policy document or report; an external policy document; government report, an awarding body document, or changes in personnel, organisation and structure of your workplace.)
- Consider the main features of the change or changes, including how it or they have developed and why, ensuring you use reading to support your analysis.
- Analyse the effects the change/s have had on your practice and how you have sought to demonstrate flexibility and adaptability in the management of those changes, ensuring you use reading to support your analysis.
- Reflect on the change/s overall and the impact this has had on your teaching.

> **Ensure you use sufficient appropriate literature in supporting your analysis (a minimum of 5 sources).**

**This activity contributes to achieving:**

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

**SUBMISSION**

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

- **Personal Profile**
- **52/6201.1**     Seminar and Peer Review
    - Your plans / resources / materials used in the seminar.
    - Your own evaluation of the seminar's success.
    - Your new learning gained from the seminar you contributed to, and the range of seminars overall, and how you will apply it in your teaching.

- **52/6201.2**     Report

**LL5202 (NQF Level 5); LL6202 (NQF Level 6)**
**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 evaluation and QA in curriculum 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 trainees' own professional practice. Trainees will be expected to analyse particular aspects of their own curriculum including embedding and contextualising of Functional Skills, LLN & ICT, promotion of equality and cultural 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 cultural diversity across the curriculum
- SfL, LLN and Functional Skills 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 specialist area of teaching.
2. Analyse how different curriculum models influenced the design of their proposal.
3. Demonstrate their capacity to address equality and cultural diversity and Functional Skills / LLN / ICT in their proposal.
4. Evaluate their own curriculum proposal and its benefits for their teaching, and contribute to the evaluation of a peer's proposal.
5. Discuss how the curriculum proposal would fit within their organisation's QA systems.

**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 specialist area of teaching.

2. Critically analyse how different curriculum models influenced the design of their proposal, using the most current reading.
3. Demonstrate their capacity to address equality and cultural diversity and Functional Skills / LLN / ICT in their proposal.
4. Critique their own curriculum proposal and its benefits for their teaching, and contribute to the evaluation of a peer's proposal.
5. Critically analyse how the curriculum proposal would fit within their organisation's QA systems, using the most current reading.

Assessment activities in detail

## 52/6202.1 CURRICULUM PROPOSAL AND EVALUATION

**52/6202.1 (a)    Proposal** (**minimum of 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 you will embed equality and cultural diversity and functional skills, LLN / ICT 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, and how do they relate to those of your organisation?

**52/6202.1 (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.

**52/6202.1 (c)    Evaluative Report** – **(2000 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.
- Considers the degree to which the proposal includes aspects of innovation.
- Explains how the proposal addresses equality and cultural diversity and functional skills / LLN / ICT.
- Evaluates how the proposal would (or would not) fit within existing organisational QA processes.
- 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 learning you gained 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:

- **Personal Profile**
- **52/6202.1 (a)**
  - o   Your proposal and any associated documents
- **52/6202.1 (b)**
  - o   The Peer Evaluation of your proposal
  - o   Your evaluation of your peer's proposal
- **52/6202.1 (c)**
  - o   Evaluative report

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**LL5203 (NQF Level 5); LL6203 (NQF Level 6)**
**CONTINUING PERSONAL AND PROFESSIONAL DEVELOPMENT**

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### 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
- Current key developments in the sector including DDA, ECM, social and cultural diversity, OfSTED criteria

### Module Learning Outcomes

**Practical Teaching learning outcomes for Cert Ed and PG Cert:**

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

1. anticipate problems which might arise with implementing learning intentions for their lessons, and consider appropriate alternatives

2.  plan their teaching with a clear focus on their students' learning, with strategies which are intended to encourage learners' autonomy and with clear objectives which all learners understand
3.  use teaching methods with up-to-date subject expertise which meet the needs of the individual learners in their group
4.  plan & embed or contextualise relevant Functional Skills & or LLN & IT into their Scheme of Work, Lesson Plans & Assessments
5.  support, challenge and promote effective learning to raise the standard of learning in their lessons
6.  evaluate their uses of Learning Technology and the degree to which it enhances the learning experiences of their learners.
7.  promote good working relationships that foster learning
8.  identify learners who have barriers to success & achievement in their classes
9.  provide effective support to all learners including those with barriers to success & achievement
10. make use of initial assessments and develop assessments that help learners to progress
11. use materials and teaching methods that promote equality of opportunity and cultural diversity
12. use their lesson and programme evaluations to contribute to organisation's quality assurance procedures

## 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 and assumptions and how these impact on their work with learners and others.
4.  Review their overall strengths and areas for development as a teaching professional in the key areas of Practical Teaching, LLN and ICT.
5.  Identify and prioritise learning goals and targets for future personal and professional development learning activities to meet their needs.

## 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.  Critically analyse their own beliefs, values and assumptions and how these impact on their work with learners and others.
4.  Review their overall strengths and areas for development as a teaching professional in the key areas of Practical Teaching, LLN and ICT.
5.  Identify and prioritise learning goals and targets for future personal and professional development learning activities to meet their needs.

Assessment Activities in detail

**Note:  Further details on the assessment activity for this module will be found in the Guide to Practical Teaching and Professional Development. It is very important that you use this guide to help you structure the file effectively.**

You will need to produce a file which includes:
- Evidence of how you have satisfied the conditions for starting the programme, your satisfactory progress through the programme, and your summative completion.
- Evidence of **at least 75 hours of teaching** 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**.  Evaluations of your teaching will be an integral part of the evidence.  The evidence will include planning, resources, assessment, tutorial support, etc as well as delivery of your teaching.
- Evidence of your professional development during the year which will include a range of evidence including your personal initial assessment results, tutorial and mentor records, etc.  The main strand will be the Professional Development Journal.  This will act as a "commentary" to the year, showing that you reflect on both your learning and your teaching and how the two interact.  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.

**These activities contribute to achieving Module Learning Outcomes as follows:**
Practical Teaching learning outcomes 1-12 through evidence in the Practical Teaching File.
Professional Development outcomes 1-5:  through PDJ entries and milestone reviews

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 the required evidence as listed in the Guide to Practical Teaching.

***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 – 5**
- Bath Spa University Practical Teaching Learning Outcomes **1 – 12**

## 2.3   YEAR 2 - OPTION MODULES

**LL5204 (NQF Level 5); LL6204 (NQF Level 6)**
**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 your 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.

Carry out the project:
3. produce a literature review
4. explain and justify the selected research methods
5. gather and present data in an appropriate format
6. analyse and discuss the data using the reading from the literature review
7. resolve any issues which arise relating to ethics, equality and cultural diversity
8. 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 range of relevant texts and other sources which are current and a comprehensive understanding of the concepts and principles of practitioner enquiry.

Carry out the project:

3. produce a critical literature review,
4. explain and justify the selected research methods, using reading about research
5. gathering and present data in an appropriate format
6. critically analyse and discuss the data using the reading from the literature review.
7. resolve any issues which arise relating to ethics, equality and cultural diversity
8. make recommendations designed to change and improve their own professional practice and that of their organisation.

     Assessment activities in detail

**52/6204.1  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.


**52/6204.1 (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 cultural 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.

**52/6204.1 (b)    Project Report (3000 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 *(750 words)*
- **Approach and methods:** what did you plan to do and why? What issues arose relating to ethics, equality and cultural 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. *(400 words)***

Satisfactory completion of this activity will meet the following module learning outcomes: **1, 3, 4, 5, 6, 7, 8**

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:**

- Personal Profile
- The project proposal (LL5204/6204.1a)
- The feedback from the tutor showing the proposal has been agreed
- The project report (LL5204/6204.1b) together with any appendices

**LL5209 – HE NQF Level 5; LL6209 – HE NQF Level 6**
**OPTION MODULE 3 - LEARNER SUPPORT**

Learner support is a central concern of all teachers in all sectors. It can take a variety of forms from induction, academic support, guidance, to personal tutoring. This module will consider emerging approaches to learner support, and place them in the context of more established models of personal tutoring and guidance. The role of learner support in retention and achievement and the development of Key Skills, LLN & ICT will also be considered,

**Content**

- the nature of individual interactions in helping and supporting student learning and the appropriate interventions related to these roles
- the processes and theoretical models involved in helping and supporting student learning and a basic introduction to key counselling skills
- a range of helping and supporting strategies for dealing with barriers to learning & other issues raised by learners during tutorials or in a teaching context
- developing strategies for learner support and its impact on retention and achievement
- national priorities and initiatives in learner support

**Learning outcomes for Cert Ed**
By the end of this module trainees will be able to:

1. reflect critically on their own practice of helping and supporting learners in Lifelong Learning
2. demonstrate a coherent knowledge of appropriate theoretical models of learner support, including tutoring and guidance
3. consider and critique learner support in their own organisation
4. translate this analysis into practical recommendations which are intended to benefit learners and improve provision

**Learning outcomes for PG Cert Ed**
By the end of this module participants will be able to:

1. reflect critically on their own practice of helping and supporting learners in Lifelong Learning, demonstrating a systematic understanding of the issues & current priorities.
2. demonstrate a coherent knowledge of appropriate theoretical models of learner support, including tutoring and guidance, at least some of which is at or informed by the forefront of knowledge in this area
3. describe and comment upon particular aspects of current research into the role of learner support in LL
4. consider and critique the learner support in their own organisation, including the different approaches to improving learner support, and their effectiveness
5. translate this analysis into practical recommendations which are intended to benefit learners and improve provision

## 52/6209.1      EXPERIENTIAL CASE STUDY      (1000 words)

You will be introduced to basic counselling skills. You will practice these skills in a given situation in class, or in your normal working context, and receive feedback from your 'client' and an observer. The observer may be a fellow course participant, or a colleague. After this activity you will produce a written case study about the experience, including:

- a description of where, when and how the activity took place
- a summary of the feedback from the observer and the 'client'
- your own reflections on the degree to which you felt the interaction operated successfully, and where it could have been improved
- how this relates to issues of learning support covered through the reading and content of the module.

Satisfactory completion of this task will meet **learning outcome 1**

## 52/6209.2      REPORT (2000 words)

**You will:**

- Research the systems, practices and procedures for helping and supporting learners in your organisation, including tutoring and guidance. **This should be briefly summarised in your report, with supporting documentation in an appendix.**
- Evaluate at least one aspect of your organisation's tutoring and guidance practices, and give a rationale for your choice.
- Draw on the theoretical models and examples of practice studied in the module to suggest improvements and make practical recommendations, which are intended to benefit learners and improve provision.

PGCE trainees will have to ensure that at least some of the material they use is at or informed by the forefront of knowledge in this area, for example by referring to current research.

The assessment tasks should be submitted for assessment in a soft binder including:

- your case study
- feedback from the observer and the 'client'
- your report

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

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

**Work will be considered as a <u>first</u> attempt if**:

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

**Work will be considered as a <u>second</u> 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 2** 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**.
    - 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 (CTLLS) – 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 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)[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.

### 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.

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[4] Biggs, J (2003) *Teaching for Quality Learning at University (2nd ed)* London: Open University Press
[5] LLUK (2006) *Professional standards for teachers, tutors and trainers in the lifelong learning secto*r'. London: LLUK
[6] Kolb, D. (1984) *Experiential Learning: Experience as the source of learning and development.* Englewood Cliffs, NJ.: Prentice-Hall.

- 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**
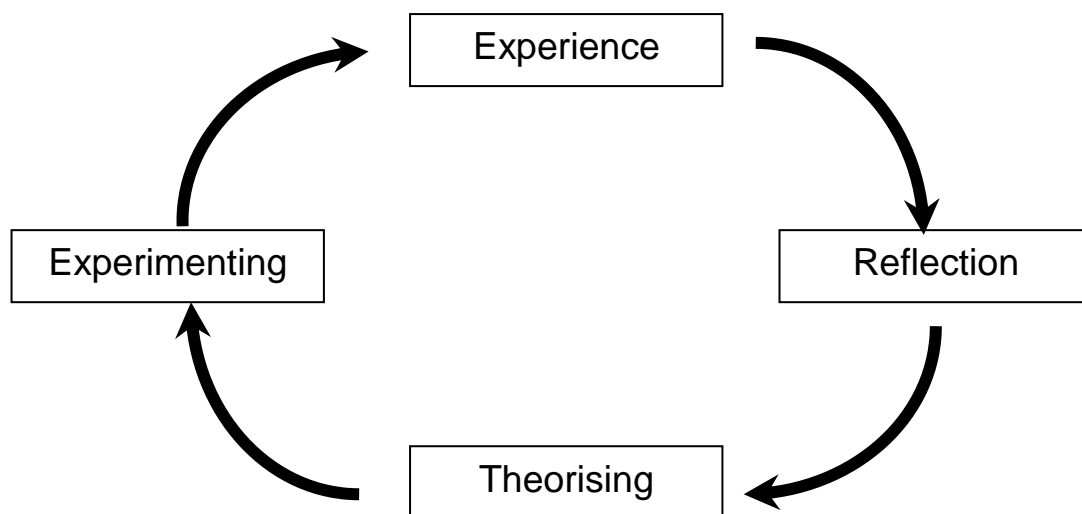


What this course does at its simplest is to use this reflective approach to learning to document and provide evidence of your teaching competence and development as a 'reflective practitioner' during your Initial Teacher Training course.

### 4.7    PRACTICAL TEACHING AND PROFESSIONAL DEVELOPMENT

Key Purpose of Teaching

The LLUK standards[7] 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).

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[7] LLUK (2006) *Professional standards for teachers, tutors and trainers in the lifelong learning secto*r'. London: LLUK

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
    - ⇒ 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

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

'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.

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[9] As above

## 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 2** | |
| **LL5201/LL6201 Wider Professional Practice** | |
| **22/6201.1** New Evaluation Tool  **22/6201.2** Report on Evaluation  **22/32/01.3** Seminar Presentation and Peer Review | LLUK Wider Professional Practice (WPP) assessment criteria 4.1, 4.2  LLUK WPP assessment criteria 3.1, 3.2, 3.3 LLUK WPP assessment criteria: 2.1, 2.2, 2.3, 2.4 |
| **LL5202/LL6202 Curriculum Development for Inclusive Practice** | |
| **22/6202.1** 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 |
| **LL5203/LL6203 Continuing Personal and Professional Development** | |
| **22/6203.1** Record of Achievement  **22/6203.2** Practical Teaching File  **22/6203.3** Professional Development File | LLUK WPP Assessment Criteria 1.1, 1.2, 1.3, 1.4  LLUK CPPD Assessment criteria 1.1, 1.2, 1.3, 1.4, 4.1, 4.2 |
| **LL5204/LL6204 Workplace Project** | |
| **22/6204.1** Project proposal  **22/6204.2** Project report | 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 |
| **LL5205/LL6205 Embedding Language, Literacy and Numeracy (LLN) for Vocational and Other Subject Teachers** | |
| **22/6205.1** Seminar presentation  **22/6205.2** Embedding Activity  **22/6205.3** Embedding report | 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 |

## Appendix 2 - Mapping Of Programme Learning Outcomes To Award Modules / Assessment Activities

**Year 2**

| Year 2 – Cert Ed Assessment Activities | Programme Learning Outcomes |
|---|---|
| | **Knowledge and understanding (KU2)** |
| LL5201.2, 3, 4<br>LL5202.1, 2<br>LL5203.1, 2<br>LL5204.1<br>LL5205.1 | **KU 2.1** Apply critical understanding of key theories, principles and concepts to practice |
| LL5201.2, 3, 4<br>LL5202.1, 2<br>LL5203.1, 2<br>LL5204.1<br>LL5205.1 | **KU 2.2** Analyse issues values and principles relating to curriculum models, teaching and managing learning |
| LL5201.2, 3<br>LL5202.1, 2<br>LL5203.1, 2<br>LL5204.1<br>LL5205.1 | **KU 2.3** Review the impact of practice of policy, management, qualifications and quality assurance. |
| LL5201.1, 2, 3, 4<br>LL5202.1, 2<br>LL5203.1, 2<br>LL5204.1<br>LL5205.1 | **KU 2.4** Analyse, interpret and summarise quantitative and qualitative data in a variety of forms. |
| | **Intellectual skills (IS 2)** |
| LL5201.2, 3, 4<br>LL5202.1, 2<br>LL5203.1, 2<br>LL5204.1<br>LL5205.1 | **IS 2.1** Analyse their own strengths and weaknesses using educational concepts related to their professional values |
| LL5201.2, 3, 4<br>LL5202.1, 2<br>LL5203.1, 2<br>LL5204.1<br>LL5205.1 | **IS 2.2** Propose a variety of practical solutions which are intended to benefit learners and improve provision showing that they have considered alternatives |
| LL5201.1, 2, 3, 4<br>LL5202.1, 2<br>LL5203.1, 2<br>LL5204.1<br>LL5205.1 | **IS 2.3** Evaluate and have a critical understanding of different types of evidence |
| LL5201.2, 3, 4<br>LL5202.1, 2<br>LL5203.1, 2<br>LL5204.1<br>LL5205.1 | **IS 2.4** Engage in spoken and written form with different lines of argument and evaluate the merits of different cases |
| LL5201.2, 4<br>LL5202.1, 2<br>LL5203.1, 2 | **IS 2.5** Have developed greater understanding of what constitutes professional behaviour and be able to reflect on it |

| | |
|---|---|
| LL5204.1<br>LL5205.1 | |
| | **Transferrable Skills (TS 2)** |
| LL5201.2, 3, 4<br>LL5202.1, 2<br>LL5203.1, 2<br>LL5204.1<br>LL5205.1 | **TS 2.1** Organise and articulate arguments in speech and writing using some specialist vocabulary |
| LL5201.2, 3, 4<br>LL5202.1, 2<br>LL5203.1, 2<br>LL5204.1<br>LL5205.1 | **TS 2.2** Collect, present and interpret more complex qualitative and quantitative data |
| LL5201.2, 3, 4<br>LL5202.1, 2<br>LL5203.1, 2<br>LL5204.1<br>LL5205.1 | **TS 2.3** Use ICT for research and information retrieval |
| LL5201.2, 3, 4<br>LL5202.1, 2<br>LL5203.1, 2<br>LL5204.1<br>LL5205.1 | **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)** |
| LL6201.2, 3, 4<br>LL6202.1, 2<br>LL6203.1, 2<br>LL6204.1<br>LL6205.1 | **KU 3.1** Apply critical understanding of key theories, principles and concepts to practice |
| LL6201.2, 3, 4<br>LL6202.1, 2<br>LL6203.1, 2<br>LL6204.1<br>LL6205.1 | **KU 3.2** Analyse issues values and principles relating to curriculum models, teaching and managing learning |
| LL6201.2, 3<br>LL6202.1, 2<br>LL6203.1, 2<br>LL6204.1<br>LL6205.1 | **KU 3.3** Review the impact of practice of policy, management, qualifications and quality assurance. |
| LL6201.1, 2, 3, 4<br>LL6202.1, 2<br>LL6203.1, 2<br>LL6204.1<br>LL6205.1 | **KU 3.4** Analyse, interpret and summarise quantitative and qualitative data in a variety of forms. |
| | **Intellectual skills (IS 3)** |
| LL6201.2, 3, 4<br>LL6202.1, 2<br>LL6203.1, 2<br>LL6204.1<br>LL6205.1 | **IS 3.1** Analyse their own strengths and weaknesses using educational concepts related to their professional values |
| LL6201.2, 3, 4<br>LL6202.1, 2<br>LL6203.1, 2<br>LL6204.1<br>LL6205.1 | **IS 3.2** Propose a variety of practical solutions which are intended to benefit learners and improve provision showing that they have considered alternatives |
| LL6201.1, 2, 3, 4<br>LL6202.1, 2<br>LL6203.1, 2<br>LL6204.1<br>LL6205.1 | **IS 3.3** Evaluate and have a critical understanding of different types of evidence |
| LL6201.2, 3, 4<br>LL6202.1, 2<br>LL6203.1, 2<br>LL6204.1<br>LL6205.1 | **IS 3.4** Engage in spoken and written form with different lines of argument and evaluate the merits of different cases |
| LL6201.2, 4<br>LL6202.1, 2<br>LL6203.1, 2<br>LL6204.1<br>LL6205.1 | **IS 3.5** Have developed greater understanding of what constitutes professional behaviour and be able to reflect on it |
| | **Transferrable Skills (TS 3)** |
| LL6201.2, 3, 4<br>LL6202.1, 2 | **TS 3.1** Organise and articulate arguments in speech and writing using some specialist vocabulary |

| | |
|---|---|
| LL6203.1, 2<br>LL6204.1<br>LL6205.1 | |
| LL6201.2, 3, 4<br>LL6202.1, 2<br>LL6203.1, 2<br>LL6204.1<br>LL6205.1 | **TS 3.2** Collect, present and interpret more complex qualitative and quantitative data |
| LL6201.2, 3, 4<br>LL6202.1, 2<br>LL6203.1, 2<br>LL6204.1<br>LL6205.1 | **TS 3.3** Use ICT for research and information retrieval |
| LL6201.2, 3, 4<br>LL6202.1, 2<br>LL6203.1, 2<br>LL6204.1<br>LL6205.1 | **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   |