



PROGRAMME HANDBOOK

SEP 2022-23



ADDRESS

Innovation Centre Medway,
Maidstone Rd, Chatham ME5
9FD

EMAIL

info@teachertraininguk.org

Table of Contents

INTRODUCTION	2
WHO ARE WE?	2
WHAT DO WE DO?	2
AIMS AND OUTCOMES.....	2
PROGRAMME OVERVIEW	4
TEACHING AND LEARNING.....	6
ASSESSMENT.....	6
TUTORIALS / PERSONAL ACADEMIC TUTORING.....	6
ATTENDANCE	7
EXTERNAL EXAMINER	7
ENGLISH, MATHS AND ICT	7
ASSESSMENT OF ATTAINMENT	8
INTERRUPTION AND WITHDRAWAL.....	8
GUIDELINES FOR PRESENTING COURSE WORK	8
ACADEMIC INTEGRITY.....	8
TEACHING PRACTICE	8
FEEDBACK	9
OBSERVATION.....	9
MODULE ONE: INTRODUCTION TO TEACHING LEARNING AND ASSESSMENT.....	13
MODULE TWO: IDENTIFYING NEEDS	17
MODULE THREE: PLANNING AND DESIGNING A LEARNING PROGRAMME	21
MODULE FOUR: DELIVERING AND FACILITATING LEARNING	25
MODULE FIVE: ASSESSING LEARNING AND COACHING/MENTORING FOR EXCELLENCE	29
MODULE SIX: EVALUATING LEARNING.....	33
Appendix 1 – Mentoring Record Form	37
Appendix 2 - Observation feedback Form.....	38
Appendix 3 – Observation Criteria	0
Appendix 4 – Programme Schedule (Phase 1).....	2
Appendix 5 – Template for requesting more time for an assignment (up to 7 days extension)	0

INTRODUCTION

The purpose of this handbook is to provide the reader with information about the programme of study. This should be read in conjunction with the information on the Teacher Training UK Virtual Learning Environment (VLE). This information is designed to support trainees, mentors and schools throughout the programme.

WHO ARE WE?

We are a team of dedicated professionals with a mission to optimise individual teaching potential for those who desire to become qualified teachers. We understand how important it is for young minds to have trained teachers in the classroom. They need excellent teachers and are relying on them to get the proper education they deserve. We are also passionate about giving aspiring teachers the opportunity to exceed their teaching expectations.

WHAT DO WE DO?

Teacher Training UK is driven by a desire to train and develop inspiring, enthusiastic and skilful teachers who are willing to work hard, grasp every opportunity offered, and share our relentless determination to make a difference in individual lives. Trainees will learn in a culture of research, where teaching practice is informed by evidence about what has maximum impact on learning and pupil progress. We strive to unlock trainees' confidence and strengthen their skillsets to become the best educator possible.

AIMS AND OUTCOMES

The Teacher Training UK Programme aims to equip trainees to become effective and reflective classroom practitioners.

The Teacher Training UK programme enables trainees to acquire and develop the values, commitments, personal qualities, knowledge, understanding and skills that all teachers need. It also offers the opportunities to network professionally with colleagues from a variety of contexts and phases, which will be essential to continuing professional development as a teacher.

Trainees will be strongly encouraged to reflect on their teaching experiences to develop professional practice and build critical inquiry and reflective learning skills. This programme lays the foundation for lasting professional development; therefore, trainees will be expected to read widely and be proactive in seeking further information from colleagues in order to independently apply knowledge and learning to their own classroom practice.

The Teacher training UK Programme has been designed to give trainees the opportunity to meet the requirements for achieving Qualified Teaching Learning and Skills (QTLS). Since 1 April 2012, teachers with Qualified Teacher Learning and Skills (QTLS) status have also been

recognised as qualified to teach in schools. QTLS is therefore recognised as having **parity to QTS**.

The aims of the Teacher Training UK Programme are to:

- Facilitate the trainee's development towards becoming an effective professional
- Support trainees to develop the organisational and transferable skills central to the profession
- Provide opportunities for trainees to develop a systematic understanding and critical awareness of educational policy, theory and practice
- Provide trainees with the knowledge and skills that enable them to apply theory to practice
- Introduce trainees to what is known about pupils as learners, both from research and professional experience
- Develop trainees understanding of the principles and practice of assessment related to their curriculum and examination specifications
- Enable trainees to understand teaching as a profession and how teaching and learning may be applied in different contexts
- Develop trainees' ability to deal with complex issues, make sound judgements and communicate outcomes clearly, in a form appropriate to the audience
- Support trainees to develop the ability to learn independently and apply this to continuing professional development as they enter the teaching profession, as well as:
 - the ability to evidence that they have met the Professional Standards and achieved QTLS
 - a commitment to their own lifelong professional learning
 - a commitment to support all young people of whatever creed, ethnic background, sexuality, gender etc.
 - a commitment to helping all young people to fulfil their potential and promote equality for all

By the end of the programme trainees will understand:

- A range of theoretical frameworks and research which underpin the understanding of teaching and learning
- Ethical issues involved in the teaching and pastoral responsibilities of a teacher
- Appropriate pedagogical, management and assessment strategies to promote effective teaching and learning
- The use of ICT for teaching and learning and to support their wider professional role
- The importance of being able to evidence that and take account of, and support pupils' varying needs

PROGRAMME OVERVIEW

The programme consists of

- Level 5 Diploma in Education and Training
- Qualified Teacher Learning Skills (Qualified Teacher Status),

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
DET																		
QTLS																		



Diploma in Education and Training (DET) taught lessons weekly 4.30 -7.30 pm

Qualified Teaching Learning and Skills (QTLS) online portfolio & monthly workshops

Diploma in Education and Training

The TQUK Level 5 Diploma in Education and Training (QCF) prepares trainee teachers to teach in a wide range of contexts and requires observation and assessment of practice. Teaching practice is a requirement of the qualification. It can meet the needs of a range of trainee teachers, including:

- Planning and developing schemes of work
- Delivering learning sessions
- Developing teaching and learning strategies
- Assessment practices

The Diploma in Education and Training consists of six modules:

1. Introduction to teaching, learning and assessment
2. Identifying needs
3. Planning and designing a learning programme
4. Delivering and facilitating learning
5. Assessing learning and mentoring/coaching for excellence
6. Evaluating learning

Trainees are required to teach a minimum of 100 hours with groups and/or individuals aged 14 plus in a teaching and learning environment during this phase of the programme. Trainees will be expected to evaluate their practice after each session and keep a record, along with supporting evidence. Trainees will be observed for a minimum of eight hours in order to meet the requirements of the Diploma in Education and Training.

Qualified Teaching Learning and Skills

Once trainees have completed the Diploma in Education and Training, they will complete an online workbook which will require them to discuss and provide evidence of how they have continued to develop their practice having completed the Diploma in Education and Training. During this phase of the programme, candidates will need to be formally observed twice (3 months apart). This can be with individuals and/ or groups of 5 or more students. Please note that these observations require candidates to teach individuals aged 14 and above (this could be teaching staff/parent or carers), and at least one of these observations will need to be with a group of 5 or more students.

Trainees are required to teach a minimum of 2 hours per week with groups and/or individuals aged 14 plus in a teaching and learning environment during this phase of the programme. Trainees will be expected to evaluate their practice after each session and keep a record, along with supporting evidence.

On completion of the process, candidates will gain QTLS, which is in parity with QTS qualifying them to teach within a Primary, Secondary, Further and Higher Education context.

All elements of the training are designed to complement one another. Together they offer trainees a balance of practice and theory to develop classroom skills alongside the knowledge and understanding that underpins these skills and supports their development as an informed and reflective practitioner.

The course includes a programme of weekly professional and curriculum studies that will provide trainees with the opportunity to extend their learning about educational issues, pedagogy and subject-related matters; and reflect upon theoretical aspects of their role as a teacher. There will be opportunities to relate these experiences to their teaching practice within their own educational setting.

Teaching, supervision, general advice, mentoring and tutorial support from colleagues in school and from the Teacher Training UK team will give trainees a fair opportunity to achieve the Diploma in Education and Training and Qualified Teaching Learning and Skills.

Trainees are expected to meet with their school mentor regularly (at least once a fortnight for 60 minutes) to discuss their professional development, progress towards individual targets and Teachers'/Professional Standards. Mentors will agree short-term and medium-term targets to maintain progress. School mentors will be expected to observe the trainee's classroom practice formally 8 times during the DET phase of the programme and 2 times during the QTLS phase.

TEACHING AND LEARNING

Within the programme we provide a variety of approaches to teaching and learning with the aim of modelling best practice. Teacher Training UK tutors will provide a varied programme using a mix of different teaching and learning strategies, and resources. Trainees will be involved in sharing and developing their own ideas, contribute to presentations and seminar groups, and participate in guided learning activities of both a theoretical and practical nature. We encourage trainees to be open minded, flexible and motivated to try new things to develop their skills and knowledge. Learning is a shared responsibility and we encourage all trainees to take an active role. Support and encouragement from peers are always stated as a key outcome from student evaluations, we don't intend for trainees to overly rely on their tutors but to develop a scholarly approach to all activities.

ASSESSMENT

Assessment will be through a range of different assessments such as written assignments, presentations, group discussions tasks, all of which will have a strong link between theory and practice and assessed observations of teaching practice. trainees will carry out peer observations and reflect on their experience. Trainees will take part in seminar presentations with their peers. trainees must pass all the assessment tasks.

Trainees will be expected to complete assessments in a timely manner in accordance with the assessment deadlines for each module. Trainees will be able to apply for a 7 days extension should they requirement more time to complete the module assessments. Trainees will need to request for a 7 days extension (please appendix 5). Should trainees require more than 7 days to complete the module assessment due to extenuating circumstances, trainees will need to complete an extenuating circumstance form where they can apply for a total of 14 days extension (available upon request).

Full details about assessment, submission, feedback and portfolio requirements are available on the VLE.

TUTORIALS / PERSONAL ACADEMIC TUTORING

You will be allocated a personal tutor from the Teacher Training UK (TTUK) team and they will discuss the programme requirements and support you through your studies. The named tutor/lecturer from TTUK will also provide advice and guidance at induction and throughout the programme. You will also work with your nominated Mentor from your school.

ATTENDANCE

Central to maintaining high standards and ensuring all trainees fulfil their potential is the need for trainees to attend regularly to benefit from the programme. Missing out on lessons leaves trainees vulnerable to falling behind. Trainees with poor attendance tend to achieve less well than their peers.

Teacher training UK expects:

- All trainees to attend regularly (95%, minimum of 85% per module)
- All trainees to be punctual to their lessons (arrive/login at least 10 minutes before the start of the lesson for a prompt start)
- Trainees to inform tutor in advance if they are unable to attend a lesson
- Virtual programme trainees should have their camera turned on and the trainee should be visible throughout the session

***Failure to meet any the above may result in trainee been removed from the programme**

EXTERNAL EXAMINER

Training Qualifications UK appoints External Examiners to act as an independent check upon the academic standards of each programme. trainees may be asked to meet the External Examiner(s). This meeting will be to enable the External Examiner to gather information on the quality and standards of the programme (individual performance will not be assessed at this meeting).

If trainees wish to make a complaint about the quality of your programme they should do so through the TTUK Complaints Process, details of which are provided on the VLE.

The External Examiner will submit an annual report. All External Examiner reports are available upon request.

ENGLISH, MATHS AND ICT

Trainees are expected to have good personal skills in English, Mathematics and Information Communication Technology (ICT). Content on this is described as the "minimum core". There are resources available on the VLE and how you embed English, Maths and ICT in your teaching forms part of the assessment of lesson observations.

The minimum core is not intended to prepare trainees to teach these subjects, but will support trainees in developing inclusive approaches to learners needs with literacy, language, numeracy and ICT and raise the achievements of learners on their programmes.

ASSESSMENT OF ATTAINMENT

Since September 2008 Ofsted has required providers of initial teacher training programmes to assess the attainment of trainees using the Ofsted four-point scale, 'Outstanding', 'Good', 'Requires Improvement' and 'Inadequate'. The grading process will contribute to trainee's progress record compiled during the programme and will influence their overall grade at the end of the six modules.

INTERRUPTION AND WITHDRAWAL

If trainees wish to withdraw or interrupt from the course, trainees will need to complete an interruption/withdrawal form (available upon request).

GUIDELINES FOR PRESENTING COURSE WORK

- All work should be submitted electronically
- Ensure you include: your name, module number, module title and assignment title
- Use font size 12. 'Arial' or 'Verdana' or 'Calibri' typeface is preferred
- Use 1½ line spacing except for quotations, which should be single-spaced
- Each paragraph should be clearly separated from the previous paragraph
- Referencing: In accordance with the Harvard Referencing System. Failure to provide references may expose you to charges of plagiarism. You need to include references in every assignment. Please ensure that a signed Assignment Plagiarism Statement is submitted with your final module

ACADEMIC INTEGRITY

The Teacher Training UK Plagiarism Policy defines plagiarism as 'the act of presenting the material, ideas, and arguments of others as one's own. To copy sentences, phrases or even particular striking expressions without acknowledgement in a manner which may deceive the reader as to the source is plagiarism'. Often this is not deliberate, but the consequences can be significant. Trainees are required to demonstrate their knowledge and understanding of the module by meeting the learning outcomes. All work is expected to be the trainee's own work. The full plagiarism policy can be found on the Teacher Training UK VLE.

TEACHING PRACTICE

trainees need to complete an absolute minimum of 100 independent teaching hours with individual/groups aged 14 and over in order to meeting the requirements of the Diploma in Education and training and a minimum of 2 hours individual/groups aged 14 and over in order to meet the requirements of QTLS. It is trainee's responsibility to ensure they have sufficient teaching hours to fulfil the requirements. Teacher Training UK are NOT responsible for finding trainees a teaching placement because this is an in-service qualification and trainees **MUST** have a teaching role in an appropriate learning context **BEFORE** you start the programme.

FEEDBACK

Feedback is provided in a variety of ways. Throughout a module, trainees will be receiving informal feedback on their performance, in their discussions with teaching staff, in class or tutorials for instance. In addition, trainees will be given detailed written feedback on each module assignment plus a detailed observation report after their teaching observation(s). TTUK tutors will also provide written feedback on your teaching related tasks (portfolio of teaching related tasks), such as your progress log.

trainees will have a chance to comment on their experience of the module by completing the feedback survey, available as a link on the VLE. This will help trainees to reflect on their learning and will assist tutors in making future improvements.

MEETINGS WITH TRAINEES

The responsibility of organising meetings should be shared by both mentor and trainee. Mentors should seek to meet their trainees on a regular basis but be also open to less formal meetings on an ad hoc basis. As both mentors and trainees have limited time, it may be a good idea to plan discussion points in advance e.g. teaching 'incidents' or 'events' that may have occurred since last meeting, how action plan/development points have been applied in practice, planning for next observation of teaching practice etc.

During the discussion the mentor may want to use:

- Open, probing, leading questions
- Hypothetical situations
- Examples of past experience and situations

Trainees will need to keep a written record of these meetings (an exemplar form can be found in Appendix 1).

OBSERVATION

Overall, trainees should be observed at least **ONCE PER MODULE** and on at least 8 occasions 4 by Mentor 4 by Tutor (face-to-face programme) 8 by Mentor (virtual programme), therefore 8 in total over the DET phase of the programme, and 2 observation during the QTLS phase of the programme. An electronic copy of the observation form can be downloaded from the VLE. It is the trainee's responsibility to agree dates for observations in good time and to submit the required documents in advance of the observation day. Mentors are very busy professionals and trainees need to arrange dates well in advance and keep to the agreed observation dates wherever possible.

Remember not to leave observations until the last minute; trainees should plan their time well to ensure they are not under pressure by having rushed observations. Observations must be spread across the programme to give trainees the opportunity to develop and progress following feedback and developmental targets from previous observations. Observations represent an opportunity for trainees to apply what you have learnt in sessions and to demonstrate their teaching skills in the context of their specialist subject and institution.

PLANNING THE OBSERVATIONS

In order to maintain continuity, school mentors should ensure they are in regular contact with the trainee's tutor. School mentors will need to consult the trainee's previous observation reports, which should give an indication of his/her progress and areas of development. We would encourage a pre-observation meeting to discuss the observation. School mentors should also request/receive a lesson plan and an observation part 1 form from their trainees at least one week before the observation takes place. The observation should be organised at regular intervals but it must also reflect the trainee's timetable as teaching may not automatically fall within the academic year. This is to be negotiated between the mentor and the trainee. There should be enough time between observations to enable the trainee to apply his/her action plan.

THE OBSERVATION FORM

The form has been devised to record both assessment of performance and development: The form is to be filled in by the mentor. The mentor should fill in the section according to what has been observed during the observation.

Please note that:

School mentors should comment on the original set targets and determine the extent of their fulfilment within the observed lesson, the mentor will suggest developmental points for future practice. This will direct the action plan to be devised and implemented by the trainee. We recommend the mentor does not finalise the form until they have given feedback to the trainee as the discussion with the trainee may clarify/inform the report further. The overall summative comments box has been reserved for the mentor to review the lesson and to offer encouragement/congratulate.

OBSERVATION DOCUMENTATION

For each observation, the trainee needs to submit the following documentation:

- A register (if appropriate) and a group profile
- A lesson plan & scheme of work

In addition, the trainee must bring a copy of his/her previous observation report(s). This information should enable the mentor to follow the trainee's progress and check that targets are being considered and met. We realise that most mentors will have regular contact and meetings with their trainees and be already aware of their full development. However, the previous observation reports display a brief review of the trainee's development.

THE OBSERVATION

The mentor must use the observation form provided by Teacher Training UK (Appendix 2). The course tutor will forward a Word version. We would advise the mentor to become familiar with the form beforehand. The mentor should observe the trainee for about one hour and provide feedback after the session or as soon as feasible for both parties. During the observation, the mentor needs to remember that they are observing and refrain from intervening and/or engaging in the lesson.

The mentor should refer to the lesson plan, which provides a clear indication of what the trainee is trying to achieve in the lesson. The different parts of the observation form allow for commenting on the trainee's strengths and weaknesses as well as giving space for more incidental comments about the trainee's performance.

POST-OBSERVATION FEEDBACK

This feedback is a unique opportunity to raise issues and pinpoint the trainee's teaching strengths and weaknesses as well as discussing wider issues concerning the subject specialism pedagogy (where applicable). It should, however, be a professional dialogue based on constructive comments/advice and a platform for the trainee to express his/her views and seek causality as well as solutions for what has happened during the lesson.

During the feedback the mentor should:

- Encourage the trainee to take the lead
- Encourage the trainee to question causes for successful as well as unsuccessful lesson/activities
- Reflect upon possible potential changes
- Encourage the trainee to formulate realistic solutions
- Provide, when appropriate, examples of similar experiences
- Negotiate an action plan with the trainee
- Ensure the trainee is clear about their progress and how to improve

- Support his/her efforts and praise achievements
- Ensure the form is signed, dated and a copy is kept

There may be times when issues arise regarding the mentoring role. The mentor's professional judgement is, once again, essential and should guide a decision and/or action. However, we do recognise that for difficult cases, the mentor may need the help and advice from other professionals. We would therefore advise the mentor to contact the course tutor.

FURTHER MENTORING SUPPORT

School mentors may find some of the readings in the bibliography below useful to deepen their knowledge and understanding of mentoring. Please email infor@teachertraininguk.org for further details and examples of completed forms.

BIBLIOGRAPHY

- Butcher, J. (2003) 'Sink or Swim': Learning to teach post 16 on a 11-18 Postgraduate Certificate in Education. *Teacher development*, Vol.7 (1), 31-57
- Butterworth, C. (2000) Reflective practice, in Hall & Marsh (2000) Professionalism, policies and values, Greenwich: Greenwich University Press
- Clutterbuck, D. (2004) Everyone needs a mentor. 3rd Ed. London: CIPD
- Cunningham, B. (2005) Mentoring in Post Compulsory Education, London: David Fulton Publishers
- Cunningham, B. (2004) Some have mentoring thrust upon them: the element of choice in mentoring in a PCET environment. *Research in Post Compulsory Education*, Vol.9 (2), 271-282
- Derrick, J. and Dicks, J. (2005) Teaching practice and mentoring, Leicester: NIACE
- Fisher, R. and Webb, K. (2006) Subject specialist pedagogy and initial teacher training for the learning and skills sector in England: the context, a response and some critical issues. *Journal of Further and Higher Education*, Vol.30 (4) 337-349
- Gabel-Dunk, G. and Craft, A. (2004) The road to Ithaca: a trainee's and mentor's journey, *Teacher Development*, Vol.8 (2) 277-295
- Hankey, J. (2004) The good, the bad and other considerations: reflections on mentoring trainee teachers in post compulsory Education, *Research in Post Compulsory Education*, Vol.9 (3) 389-400
- Kerry, T. and Shelton Mayes, A. (1995) Issues in mentoring, London: The Open University
- Moon, J.A. (1999) Reflection in learning and professional development: theory and practice, London: Routledge Falmer
- Ramani, S. Gruppen, L. and Krajic Kachir, E. (2006) Twelve tips for developing effective mentors, *Medical Teacher*, Vol.28 (5) 404-408
- Schon, D. (1983) The reflective practitioner, New York: Basic Books
- Wallace, S. and Gravells, J. (2005) Mentoring in Further Education, Exeter: Learning Matters

MODULE ONE: INTRODUCTION TO TEACHING LEARNING AND ASSESSMENT

Module Aims

The module will focus on competent delivery in a range of learning environments and will encourage participants to explore the nature and diversity of learners in the sector and concentrate on key principles of planning and organisation for effective learning.

Learning Outcomes

There are **EIGHT** learning outcomes to this unit.

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

1. Understand roles, responsibilities and relationships in Education and training
2. Be able to use initial and diagnostic assessment to agree on individual learning goals with learners
3. Be able to plan inclusive teaching and learning
4. Be able to create and maintain a safe, inclusive teaching and learning environment
5. Be able to deliver inclusive teaching and learning
6. Be able to assess learning in Education and training
7. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning
8. Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning

Indicative Content

There will be a focus on the key skills and attributes required of an effective teacher as well as identifying the roles of a practitioner. The module will outline the basic principles of lesson planning and schemes of work, catalogue a range of teaching strategies, classroom management techniques and evaluation procedures. Establishing a Progress Log and undertaking subject and skills audits is an important element in preparing to teach.

Participants will be encouraged to evaluate their use of a range of teaching and learning strategies. In response to reflection, self-evaluation and teaching observations, participants will examine their own development needs.

Module 1 Assessment Tasks

Task A Written Report

Write 1000 words report reviewing the Roles and Responsibilities of a teacher please refer to the VLE for further information and guidance.

- A minimum of 4 references from different sources using the Harvard Referencing System.

Task B Worksheet

Complete worksheet, answering questions linked to Teaching, Learning and Assessment. Worksheet can be found on the VLE.

Task C Lesson Observation

Arrange an observation of your teaching. Observation template can be found on the VLE.

- Include your detailed lesson plan.
- When the completed observation report is returned to you complete a detailed reflection of your key learning points from the lesson and observation feedback where applicable.
- Upload the observation report onto the VLE.

Task D Evidence Portfolio

The Evidence Portfolio is an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your portfolio to life. Please use it to demonstrate your learning journey and celebrate your achievements and progress throughout the programme.

Template of the evidence portfolio containing instructions on what to cover can be found on the VLE.

Assessment guidance

Candidates are being judged on whether they have met the assessment criteria and not solely on presentation, spelling, grammar etc. A Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading, including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Reading List

Castle P & Buckler S (2009) How to be a Successful Teacher London SAGE Publications Ltd

Gravells A (2013) The Award in Education and Training London Learning Matters

Gravells A (2013) Passing Assessments for The Award in Education and Training London Learning Matters

Gravells A & Simpson S (2012) Equality and Diversity in the Lifelong Learning Sector (2nd Edn) London Learning Matters

Gravells A (2012) What is Teaching in the Lifelong Learning Sector? London Learning Matters Kidd W &

Czerniawski G (2010) Successful Teaching 14-19 London SAGE Publications Ltd

Ofqual (2009) Authenticity – A Guide for Teachers. Coventry: Ofqual.

Peart S & Atkins L (2011) Teaching 14-19 Learners in the Lifelong Learning Sector Exeter Learning Matters

Powell S & Tummons J (2011) Inclusive Practice in the Lifelong Learning Sector Exeter Learning Matters

Read H (2011) The Best Assessor's Guide Bideford Read On Publications

Reece I and Walker S (2007) Teaching, Training and Learning: A Practical Guide (6th Ed) Tyne & Wear Business Education Publishers

Vizard D (2012) How to Manage Behaviour in Further Education London Sage Publications Ltd

Wallace S (2007) Managing Behaviour in the Lifelong Learning Sector Exeter Learning Matters

Wallace S (2011) Teaching, Tutoring and Training in the Lifelong Learning Sector (4th Edn) Exeter Learning Matters

Website List

Ann Gravells Ltd – www.anngravells.co.uk (teaching information and resources) Assessment tools library (literacy, numeracy, ESOL, dyslexia) - <http://archive.excellencegateway.org.uk/page.aspx?o=toolslibrary> (Links to an external site.)

Brainboxx teaching resources - www.brainboxx.co.uk (Links to an external site.)

Educational Theory – www.businessballs.com Equality and Diversity Forum – www.edf.org.uk (Links to an external site.)

Initial Assessment Tools – www.toolslibrary.co.uk Institute for Learning - www.ifl.ac.uk (Links to an external site.)

Learning Styles – www.vark-learn.com National Institute of Adult

Continuing Education - www.niace.org.uk Plagiarism - <http://plagiarism.org> (Links to an external site.)

Post Compulsory Education and Training Network – www.pcet.net (Links to an external site.)

Qualifications and Credit Framework (QCF) – <http://www.ofqual.gov.uk/qualifications-andassessments/qualification-frameworks/> Teaching resources - <http://excellence.qia.org.uk/golddust/>

MODULE TWO: IDENTIFYING NEEDS

Module Aims

All learners are different, and these differences should be acknowledged, celebrated and embraced. Individual learners should always be included in the learning process, and the learning environment should be suitable for everyone.

Your teaching role requires you to be responsible for advancing equality and diversity in the learning environment. This module will explore strategies ensuring equality and diversity at the heart of all aspects of your teaching and learning, and naturally takes into account learners' needs. Advancing in this way should lead to improved achievements for your learners, providing you are aware of any differences to support each learner's needs.

Learning Outcomes

There are **SEVEN** learning outcomes to this unit.

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

1. Understand roles, responsibilities and relationships in Education and training
2. Understand the policy context of Education and Training
3. Understand the impact of policy and regulatory frameworks on inclusive practice.
4. Understand roles and responsibilities relating to inclusive practice.
5. Understand the application of theories, principles and models of learning in Education and training.
6. Be able to use initial and diagnostic assessment to agree individual learning goals with learners
7. Understand the characteristics and impact of behaviours in a learning environment.

Indicative Content

A range of social, cultural, practical, personal, psychological and physical barriers to learning will be considered, exploring the impact they may have, and measures that could be taken to mitigate their effects on learner progress. Practical ways of supporting and developing learners' English and Maths skills within the contexts of the students' subject specialisms will be explored. Students will also investigate current and past legislation and consider the argument that special schools are no longer valid in the current context of inclusion in Education.

Module 2 Assessment Tasks

Task A Written Report

Write 1000 words report exploring strategies to support learners with a range of different needs. Please refer to the VLE for further information and guidance.

- A minimum of 6 references from different sources using the Harvard Referencing System.

Task B Worksheet

Complete worksheet, answering questions linked to Teaching, learner needs. Worksheet can be found on the VLE.

Task C Lesson Observation

Arrange an observation of your teaching. Observation template can be found on the VLE.

- Include your detailed lesson plan.
- Upload the observation report onto the VLE.

Task D Evidence Portfolio

The Evidence Portfolio is an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your portfolio to life. Please use it to demonstrate your learning journey and celebrate your achievements and progress throughout the programme.

Template of the evidence portfolio containing instructions on what to cover can be found on the VLE.

Assessment guidance

Candidates are being judged on whether they have met the assessment criteria and not solely on presentation, spelling, grammar etc. A Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading, including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Reading List

Boyle, B. and Charles, M. (2014) *Formative Assessment for Teaching & Learning*. London, Sage

Bates, B. (2017) *A Quick Guide to Special Needs and Disabilities*. London, Sage

Crawley, J. (2010) *In at the Deep End: A Survival Guide for Teachers in Post Compulsory Education*. London: Routledge

Delaney, J. and Cope, A. (2016) *Supporting Maths and English in Post-14 Education and Training*. London: Open University Press

Gould, J. and Roffey-Barentsen, J. (2018) *Achieving Your Diploma in Education and Training* London. (Second edition): Sage (pp. 100 – 140)

Gravells, A. (2016) *Principles and Practices of Assessment* (Third edition): London, Sage

Gravells, A. (2017) *Principles and Practices of Teaching & Training*: London. London, Sage (pp. 381 – 418; 130 – 135)

Hodkinson, A. (2009) *Key Issues in Special Educational Needs & Inclusion*. London, Sage

Kelly, K. and Phillips, S. (2014) *Teaching Literacy to Learners with Dyslexia*. London, Sage 41

Murchan, D. and Shiel, G. (2017) *Understanding and Applying Assessment in Education*. London: Sage

Peart, S. and Atkins, A. (2011) *Teaching 14-19 Learners in the Lifelong Learning Sector*. Exeter, Learning Matters. (pp. 56-72)

Scales, P. (2008) *Teaching in the Lifelong Learning Sector*. Maidenhead: Open University Press. (pp. 148-172)

Tummons, J. (2007) *Assessing Learning in the Lifelong Learning Sector*. 2nd edn. Exeter: Learning Matters. (pp. 112-118)

Wallace, S. (2007) Tutoring and Training in the Lifelong Learning Sector. 3rd edn. Exeter: Learning Matters Ltd. (pp. 167-175)

Wiliam, D. and Black, P. (1998) Inside the Black Box. London: GL Assessment

Bates, B. (2017). A quick guide to special needs and disabilities. London: Sage Publications Ltd.

Hodkinson, A. (2016). Key issues in special educational needs & inclusion. Los Angeles: Sage Publications Ltd..

MacBlain, S., Long, L. and Dunn, J. (2015). Dyslexia, literacy and inclusion. London: Sage Publishing Ltd

Website List

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

<http://www.et-foundation.co.uk/supporting/supportpractitioners/>

https://learn.canterbury.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_1139_1%26url%3D

<http://www.nln.ac.uk/>

<https://www.xtlearn.net/P/otol>

MODULE THREE: PLANNING AND DESIGNING A LEARNING PROGRAMME

Module Aims

This module aims to develop awareness of the links between theory and practice in the area of curriculum design. It provides students with an opportunity to reflect on their subject specialism and the trends which influence its delivery. You will have the opportunity to evaluate and adapt a curriculum document from your subject specialism area.

Learning Outcomes

There are **FIVE** learning outcomes to this unit.

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

1. Understand theories and models of curriculum development.
2. Understand how to develop a learning programme.
3. Understand organisational requirements and expectations on curriculum and practice in own area of specialism.
4. Understand ways in which theories, principles and models of communication can be applied to teaching, learning and assessment.
5. Understand ways to promote equality and value diversity

Indicative Content

The main focus for the module will be to encourage students to explore how ideologies impact on curriculum models and delivery. This will be related to the issue of quality delivery within the subject specific pedagogies appropriate to their curriculum area. Participants will be encouraged to examine the wider contexts and the local, national and international factors that shape a curriculum. A consideration of curriculum content will highlight the importance of creating a learning experience that is inclusive and facilitates widening participation. There will also be an opportunity to reflect on how issues such as employability and global issues can be included in a curriculum.

Module 3 Assessment Tasks

Task A Written Report

Write 2000 words report analysing the different factors to consider when planning and designing a learning programme. Please refer to the VLE for further information and guidance.

- A minimum of 8 references from different sources using the Harvard Referencing System.

Task B Worksheet

Complete worksheet, answering questions linked to planning and designing a learning programme. Worksheet can be found on the VLE.

Task C Lesson Observation

Arrange an observation of your teaching. Observation template can be found on the VLE.

- Include your detailed lesson plan.
- When the completed observation report is returned to you complete a detailed reflection of your key learning points from the lesson and observation feedback where applicable.
- Upload the observation report onto the VLE.

Task D Evidence Portfolio

The Evidence Portfolio is an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your portfolio to life. Please use it to demonstrate your learning journey and celebrate your achievements and progress throughout the programme.

Template of the evidence portfolio containing instructions on what to cover can be found on the VLE.

Assessment guidance

Candidates are being judged on whether they have met the assessment criteria and not solely on presentation, spelling, grammar etc. A Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading, including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Reading List

Armitage, A. Cogger, A. Evershed, J. Hayes, D. Lawes, S. and Renwick, M. (2016) *Teaching in Post-14 Education and Training*. 5th edn. Maidenhead: OU Press

Kelly, A. V. (2009) *The Curriculum Theory and Practice* 6th edn Thomas Oaks CA: Sage Publications

Neary, M. (2002) *Curriculum Studies in Post Compulsory and Adult Education*. London: Nelson Thornes.

Tummons, J. (2012) *Curriculum Studies in the Lifelong Learning Sector*. Exeter: Learning Matters

Walker, D. and Soltis, J. (2009) *Curriculum Aims* Teachers College Press

Wallace, S. (2011) *Teaching, Tutoring and Training in the Lifelong Learning Sector* 4th edn. Exeter: Learning Matters

Avis, J. (2012) *Education Policy and Social Justice* London: Continuum

Bathmaker, A. (2013) *Defining Knowledge in Vocational Education Qualifications in England: An analysis of key stakeholders and their constructions of knowledge, purposes and content* *Journal of Vocational Education and Training* Vol 05 (1), 2013

Boyd, P. Hymer, B. Lockley, K. (2015) *Learning Teaching: Becoming an Inspirational Teacher* Northwich: Critical Publishing

Boyle, B. and Charles, M. (2016). *Curriculum development*. London: Sage Publishing Ltd. 49

Coffield, F. Edwards, S. Finlay, I. Hodgson, A. Spours, K. and Steer, R. (2008) *Improving Learning and Inclusion: the impact of policy and policy making on post compulsory education* Abingdon: Routledge

Delaney, J. and Cope, A. (2016) Supporting Maths and English in Post-14 Education and Training. London: Open University Press.

Peart, S. (2104) Equality & Diversity in Further Education Northwich: Critical Publishing

Race, P. (2014). Making learning happen. (3rd Ed.) London: Sage Publications (Chapter 3)

Tummons, J. and Orr, K. (2013) Teaching HE courses in FE colleges, London: Sage

Website list

<http://infed.org/mobi/curriculum-theory-and-practice/>

<https://www.excellencegateway.org.uk/content/etf2356>

<http://www.equalityanddiversity.net/docs/e-d-audit-checklist.pdf> [accessed 16 April 2018]

<http://www.et-foundation.co.uk/>

<https://www.gov.uk/guidance/16-to-19-education-funding-guidance>

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

www.tandfonline.com/toc/tcus20/current

<https://www.seda.ac.uk/>

MODULE FOUR: DELIVERING AND FACILITATING LEARNING

Module Aims

The aim of the module is to explore theories of learning and extend knowledge of educational research in order to develop research informed / evidence-based practice. Students will be encouraged to evaluate relevance and usefulness of the module content to their own subject specialist area.

Learning Outcomes

There are **SEVEN** learning outcomes to this unit.

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

1. Understand professionalism and dual professionalism.
2. Understand theories, principles and models of communication.
3. Understand features and benefits of inclusive practice.
4. Understand theories, principles and models of behaviour management.
5. Understand legislation relating to managing behaviours in a learning environment.
6. Understand ways in which theories, principles and models of communication can be applied to teaching, learning and assessment.
7. Understand ways to promote equality and value diversity

Indicative Content

In this module students will be encouraged to explore selected aspects of theory and relate them directly to practice. The module will consider a range of historical and contemporary theories of learning and look at their application to practice. Behaviourist, constructivist / social constructivist, critical and humanistic perspectives will be introduced with a focus on how each can inform our understanding of learning. In addition, there will be discussion of factors affecting learning such as motivation, and development of skills in own subject specialist area to enhance teaching and learning.

Module 4 Assessment Tasks

Task A Written Report

Write 1000 words report evaluating communication theories and factors to consider when delivering and facilitating learning. Please refer to the VLE for further information and guidance.

- A minimum of 6 references from different sources using the Harvard Referencing System.

Task B Worksheet

Complete worksheet, answering questions linked to delivering and facilitating learning. Worksheet can be found on the VLE.

Task C Lesson Observation

Arrange an observation of your teaching. Observation template can be found on the VLE.

- Include your detailed lesson plan.
- Upload the observation report onto the VLE.

Task D Evidence Portfolio (Vlog)

The Evidence Portfolio is an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your portfolio to life. Please use it to demonstrate your learning journey and celebrate your achievements and progress throughout the programme.

Template of the evidence portfolio containing instructions on what to cover can be found on the VLE.

Assessment guidance

Candidates are being judged on whether they have met the assessment criteria and not solely on presentation, spelling, grammar etc. A Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading, including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Reading List

Armitage, A., Evershed, J., Hayes, D., Hudson, A., Kent, J., Lawes, S., Poma, S. and Renwick, M. (2012) *Teaching and Training in Lifelong Learning*. Maidenhead: OU Press.

Aubrey, K. and Riley, A. (2015) *Understanding and Using Educational Theories*. London. Sage.
Avis, J., Fisher, R. and Thompson, R. (eds) (2010) *Teaching in Lifelong Learning. A Guide to Theory and Practice*. Maidenhead: Open University Press.

Beighton, C. (2016) *Expansive Learning in professional contexts: A materialist perspective*. London: Palgrave Macmillan.
Clark, J. (2005) *Explaining Learning: From analysis to paralysis to hippocampus*. *Educational Philosophy and Theory*, 37 (5), 667 - 687

Gould, J. (2012) *Learning Theory and classroom practice in the Lifelong Learning Sector*. 2nd edn. Exeter; Learning Matters.

Hallam, S. (2005) *Enhancing motivation and learning throughout the lifespan (Inaugural Professorial Lecture)* London: IoE.

Harasam, L. (2012) *Learning Theories and Online Technologies*. London. Routledge.

Hattie, J. (2008) *Visible learning: A synthesis of over meta-analyses relating to achievement*. Abingdon: Routledge

Hattie, J (2012). *Visible learning for teachers: maximising impact on learning*. Routledge, Abingdon

Jarvis, P. (2010) *Adult Education and Lifelong Learning: Theory and Practice*. 4th edn. London: Routledge

Illeris, K. (2009) *Contemporary theories of learning: learning theorists – in their own words*. London: Routledge.

Laurillard, D. (2012) *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*. New York: Routledge

Leibowitz, B., Bozalek, V., Carolissen, R., Nicholls, L., Rohleder, P. and Swartz, L. (2010) Bringing the Social into Pedagogy; unsafe learning in an uncertain world. *Teaching in Higher Education*, 15 (2), 123—133

Martin, G. (2012) Motivation for lifelong learning: A biographical account of efficacy and control. *International Journal of Lifelong Education*, 31(6), 669-685.

Marzano, R, J. (2009) Setting the record straight on high yield strategies, *Phi Delta Kappan*, 91 (1), 30-37

Marzano, R, J. (2017) *The New Art and Science of Teaching*. Bloomington: IN. Solution Tree Press

Petty, G. (2009) *Evidence Based Teaching*. 2nd edn. Cheltenham: Nelson Thornes.

Petty, G. (2009) *Teaching Today: A practical guide*. 4th edn. Cheltenham: Nelson Thornes

Reece, I. and Walker, S. (2007) *Teaching, Training and Learning: A practical guide*. 6th edn. Sunderland: Business Education Publishers

Schunk, D, H. (2012) *Learning Theories; an educational perspective*. 6th edn. London: Pearson.

Scott, D. (2013) *Theories of Learning*. London: Sage.

Wallace, S. (2009) *Managing Behaviour in the Lifelong Learning Sector*. Exeter: Learning Matters Ltd.

Willingham, D, T. (2009) *Why students don't like school: A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco: Jossey- Bass.

MODULE FIVE: ASSESSING LEARNING AND COACHING/MENTORING FOR EXCELLENCE

Module Aims

The aims of this module are to develop an awareness of some of the main theoretical principles and purposes of assessment, including the examination of a range of assessment methods and strategies that can be employed flexibly to support individual students in an inclusive way. It provides an opportunity to identify individual difficulties students may have and the teacher's role in addressing these.

Learning Outcomes

There are **THREE** learning outcomes to this unit.

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

1. Understand the role of a coach/ mentor.
2. Understand theories, principles and models of assessment.
3. Understand how to design assessment to meet individual needs.

Indicative Content

The module will consider some of the key concepts and theories around why and how we assess, building on personal experiences of study and teaching. This will include the contrast between assessment of and assessment for learning practices, which will be explored along with the need to develop effective questioning and appropriate communication and feedback skills.

There will be a focus on ensuring that assessment strategies are equitable and inclusive, including a discussion of principles of assessment such as validity, reliability, sufficiency and authenticity. A variety of forms of assessment will be examined, reflecting on how effectively they are used in the trainees' own practice.

Module 5 Assessment Tasks

Task A Written Report

Write 1000 words report synthesising coaching and mentoring theories/models. Please refer to the VLE for further information and guidance.

- A minimum of 6 references from different sources using the Harvard Referencing System.

Task B Worksheet

Complete worksheet, answering questions concerning different types of assessment theories and practices. Worksheet can be found on the VLE.

Task C Lesson Observation

Arrange an observation of your teaching. Observation template can be found on the VLE.

- Include your detailed lesson plan.
- Upload the observation report onto the VLE.

Task D Evidence Portfolio

The Evidence Portfolio is an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your portfolio to life. Please use it to demonstrate your learning journey and celebrate your achievements and progress throughout the programme.

Template of the evidence portfolio containing instructions on what to cover can be found on the VLE.

Assessment guidance

Candidates are being judged on whether they have met the assessment criteria and not solely on presentation, spelling, grammar etc. A Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading, including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Reading List

Boyle, B. and Charles, M. (2014) *Formative Assessment for Teaching & Learning*. London, Sage

Bates, B. (2017) *A Quick Guide to Special Needs and Disabilities*. London, Sage

Crawley, J. (2010) *In at the Deep End: A Survival Guide for Teachers in Post Compulsory Education*. London: Routledge

Delaney, J. and Cope, A. (2016) *Supporting Maths and English in Post-14 Education and Training*. London: Open University Press

Gould, J. and Roffey-Barentsen, J. (2018) *Achieving Your Diploma in Education and Training* London. (Second edition): Sage (pp. 100 – 140)

Gravells, A. (2016) *Principles and Practices of Assessment* (Third edition): London, Sage.
Gravells, A. (2017) *Principles and Practices of Teaching & Training*: London. London, Sage (pp. 381 – 418; 130 – 135)

Hodkinson, A. (2009) *Key Issues in Special Educational Needs & Inclusion*. London, Sage

Kelly, K. and Phillips, S. (2014) *Teaching Literacy to Learners with Dyslexia*. London, Sage 41

Murchan, D. and Shiel, G. (2017) *Understanding and Applying Assessment in Education*. London: Sage

Peart, S. and Atkins, A. (2011) *Teaching 14-19 Learners in the Lifelong Learning Sector*. Exeter, Learning Matters. (pp. 56-72)

Scales, P. (2008) *Teaching in the Lifelong Learning Sector*. Maidenhead: Open University Press. (pp. 148-172)

Tummons, J. (2007) *Assessing Learning in the Lifelong Learning Sector*. 2nd edn. Exeter: Learning Matters. (pp. 112-118)

Wallace, S. (2007) Tutoring and Training in the Lifelong Learning Sector. 3rd edn. Exeter: Learning Matters Ltd. (pp. 167-175) Wiliam, D. and Black, P. (1998) Inside the Black Box. London: GL Assessment

Bates, B. (2017). A quick guide to special needs and disabilities. London: Sage Publications Ltd

Hodkinson, A. (2016). Key issues in special educational needs & inclusion. Los Angeles: Sage Publications Ltd

MacBlain, S., Long, L. and Dunn, J. (2015). Dyslexia, literacy and inclusion. London: Sage Publishing Ltd

Website List

<http://www.excellencegateway.org.uk/> (accessed: 9/10/17)

<http://www.et-foundation.co.uk/supporting/supportpractitioners/> (accessed: 9/10/17)

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

<https://cambridge-community.org.uk/professional-development/gswafl/index.html>

http://ccea.org.uk/curriculum/assess_progress/types_assessment/formative/assessment_learning

https://www.assessmentforlearning.edu.au/professional_learning/intro_to_afl/introduction_key_questions.html

<https://www.teachingenglish.org.uk/article/assessment-learning>

https://www.ambition.org.uk/blog/one-step-time-could-incremental-coaching-work-your-school/?gclid=EAlaIQobChMIhvbq2Jqy5AIVxLTtCh0bMA_xEAAYASAAEgKIGvD_BwE

<https://www.skillsyouneed.com/learn/mentoring.html>

MODULE SIX: EVALUATING LEARNING

Module Aims

The aim of this module is for students to understand how evaluate a learning programme. Students will reflect collaboratively on the nature of their own subject specialist pedagogy and how they can develop their practice to ensure inclusion of all learners. Students will be encouraged to trial resources to develop innovative and creative approaches in their own practice and to establish and maintain an inclusive environment for teaching learning and assessment.

Learning Outcomes

There are **FOUR** learning outcomes to this unit.

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

1. Understand theories and modules of reflection
2. Understand quality assurance and quality improvement
3. Understand the role of stakeholders and external bodies
4. Understand factors of learning which impact development, delivery, assessment and accreditation

Indicative Content

There will be a focus on the nature of subject specialist pedagogy and how an analysis of key subject ideas can lead to enhanced practice. Inclusion and its importance to practice will be explored. In order to extend students' skills practical examples of inclusive learning practices will be shared and evaluated. Students will review some key theories of reflective practice.

Module 6 Assessment Tasks

Task A Written Report

Write 2000 words report examine theories and models of reflective practice and programme evaluation. Please refer to the VLE for further information and guidance.

- A minimum of 8 references from different sources using the Harvard Referencing System.

Task B Worksheet

Complete worksheet, answering questions reviewing the effectiveness of own knowledge and skills in a specialist area. Worksheet can be found on the VLE.

Task C Lesson Observation

Arrange an observation of your teaching. Observation template can be found on the VLE.

- Include your detailed lesson plan.
- Upload the observation report onto the VLE.

Task D Evidence Portfolio

The Evidence Portfolio is an important personal record of your own development. Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc. to bring your portfolio to life. Please use it to demonstrate your learning journey and celebrate your achievements and progress throughout the programme.

Template of the evidence portfolio containing instructions on what to cover can be found on the VLE.

Assessment guidance

Candidates are being judged on whether they have met the assessment criteria and not solely on presentation, spelling, grammar etc. A Level 5 qualification requires good presentation and coherent written skills, evidence of a planned autonomous approach to reading and research, clear evidence of substantial reading, including professional publication and the ability to analyse, interpret and evaluate relevant information, concepts and ideas. Candidates must demonstrate academic referencing and citing to essential sources including the use of appropriate quotes. Writing must show critical analysis that links theory and principles to their own practice in accordance with professional values and there must be clear evidence of reflection.

Reading List

Bell, J. with Waters, S. (2014) *Doing Your Research Project: A Guide For First-Time Researchers*. Maidenhead: OUP

Brookfield, S. (1995) *Becoming A Critically Reflective Practitioner*. San Francisco: Jossey-Bass.

Roffey-Barentsen, J and Malthouse, R. (2009) *Reflective Practice in the LLS*. Exeter: Learning Matters

Scales, P., Pickering, J., Senior, L., Headley, K., Garner, P. and Boulton, H. (2011) *Continuing Professional Development in the Lifelong Learning Sector*. Maidenhead: Open University Press

Wallace, S. (2011) *Tutoring and Training in the Lifelong Learning Sector*. 3rd edn Exeter: Learning Matters

Armitage, A., Bryant, R., Dunnill, R., Flanagan, K., Hayes, D., Hudson, A., Kent, J., Lawes, S. and Renwick, M. (2012) *Teaching and Training in Lifelong Learning*. Maidenhead: Open University Press

Hillier, Y. (2005) *Reflective Teaching in Further and Adult Education*. London: Continuum.
Pollard, A. (2002) *Readings for Reflective Teaching*. London: Continuum

Robson, J. (2005) *Teacher Professionalism in Post Compulsory Education*. London: Routledge

Rushton, I and Suter, M. (2012) *Reflective Practice for Teaching in Lifelong Learning*. Maidenhead: McGraw-Hill

Bolton, G. (2014) *Reflective Practice, Writing and Professional Development*. London: Sage

Daley, M., Orr, K. and Petrie, J (2015). *Further Education and the Twelve Dancing Princesses* London: IoE Press

Website List

<http://www.jeanmcniff.com>

<http://www.tandf.co.uk/journals/titles/09650792.asp>

https://learn.canterbury.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_1139_1%26url%3D

<http://www.nln.ac.uk/>

<https://www.xtlearn.net/P/otol>

<http://www.tandfonline.com/doi/full/10.1080/02635143.2012.740005?scroll=top&needAccess=true>

Appendix 1 – Mentoring Record Form

Mentor's Name:

Trainee's Name:

Date:

Discussion Points	
Progress/ Incidents since last meeting	
Action Plan	

Signed: Mentor:

Trainee:

Appendix 2 - Observation feedback Form

Teacher's Full Name		Observer's Full Name	
Observation Number		Observation Date and Time	
Course/ Subject		Topic	

Previous Actions	Review

Planning									
4		3		2		1		Not Applicable	
Unclear/ inappropriate aims and objectives.		Clear & appropriate aims and objectives.		Clear & appropriate aims and objectives, differentiated to stretch and challenge some students.		Aims and objective clearly defined and differentiated to stretch and challenge all students.			
Inappropriate strategies and resources selected.		Appropriate strategies and resources selected.		A range of strategies and resources selected to promote learning.		A range of strategies and resources selected to promote collaborative learning and higher order thinking skills demonstrating clear understanding of the needs of all pupils.			
Insufficient information related to embedding functional skills.		Sufficient information related to embedding functional skills.		Detailed information related to embedding functional skills.		Detailed information related to functional skills, and strategies to stretch and challenge all students.			
Insufficient information related to promoting British values.		Sufficient information related to promoting British values.		Detailed information related to promoting British values.		Detailed information related promoting British values and strategies to challenge misconceptions and stereo types.			
Comments:									
Overall grade for the section:									

Delivery									
4		3		2		1		Not Applicable	
Unclear/ inappropriate explanations and instructions.		Clear/ appropriate explanations and instructions.		Clearly defined & appropriate explanations and differentiated to stretch and challenge some students.		Explanations and instructions clearly defined and differentiated to stretch and challenge all students.			
Inappropriate use of strategies and resources to support learning.		Appropriate use of strategies and resources to support learning.		Effective Implementation of a range of strategies and resources to support learning.		Effective implementation of a range strategies and resources used to promote collaborative learning and higher order thinking skills.			
Subject knowledge and subject pedagogy expertise are not at an appropriate level for the lesson.		Subject knowledge and subject pedagogy expertise are at an appropriate level for the lesson.		Breadth of subject knowledge and subject pedagogy demonstrating understanding of developments in the subject to aid progress, and stretch and challenge some students.		Subject knowledge and pedagogy are comprehensive to support learner progress, stretch and challenge all students, foster and maintain pupils' interest in the subject, and address misunderstanding.			
Ineffective use of strategies to secure a purposeful learning environment and promote positive learner behaviour.		Strategies used to secure a purposeful learning environment leading to positive learner behaviour with the occasional low-level disruption.		High standards of behaviour set and efforts made to maintain positive learner behavior throughout the lesson and low- level disruptive behaviour is addressed immediately.		Highly effective anticipation of learners' behaviour and response to any issues. Expectations made clear and enforced consistently leading to very good learner behaviour and eliminating disruptive behaviour.			
Comments:									
Overall grade for the section:									

Minimum core and Equality & Diversity									
4		3		2		1		Not Applicable	
Missed opportunities for learners to develop literacy and language skills.		Some opportunities for learners to develop literacy and language skills.		Many opportunities for learners to develop literacy and language skills exploited.		Consistent and effective identification and exploitation of opportunities to stretch and challenge learners' literacy and language skills.			
Missed opportunities for learners to develop numeracy skills.		Some opportunities for learners to develop numeracy skills.		Many opportunities for learners to develop numeracy skills exploited.		Consistent and effective identification and exploitation of opportunities to stretch and challenge learners' numeracy skills.			
Insufficient use of technology to enhance learning.		Technology is used to enhance learning.		Technology used effectively to develop learner's ICT skills.		Technology used confidently and creatively to stretch and challenge learner's ICT skills			
Ineffective/insufficient use of Teaching strategies to promote British Values.		Teaching strategies used to promote British Values		The range of teaching strategies is made explicit to promote British Values		The range of teaching strategies is made explicit to respond to diversity, actively promote equality and inclusion, and challenge misconceptions and stereotypes.			
Comments:									
Overall grade for the section:									

Overall comments

Development targets to be taken forward for the next observation:

- 1.
- 2.
- 3.

Overall grade:

Teacher's Name		Teacher's Signature		Date	
Observer's Name		Observer's Signature		Date	

Appendix 3 – Observation Criteria

	Minimum standards achieved (Requires improvement to be good.)	Good (In addition to points in 'requires improvement'.)	Outstanding (In addition to points in 'requires improvements' and 'good'.)
Planning	<p>Plan individual lessons that are appropriately structured to support learning. (4)</p> <p>Plan for use of a range of teaching strategies and resources. (4)</p>	<p>Plan a range of approaches to teaching and learning. (4)</p> <p>Plan to take into account the needs of groups of learners and individuals. (4)</p>	<p>Use well-chosen, imaginative and creative strategies that match individuals' needs and interests. (4)</p> <p>Plan flexibly to respond to learner progress during the lesson. (4)</p>
Teaching and Learning (including specialist subject area(s))	<p>Set appropriate expectations of learners and most learners are engaged in their learning. (1)</p> <p>All learners make at least satisfactory progress in a lesson. (2)</p> <p>Show sufficiently secure knowledge and understanding of subject area and subject pedagogy. (3)</p> <p>Some support for learners to develop English and mathematics. (3)</p> <p>A range of teaching strategies and resources are employed. (4)</p>	<p>Consistently set high expectations of learners and most learners are enthused and motivated. (1)</p> <p>The majority of learners make good progress in the lesson. (2)</p> <p>Make good use of subject knowledge to deepen learners' knowledge and understanding. (3)</p> <p>Support learners to develop English and mathematics. (3)</p> <p>A range of approaches to teaching and learning are used. (4)</p>	<p>Create an atmosphere highly conducive to learning and generate high levels of participation and commitment to learning. (1)</p> <p>The majority of learners make very good progress in the session. (2)</p> <p>Draw on in-depth subject knowledge and subject pedagogy to capture learners' interest. (3)</p> <p>Successfully exploit opportunities to develop learner's English and mathematics. (3)</p>

	<p>Learners are usually engaged. (4)</p> <p>Some use of distinctive strategies to support learners with additional needs and reduce barriers to learning. (5)</p> <p>Acknowledge equality and diversity in teaching strategies appropriately to promote positive behaviour. (7)</p>	<p>Learning is sufficiently differentiated to support individuals to achieve learning outcomes. (4)</p> <p>Use of a range of effective strategies to support learners with additional needs and reduce barriers to learning. (5)</p> <p>Support learners in developing awareness of equality and diversity. (5)</p> <p>Manage behaviour effectively so that disruption is unusual. (7)</p>	<p>Imaginative and creative strategies are used and they match individuals' needs and interest. (4)</p> <p>Use of effective and different approaches to support learners with additional needs and reduce barriers to learning. (5)</p> <p>Fully incorporate social and cultural diversity. (5)</p> <p>Manage behaviour with ease so that there are high levels of engagement and co-operation. (7)</p>
--	---	--	---

Appendix 4 – Programme Schedule (Phase 1)

Dates from and to: Sep 2021 to Jul 2022	
Programme/Qualification Diploma in Education and Training	Group composition Mixed ability group with learners teaching within a variety of different settings with range of teaching/ training experience
Aim of Programme To prepares trainee teachers to teach in a range of contexts	

Day Number	Module Title	Session Number and Topic	Assignment Tasks
1	Module 1 Introduction to Teaching Learning and Assessment	1. Roles and Responsibilities	Roles and Responsibility Report Teaching, Learning and Assessment Worksheet Portfolio of Evidence Lesson Observation Feedback and Reflection
2		2. Identifying Needs	
3		3. Planning learning	
4		4. Facilitating Learning - Understanding Education Research and Evidence	
5		5. Assessing Learning	
6		6. Evaluating Learning/Tutorials	
7	Module 2 Identifying Needs	1. Safe Guarding/ Educational Policies	Identifying Needs Report
8		2. Professional Standards/Initial and Diagnostic Assessment	Identifying Needs Worksheet
9		3. Barriers to Learning and supporting SEND students	Portfolio of Evidence

10		4. Managing Classroom Behaviour	Lesson Observation Feedback
11		5. Embedding English, Numeracy, ICT and British Values	
12		6. Differentiation/Stretch and Challenge	
13	Module 3 Planning Learning	1. Educational Ideology	Curriculum Development Report
14		2. Curriculum Theories	
15		3. Effective Lesson Planning/ Designing SOW	Planning Learning Worksheet
16		4. Learning Theories - Cognitivism	Portfolio of Evidence
17		5. Learning Theories - Humanism	Lesson Observation Feedback and Reflection
18		6. Lesson Study	
19	Module 4 Facilitating Learning	1. Theories, Principles and Models of Communication	Facilitating Learning Blog
20		2. Learning Theories - Behaviourism	Facilitating Learning Worksheet
21		3. Emerging Technologies and facilitating online programmes	Portfolio of Evidence (Behaviour Management Vlog)
22		4. Multiple Intelligence and Mind Styles	Lesson Observation Feedback
23		5. Action Learning	

24	Module 5 Assessing learning & Mentoring/ Coaching for Excellence	1. Assessment Theories and Practices	Mentoring/Coaching for Excellence Report
25		2. Principles of Assessment	Assessing Learning Worksheet
26		3. Effective Feedback	Portfolio of Evidence
27		4. Peer and Self-Assessment	Lesson Observation and Reflection
28		5. Coaching/Mentoring Theories And Practices	
29		6. Action Research	
30	Module 6 Evaluating Learning	1. Theories and Models of Reflective Practice	Evaluating Learning Report
31		2. Organisation Quality Improvement and Quality Assurance	Evaluating Learning Worksheet
32		3. Stake Holders and External Bodies	Portfolio of Evidence
33		4. Blooms Taxonomy/De Bono Thinking Hats/Thinking Maps	Lesson Observation Feedback
34		5. Programme Evaluation Theories and Practices	
35		6. Professional Formation	

Appendix 5 – Template for requesting more time for an assignment (up to 7 days extension)

Note: If you are requesting additional time to complete an assignment, please be aware of the following:

- Tutors are not obliged to grant trainees more time to complete assignments
- In some cases, tutors cannot grant more time even if they would like to (for example, for online assignments where the correct answers are released immediately after the deadline for submission has passed)
- Your request is more likely to be granted if you can provide some supporting documentation (for example, evidence of illness)
- A penalty for assignments submitted after the deadline

Feel free to use or adapt this email template to request more time for an assignment. Just insert your own details into **[the fields that look like this]** and copy and paste into a new email.

In the **subject field**, type the purpose of your email, for example: Deadline extension

Dear **[Title of the staff member that you are emailing: for example, Professor, Dr. Mr. Ms., followed by their last name]**,

My name is **[first name and last name]** and I am a **[what year]** student in your **[name class – module code and name if possible]** class.

I am emailing you to ask if it might be possible to be granted additional time for the **[name of module]** due on **[due date of assignment]**. Unfortunately, I am behind with this assignment because **[give reason why you will not complete your assignment on time and attach supporting documentation, if any]**.

I would hope to be able to complete this assignment by **[date]**. I hope that you will consider my request and I look forward to hearing from you at your convenience.

Kind regards,

[First name, last name and student ID number]

