

## **Programme Information:**

The table below provides an outline of the arrangements for your course.

1	<b>Awarding institution/body:</b> University of Worcester
2	<b>Teaching institution:</b> University of Worcester Partner Colleges (Halesowen, Bournville).
3	<b>Programme accredited by:</b> Standards Verification UK (SVUK), the endorsing body for Lifelong Learning UK (LLUK)
4	<b>Final awards on exit:</b> Award in preparing to teach in the lifelong learning sector (Level 4). PTLLS Certificate in teaching in the lifelong learning sector (Level 4). CTLLS Diploma in teaching in the lifelong learning sector (Level 5). DTLLS
5	<b>Programme titles:</b> Lifelong Learning Qualifications for Teachers (Initial Teacher Training) includes all the above awards i.e. PTLLS, CTLLS AND DTLLS.
6	<b>Pathways available:</b> n/a
7	<b>Mode and/or site of delivery</b> University of Worcester LLQT Partner Colleges: Halesowen and Bournville. 2 year part time programme for the full diploma (DTLLS).
8	<b>Mode of attendance</b> Part time
9	<b>UCAS Code</b> Not applicable
10	<b>Subject Benchmark statement:</b> See (i) New overarching professional standards for teachers, tutors and trainers in the lifelong sector (LLUK, 2007); and (ii) Developing qualifications for teachers, tutors and trainers in the lifelong learning sector in England (including Units of Assessment) (LLUK, 2007)
11	<b>Date of Programme Specification preparation/revision</b> September 2010

#### **4. Educational aims and values underpinning the programme:**

##### **Educational aims:**

The development of the LLQT (Initial) programmes reflects a commitment to developing initial teacher education programmes for teachers in the lifelong learning sector. The new programmes are a development of existing courses and will prepare teachers to meet the new professional teaching standards for the sector introduced by DfES in 2004 in *Equipping our Teachers for the Future*. Our programmes will enable trainee teachers to achieve the new LLUK awards being introduced in September 2007. The LLQTs are compulsory for all new entrants to further education teaching and will eventually lead to the achievement of the new award of 'Qualified Teaching Learning and Skills' (QTLS). Teachers will work towards this status after completion of their Lifelong Learning Qualification (LLQ).

The programmes aim to produce high quality professionals, excellent practitioners in their subject specialism, who can demonstrate effective core skills in language, literacy, numeracy, and information and communications technology. The newly qualified teachers should also have a very clear grasp of the standards expected of them post qualification and will be able to achieve these through effective teaching and good professional practice developed during their programmes. Greater awareness of the changing contexts of education and knowledge of relevant theoretical perspectives and principles should ensure that trainees are equipped with qualities that will enable their continuing professional development during their career.

The overall aims of the programmes are to:

- influence and improve professional practice in post compulsory education through enabling trainees to become professional and inclusive practitioners
- promote the concept of the professional as learner
- enable trainees to develop effective teaching and assessment skills that will enable them to apply the new professional standards
- enhance trainees' ability to be self developing and self evaluative
- encourage professional collaboration and a commitment to engaging with wider professional practice
- encourage trainees to apply 'theory' to their own practice
- demonstrate a minimum level of competence in a range of core skills including language, literacy, numeracy, and information and communications technology
- develop knowledge and understanding in the subject specialism and in selected aspects of education
- enable critical reflection on educational values, issues, perspectives and concerns

- develop professional learning skills and effective independent study techniques
- develop research and evaluation skills recognising the importance of evidence in developing valid arguments
- enable and encourage continuing professional development
- inspire and motivate trainees and encourage them to aspire to excellence

## **5. Intended learning outcomes and learning, teaching and assessment methods:**

On completion of the award the trainee will be able to:

- i. articulate their personal philosophy of education and relate this to the post compulsory education context and relevant theory
- ii. demonstrate effective teaching skills and knowledge and understanding of key professional issues, standards and challenges
- iii. assess their students effectively using varied and inclusive strategies
- iv. make evident the desire, ability and skills to continually improve teaching, professional practice and professional learning
- v. self-evaluate and be willing to change in order to improve practice
- vi. employ strategies, skills and research methodologies that enable them to be critically evaluative lifelong learners
- vii. facilitate strategies that enable them and their students to overcome barriers to learning in core areas such as language, literacy, numeracy and ICT
- viii. respond to diversity and equality issues in ways that are inclusive and which enrich the learning experience of all their learners
- ix. demonstrate awareness of equal opportunities issues within post compulsory and learning and skills sectors
- x. collaborate effectively with a range of colleagues within and beyond the subject specialism and show a concern for the personal and professional development of others

Other key areas in the model of the professional as learner are a range of intellectual, personal and communicative skills. These, together with subject specialist knowledge and skills will be applied effectively in the trainees' professional context.

Approaches to learning and teaching support the achievement of the learning outcomes of the programme through engagement with cyclical processes of experience, reflection, analysis, and the application of theoretical principles to teaching, learning and professional practice contexts, including their own. These key evaluative processes are reinforced within each of the modules through the development of professional learning journals, reviews of teaching activity, reflective learning journals, mentoring logs, and

contributions to a portfolio. At the end of each module trainees will set out their key priorities and related success criteria for the next stage of their learning or experience.

Approaches to learning and teaching vary according to the perceived needs of the students to ensure the LLUK units of assessment are achieved in a coherent and efficient manner. Modules are taught through a mixture of sequential discrete units combined with long-thin modes where personalised learning is emphasised. The resultant distribution of whole group teaching, presentations, seminar discussion, group work, library based investigation, e-learning, independent research, tutorials, skill acquisition, reflection and action planning; is intended to provide an inclusive menu that caters for a diverse range of learning styles and backgrounds. Particularly relevant here are the *Professional Learning Skills* sessions in Year 1 and *Personal and Professional Development* in Year 2 which operate throughout the year to support cyclical planning, learning, mentoring and evaluation activities. The two modules are explicitly linked with all the other modules through professional learning journals, assessment activities or the portfolio to ensure a coherent process for trainees. Other modules may, for shorter periods, be taught in parallel where this creates sensible learning synergy.

*Below is a summary of how the intended learning outcomes above relate to the individual module learning outcomes.*

**Programme intended learning outcomes mapped to module learning outcomes**

Programme intended learning outcomes	Module learning outcomes providing most opportunity to convey the programme outcome	
	Year 1	Year 2
i. articulate their personal philosophy of education and relate this to the post compulsory education context and relevant theory	LLQT1410 LOs 1, 2 LLQT1411 LOs 1, 3 LLQT1406 LOs 1, 2, 6 LLQT1407 LOs 1, 4	LLQT2501 LOs 2, 3, 4, 5 LLQT2502 LOs 1, 2 LLQT2503 LOs 1, 2, 3, 4 LLQT2504 LOs 1, 5
ii. demonstrate effective teaching skills and knowledge and understanding of key professional issues, standards and challenges	LLQT1410 LOs 1, 2, 3, 4, 5, 6, MRTA LLQT1411 LOs 1, 3, 5 LLQT1406 LOs 1, 2, 3, 4, 5, 6, MRTA LLQT1407 LOs 2, 3, 4, MRTA	LLQT2501 LOs 4, MRTA LLQT2502 LOs 2, 5, MRTA LLQT2503 LOs 3, MRTA LLQT2504 LOs 1, 2, 3, 5, MRTA
iii. assess their students effectively using varied and inclusive strategies	LLQT1410 LOs 3, 4, MRTA LLQT1411 LOs 4, 5, MRTA LLQT1406 LOs 1, 2, 3, 4, 6, MRTA LLQT1407 LOs 1, 2, 4, MRTA	LLQT2501 LOs 5, MRTA LLQT2502 LOs MRTA LLQT2503 LOs MRTA LLQT2504 LOs MRTA
iv. make evident the desire, ability and skills to continually improve teaching, professional practice and professional learning	LLQT1410 LOs 2, 5, 6 LLQT1411 LOs 1, 3, PLJA LLQT1406 LOs 6, PLJA LLQT1407 LOs 3, 4, PLJA	LLQT2501 LOs 3, 4, 5, PLJA LLQT2502 LOs 1, 2, 3, 4, 5, PLJA LLQT2503 LOs 1, 2, 3, 4 LLQT2504 LOs 1, 2, 3, 4, 5, PLJA
v. self-evaluate and be willing to change in order to	LLQT1410 LOs 1, MRTA	LLQT2501 LOs 5

improve practice	LLQT1411 LOs 3, 4, MRTA LLQT1406 LOs 3, 6 LLQT1407 LOs 4	LLQT2502 LOs 3, 4, 5 LLQT2503 LOs 3, 4 LLQT2504 LOs 1, 3, 5
vi. employ strategies, skills and research methodologies that enable them to be critically evaluative lifelong learners	LLQT1410 LOs 1 LLQT1411 LOs 3, 6 LLQT1406 LOs 1, 2, 4, 6 LLQT1407 LOs 1, 2, 3, 4	LLQT2501 LOs 1, 3, 4, 5 LLQT2502 LOs 1, 2, 3, 4, 5 LLQT2503 LOs 1, 2, 3, 4 LLQT2504 LOs 2, 3, 5
vii. facilitate strategies that enable them and their students to overcome barriers to learning in core areas such as language, literacy, numeracy and ICT	LLQT1410 LOs 1, 6, MRTA LLQT1411 LOs 1, 2, MRTA LLQT1406 LOs 3, 4, 5 LLQT1407 LOs 2, 3, 4	LLQT2501 LOs 3, 4, 5 LLQT2502 LOs 1, 3, 4, 5 LLQT2503 LOs 2, 3, 4 LLQT2504 LOs 3
viii. respond to diversity and equality issues in ways that are inclusive and which enrich the learning experience of all their learners	LLQT1410 LOs 2, 4 LLQT1411 LOs 2, 4  LLQT1406 LOs 2, 3, 4 LLQT1407 LOs 1, 2	LLQT2501 LOs 1, 3, 5 LLQT2502 LOs LLQT2503 LOs 1 LLQT2504 LOs 1
ix. demonstrate awareness of equal opportunities issues within post compulsory and learning and skills sectors	LLQT1410 LOs 1, 2, 4 LLQT1411 LOs 1, 2, 3, 4 LLQT1406 LOs 1, 2, 3, 4, 6 LLQT1407 LOs 1, 2, 4	LLQT2501 LOs 3, 4, 5 LLQT2502 LOs 1, 2 LLQT2503 LOs 1, 3 LLQT2504 LOs 1, 2, 5
x. collaborate effectively with a range of colleagues within and beyond the subject specialism and show a concern for the personal and professional development of others	LLQT1410 LOs 1 LLQT1411 LOs 2, 3 LLQT1406 LOs 4 LLQT1407 LOs	LLQT2501 LOs 1, 5 LLQT2502 LOs LLQT2503 LOs 1, 4 LLQT2504 LOs 2, 4, 5
MRTA = Module Related Teaching Assessments; PLJA = Professional Learning Journal Assessments		

### **Modes of delivery, Learning, Teaching and Assessment methods:**

The LLQT ITT programmes will be managed and taught by staff within the FE Colleges while the LLQT CPD courses are taught at the University. The *Partnership Advisory Group* will undertake the coordination duties including day to day management, moderation, curriculum development and quality assurance. The programmes complement existing provision within University and are examples of its commitment to widening participation. Within each FE College the LLQT ITT programmes also complement the existing portfolio of provision.

Across the partnership a range of modes of delivery exist and will continue to be developed including: part time; directed learning; independent study; research; reading; formal observations; peer observation; coaching; shadowing; block teaching placements; summer schools; day release; twilight courses; evening courses; weekend courses; seminars; workshops distance learning; and resource based learning. In addition to the guided learning hours trainees and teachers will be expected to undertake additional study associated with the assessed tasks to ensure the use of the recommended whole learning time.

All trainees will receive appropriate induction at the start of each stage. Materials provided will include this electronic course handbook that outlines the course structure and regulations. Additional guidance material will be provided within each module. Each course participant will be linked with mentors who will provide support in the trainee's work specialism, pedagogic guidance, co-tutoring and modelling. A mentor handbook will support this process.

In order to gain the Diploma or any of its stages trainees must satisfy the examiners in both course work and the practice of teaching and have a satisfactory attendance record. DTLLS, CTLLS and PTLLS are awarded on a pass/fail basis. The standards are assessed through meaningful and holistic module assessment tasks. Mentors and tutors will use their professional judgement to decide if the standards are being met through written work, professional practice observation, analysis of the reflective learning journal extracts and PLJs, and through discussion with the trainee teacher. The range of evidence generated will provide a robust way of determining if the LLUK standards for teacher training have been met and integrated effectively across the programme.

In addition to the module assessment tasks trainees are required to submit *Professional Learning Journal Assessment (PLJA)* extracts for particular modules. Completion of the PLJA is mandatory and an appropriate weighting is applied. One item report should be completed for each completed module PLJA. Details are provided in the relevant modules and these are also indicated in the assessment map on the next page. Each PLJA should include the following evidence:

RTE:	<b>Reflections on teaching extracts:</b> e.g. this could be based on the observed teaching assessment session (MRTA)
RLE:	<b>Reflections on learning extracts:</b> providing examples of development of: subject specialist skills; curriculum; academic learning; learning/thinking skills processes.
RME:	<b>Reflections on mentoring/mentoring log extracts:</b> identifying the impact of mentoring experiences and identification of agenda and objectives for next mentor interaction.
MRTA:	<b>Module related teaching assessment:</b> evidence of a successful completion
KPSC:	<b>Key priorities and success criteria:</b> focusing on subject specialism and minimum core targets in the next module, teaching assessment, or future practice. These milestones also form part of the ILP over the two years of the DTLLS

Guidance for keeping a reflective learning journal can be found from the SOLE (student on-line environment) page or from:

<http://www2.worc.ac.uk/studyskills/pdf/learningjournals.pdf>

**Specific learning outcomes for each module on the programme are detailed in section 19 of this handbook.**

**LLQT ITT assessment map  
YEAR 1**

	MODULE	CREDITS	MODULE TASK 1	MODULE TASK 2	MODULE TASK 3	MODULE TASK 4	
<b>TB 1 PAPL</b>	LLQT1410 PTLLS & PAEL	15	Evaluation of a S.O.W & lesson plan 1600 words 45%	Essay on improving teaching skills 1400 words 40%	Reflection on the development of subject skills 500 words 15%	Teaching Assessment (MRTA) No word limit 0%	
<b>TB2 PLS</b>	LLQT1411 ATRmySS	15	Presentation using ICT on teaching SS 800 words equiv. 25%	Research report on SS 1500 words 45%	Assessment analysis 1200 words 30%	Teaching Assessment (MRTA) No word limit 0%	DTLLS (Y1) & CTLLS Portfolio P/F No word limit 0%

	MODULE	CREDITS	MODULE TASK 1	MODULE TASK 2	PROFESSIONAL LEARNING JOURNAL ASSESSMENTS (PLJA)				
					MRTA	RTE	RLE	RME	KPSC
<b>TB 3</b>	LLQT1406 ELAA	15	Assessment principles visual representation 1500 words/equiv 40%	Design and evaluate assessment 1500 words 40%	P/F - 0%	Extracts should total a minimum of 500 words 20%			P/F - 0%
<b>TB 4</b>	LLQT1407 TAPL	15	Applying an analytical model to my learning, theory and	PLJA →	P/F - 0%	Extracts should total a minimum of 500 words 20%			P/F - 0%

			practice. 3000 words/equiv 80%		
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**YEAR 2:**

								Portfolio
<b>TB 5</b>	LLQT2501 CDIP	15	Inclusive curriculum 2000 words 50%	Annotated scheme of work 1200 words 30%	P/F - 0%	Extracts should total a minimum of 800 words 20%	P/F - 0%	Gather
<b>TB 6</b>	LLQT2502 RELE	15	Research project and methodology 2000 words 50%	Presentation of research project 1200 words 30%	P/F - 0%	Extracts should total a minimum of 800 words 20%	P/F - 0%	Gather
<b>TB 7</b>	LLQT2503 PAPD	15	Formative reflections 1800 words 45%	Summative reflection 2200 words 55%	P/F - 0%	n/a		P/F - 0% DTLLS (Y2)
<b>TB 8</b>	LLQT2504 WPP	15	Professional roles essay 3200 words 80%	PLJA →	P/F - 0%	Extracts should total a minimum of 800 words 20%	P/F - 0%	Gather

**For details of each module's contents and assessment details, such as assessment briefs and learning outcomes, go to section 19 of this handbook.**

## **6. Admission policy, criteria and procedures:**

The LLQT programmes are open to appropriately qualified applicants who carry a professional responsibility for teaching, tutoring or training. The University will seek evidence of personal professional experiences that provides an indication of ability to meet the demands of the programmes.

Normally applicants should be in-post and/or have access to the required number of teaching hours (see below) for the relevant programme. In keeping with University's policy on widening participation and diversity the LLQT programmes encourage and welcome the contribution of experienced learners and people from all social, economic and cultural backgrounds. In summary, the admission of course members to the LLQT programmes will be governed by the normal entry requirements for Level 4 and Level 5 awards.

**Specific entry requirements for the LLQT programmes:** Potential teacher trainees will need to evidence:

- **Level 3 personal skills in their area of specialism:** Eligible qualifications include: HND/HNC; CGLI Advanced Craft Certificate; OCR Advanced Qualifications; NVQ/SVQ Level 3; A levels (GCE/VCE/Applied subjects); Edexcel/BTEC; Scottish Highers/Advanced Highers; Irish Leaving Certificate (Higher); QAA-recognised Access courses; European or International Baccalaureates; technical, commercial or other appropriate professional qualification.
- **Level 2 English and mathematics:** GCSE English Language and Mathematics at grade C or equivalent at Level 2 e.g. Key Skills.
- **CRB check:** Entry to the programme is conditional upon satisfactory Criminal Records Bureau (CRB-Enhanced) clearance.
- **Access to a mentor in a 'regulated location'**
- **Access to required number of teaching hours:** as in the following table:

PTLLS	1 teaching assessment required which could be micro-teaching
CTLLS	30
DTLLS	150 over 2 yrs (75 each year)

**APL is given to those with appropriate prior qualifications and will be based on the LLUK tariff of qualifications. Your tutor will discuss this individually with you.**

## **7. Programme structure and requirements with award overview:**

Although the LLQT ITT programme structure is incremental, moving from PTLLS, which confers a threshold licence to teach, to CTLLS and DTLLS it is envisaged that most of the participants will undertake a two year part time programme as currently happens leading to DTLLS on completion. Year one modules will be offered at Level 4 and those in Year 2 at Level 5. The new stepping off points reflect the expectations nationally for a flexible and progressive range of qualification outcomes that reflect the diverse range of roles undertaken by teachers in the lifelong learning sector. For example LLUK have defined an associate teacher role and full teacher role which are catered for by CTLLS and DTLLS respectively. The basic progression can be summarised as:

PTLLS - threshold licence to teach  
CTLLS - associate teacher role  
DTLLS - full teacher role

Currently there is no national qualification at the end of Year 1. See award map for further details.

In the two year programme there are 8 mandatory modules and 3 optional units in order to enable achievement of PTLLS, CTLLS and DTLLS, and flexible entry and exit points. Assessment criteria for the mandatory modules are directly informed by the prescribed units of assessment published by LLUK but also by the QAA descriptors at Certificate and Intermediate levels. Optional units have been designed but will need to gain SVUK endorsement in the same way as the new LLQT programmes.

### **LLUK requirements regarding sequencing of mandatory and optional modules:**

It is important that all LLUK mandatory modules are taught before optional modules. The **Certificate** qualification will therefore follow the sequence of mandatory below:

*LLQT1410: Preparing to teach in the lifelong learning sector (PTLLS) and Planning and Enabling Learning*

*LLQT1411: Assessing, Teaching and Researching my subject specialism*

For the **Diploma** qualification the sequence is as follows:

Year 1

*LLQT1410 to LLQT1411* mandatory units taught first as above. These will be followed by mandatory modules *LLQT1406: Enabling learning and assessment*; and *LLQT1407: Theories and principles of learning* which may be taught sequentially or in parallel (but not long and thin). The long-thin *Professional Learning Skills* block will support students as described above and will deliver module *LLQT1411*, by the end of Year 1 (or at the end of Year 2 if this is required).

Year 2

Mandatory modules *LLQT2501: Curriculum development for inclusive practice*; *LLQT2503: Personal and professional development (Continuing personal and professional development)*; and *LLQT2504: Wider professional practice* will be delivered in sequence. *LLQT2503: Personal and professional development* also provides ongoing

support for students to promote and develop learning skills and reflective practice but the teaching and assessment components will be completed before the optional module. The long-thin approach to optional module *LLQT2502: Researching Learning* is simply to enable research projects to be set up to allow enough time for planning and data gathering. The main teaching and assessment will be sequenced after the mandatory modules.

NB Long-thin does not necessarily mean for the whole year. This allows staged delivery of modules in line with the LLUK mandatory/option sequence requirement.

## UW LLQT programmes overview: entry requirements, programmes and progression

Levels	Level 4	Level 5	Level 6
Levels	HE1	HE2	HE3
Levels	C (Certificate)	I (Intermediate)	H (Honours)
	1 year part time	1 year part time	part time
<b>Entry requirements:</b> Level 3 or above in the subject specific skill: NVQ, GNVQ, BTEC, A-levels (VCEs) or equivalent or appropriate professional qualification.	<b>INITIAL TEACHER TRAINING AWARDS (LLQT ITT)</b>		
	<b>PTLLS</b> Award in preparing to teach in the lifelong learning sector (15 credits)		
	<b>CTLLS</b> Certificate in teaching in the lifelong learning sector (30 credits)		
	<b>DTLLS (YEAR 1)</b> Diploma in teaching in the lifelong learning sector (60 credits)	<b>DTLLS (YEAR 2)</b> Diploma in teaching in the lifelong learning sector (120 = 60/L4 + 60/L5)	
	<b>CPD AWARDS (LLQT CPD)</b>		
	<b>Diploma in Teaching and Learning English in the LLS (60 Credits)</b>		
	<b>Diploma in Teaching and Learning ESOL in the LLS (60 Credits)</b>		
	With 120 credits at NQF4 and 120 credits at NQF5 = Diploma in Higher Education		With 240 credits: BA Ed Hon Top-Up (120 credits)
	With appropriate qualifications to Masters - MA/MSc		

**AWARD MAP FOR:  
Lifelong Learning Qualifications for Teachers (Initial Teacher Training)  
(LLQT ITT)**

**Award in preparing to teach in the lifelong learning sector (Level 4) - PTLLS**

**Certificate in teaching in the lifelong learning sector (Level 4) - CTLLS**

**Diploma in teaching in the lifelong learning sector (Level 5) - DTLLS**

Year: 2007

Last Updated: September 2010

Level	Award	Modules	Status (UW)	Credits
Level 4	<b>PTLLS AWARD</b> 6+9 credits at level 4	LLQT1410	M	15
Level 4	<b>CTLLS</b> 30 credits at Level 4	LLQT1410 LLQT1411	M M	15 15
Level 5	<b>DTLLS</b> Level 5 award  120 credits made up of 60 at Level 4 and 60 at Level 5	LLQT1410 LLQT1411 LLQT1406 LLQT1407  LLQT2501 LLQT2502 LLQT2503 LLQT2504	M M M M  M M M M	15 15 15 15  15 15 15 15

M = Mandatory

### Mapping of UW modules to LLUK modules:

Module Code	Module Title	Credits	LLUK status*
LLQT14XX denotes level 4 module; LLQT25XX denotes level 5 module			

### Certificate in teaching in the lifelong learning sector

LLQT1410 <i>LLUK Mods.</i>	Preparing to teach in the lifelong learning sector (PTLLS) and Planning and Enabling learning <i>Preparing to teach in the lifelong learning sector Planning and Enabling learning</i>	15	M
LLQT1411 <i>LLUK Mods.</i>	Assessing, Teaching and Researching my subject specialism <i>Principles and practice of assessment (M) Specialist delivery techniques and activities (O) Equality and diversity (O)</i>	15	M

**NB: Mandatory modules must be completed before optional modules**

### Diploma in teaching in the lifelong learning sector

Year 1			
LLQT1410 <i>LLUK Mods.</i>	Preparing to teach in the lifelong learning sector (PTLLS) and Planning and Enabling learning <i>Preparing to teach in the lifelong learning sector Planning and Enabling learning</i>	15	M
LLQT1406 <i>LLUK Mod</i>	Enabling learning and assessment <i>Enabling learning and assessment</i>	15	M
LLQT1407 <i>LLUK Mod</i>	Theories and principles of learning <i>Theories and principles of learning</i>	15	M
LLQT1411 <i>LLUK Mods.</i>	Assessing, Teaching and Researching my subject specialism <i>Principles and practice of assessment (M) Specialist delivery techniques and activities (O) Equality and diversity (O)</i>	15	M

Year 2			
LLQT2501 <i>LLUK Mod</i>	Curriculum development for inclusive practice <i>Curriculum development for inclusive practice</i>	15	M
LLQT2503 <i>LLUK Mod</i>	Personal and professional development <i>Continuing personal and professional development</i>	15	M
LLQT2504 <i>LLUK Mod</i>	Wider professional practice <i>Wider professional practice</i>	15	M
LLQT2502 <i>LLUK Mod</i>	Researching learning <i>Action research</i>	15	O

**NB: Mandatory modules must be completed before optional modules**

### 8. Your course in context:

Like all Higher Education courses in the UK, this award is designed with reference to the [Academic Infrastructure](#), a means of describing academic standards in terms of the [academic level](#) you are expected to achieve and, in broader terms, the [content](#) that will be covered.

**The benchmarks at level 4 (PTLLS/CTLLS) and level 5 (DTLLS) for Education studies are based on the QAA Descriptors below:**

Level 4 (Certificate)	Level 5 (Intermediate)
i) knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study;  ii) an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.	i) knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;  ii) ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;  iii) knowledge of the main methods of enquiry in their subject(s), and ability to

<p><b>Typically, holders of the qualification will be able to:</b></p> <p>a) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;</p> <p>b) communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;</p> <p>c) undertake further training and develop new skills within a structured and managed environment;</p> <p><b>and will have:</b></p> <p>d) qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.</p>	<p>evaluate critically the appropriateness of different approaches to solving problems in the field of study;</p> <p>iv) an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p> <p><b>Typically, holders of the qualification will be able to:</b></p> <p>a) use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;</p> <p>b) effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;</p> <p>c) undertake further training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations;</p> <p><b>and will have:</b></p> <p>d) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.</p>
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### QAA Academic Infrastructure

The new qualifications have been developed in accordance with the framework for higher education qualifications [FHEQ] in England, Wales and Northern Ireland (2001); the QAA Code of practice for the assurance of academic quality and standards in higher education (2001); the new overarching professional standards for teachers, tutors and trainers in the lifelong sector (LLUK, 2007); and the LLUK guidance on 'Developing qualifications for teachers, tutors and trainers in the lifelong learning sector in England' (including Units of Assessment) (2007).

*The involvement of Ofsted means that the university's course co-ordinator will produce a Self Assessment Document (SED) annually in the autumn term and the provision may be scrutinised by Ofsted inspectors to check that the standards of learning are high for both trainees and their learners. For more information on Ofsted or to view the latest inspection reports please visit*

*[http://www.ofsted.gov.uk/oxcare\\_providers/list/](http://www.ofsted.gov.uk/oxcare_providers/list/)*

*The course reflects the University's Curriculum Policy and thereby strives to be of the highest standard possible. You can read the University's Curriculum policy by clicking on*

*[Curriculum Design Policy](#)*

## **9. Management of your course**

The ITT DTLLS programme is led from within the *Centre for Secondary and Post-Compulsory Education* which lies within the University's *Institute of Education*. It will be coordinated by a *Partnership Advisory Group*. Administrative support for the programme is also provided from within the Institute. A *Partnership Advisory Group* (PAG) will oversee both strategic and operational aspects of the ITT programmes and meets at least 6 times during the academic year. Here communication occurs mainly through the University based *Partnership Link Tutors* and their counterparts in Colleges. The main purposes of the PAG meetings will be to ensure coherence of programmes and to monitor quality and plan future implementation. The *Partnership Link Tutors* and the *Partnership Advisory Group* will therefore be the main routes through which information will be communicated. The chair of the PAG will meet regularly with the Head of Centre for Secondary and Post-Compulsory Education who will take forward issues raised by the groups to the Institute's Management Team, Quality Assurance Committee and the Centre for Secondary and Post-Compulsory Education meetings.

The Institute of Education is strongly committed to the development of working with partner organisations and supports the activities of the *Partnership Advisory Group*. Funding is provided for the role of *Partnership Link Tutor* and related administrative support. The University will organise and coordinate 6 annual meetings, as well as review and validation activities, staff development sessions, examination boards, moderation meetings and other activities connected with quality assurance. Meeting rooms will be made available at the request of the *Partnership Advisory Group*. University based link tutors will make regular visits to Colleges to support curriculum development, to observe teaching and mentoring, to attend the colleges' course committee meetings, and, for monitoring and quality assurance purposes.

The course management committees are important for student consultation across all programmes and student academic representatives (STARs) are invited to attend at least twice during each academic year. The feedback helps to ensure there is parity of student experience. Student academic representatives are asked to consult with course members to provide feedback on all aspects of the student experience including teaching and assessment. Within the ITT programmes meetings are held at individual

colleges and issues are brought back to the *Partnership Advisory Group* via the course leaders, tutors and link tutors. Given the geographic spread of the part-time in-service cohort, evaluative comment is also sought by email to feed into this committee. At meetings of the *Partnership Advisory Group*, a standing item on each agenda provides an opportunity each month for colleagues to feedback on quality issues related to the student experience. Course leaders and their teams in the colleges can of course contact the University directly if a quicker response is required, although the university link tutor should be the first point of contact.

## **10. Course administration:**

### **Course Notices - for colleges to add details below**

*Please add a statement describing how information about the operation of the course is provided, for example location of notice boards and means of communicating to students. Also add any other specific information pertaining to local operation that would be useful to students.*

### **SOLE Pages -**

Important announcements will be made via the “My Message” system and “Latest News” containers on the [SOLE home page](#).

### **Student Services – for colleges to add details below before UW details**

*At the college,*

*At the university, Student Services is the central department that provides non-academic support of students. The department includes the following:*

#### Careers (01905 85 5166)

*Helping you to make your future career plans and put them into practice.*

#### Chaplains (01905 85 5502)

*Spiritual guidance and support. A prayer room is available in Bredon building, next to the nursery, and a ‘Quiet Space’ is available in Woodbury, near the Student Enquiry Desk.*

#### Counselling (01905 85 5107) and Mental Health (01905 85 5447)

*Supportive and confidential environment in which to explore your concerns with a professional counsellor or mental health adviser.*

#### Disability and Dyslexia Service (01905 85 5531)

*Advice and guidance about all disability-related matters.*

#### Student Wellbeing Centre (01905 54 2161)

*Your first point of contact for health and related enquiries. A sexual health clinic is available every Monday lunchtime during semesters. If necessary the Centre can arrange first aid.*

*Welfare and Financial Advice (01905 85 5501)*

*Help with all issues relating to welfare and financial support such as grants, student loans, the Access to Learning Fund and state benefits.*

For further information about any of these services, see the 'Life Support' section on your [SOLE page](#) [as appropriate] or contact your Students' Union.

**11. Placement Learning:**

On the DTLLS programmes, trainees are considered to be in-service trainees who have undertaken to do the qualification with the help and support of a workplace mentor who is preferably a specialist in their own subject, holds a teaching qualification and has experience of teaching in the Lifelong Learning sector.

**12. Supporting your learning:**

*Colleges please add your own details on learning support below and make brief comments on your own interview process, induction, guides and handbook, PDP, tutorials, study skills support etc.. –*

*At college, your learning will be supported via the following arrangements for the course...*

## **Registry Services:**

At the university, the Registry contacts that you will need for the DTLLS are:

Dionne Boulter – Student records – 01905 855405 email : [d.boulter@worc.ac.uk](mailto:d.boulter@worc.ac.uk)

Louise Heath – Complaints and Appeals Officer – 01905 855396 email :  
[l.heath@worc.ac.uk](mailto:l.heath@worc.ac.uk)

Registry Services is the administrative department responsible for your student record. The department also organises registration, keeps a central record of your progress, administers the procedures for the consideration of claims of mitigating circumstances and appeals, provides guidance regarding modules and arranges the awards ceremonies.

There is an enquiry office in Woodbury, open 8.30-5.00 Monday to Thursday during semesters (outside of semesters the office is open 8.30-4.30) and 8.30-4.00 on a Friday throughout the year for advice and assistance on any of the above.

## **Equalities and Diversity:**

*“The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.*

*The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis “*

The University has the following arrangements put in place for interviewing candidates on ITT programmes, so that all candidates invited for interview are treated with care and supported to make the right choices, whilst maintaining the highest quality standards for the course: Following the initial application, ITT applicants will be interviewed by relevant tutors at their chosen college. The purpose of the interview is to explore qualifications, experience, skills, attitudes, values and other relevant aspects of the applicants' qualities. Emphasis will be placed on ensuring students have the appropriate qualifications and where these are not met they may be directed towards other essential skills courses in order for them to prepare themselves fully for the teacher training qualification. Initial and diagnostic assessments may also be used to help determine skills in language, literacy, numeracy and ICT. Where appropriate national tests may also be used for assessment purposes.

Applicants will be advised to prepare for interviews by attending careers sessions on interview skills and to undertake mock interviews with careers advisors if possible.

Interviews will normally be one-to-one but may also include presentations, group discussions, micro teaching, practical exercises and work with students.

The selection process should be rigorous and challenging. Where presentations are employed details of titles and content should be sent to applicants well in advance of the interview. This should include specific advice on how to prepare for the interview including identifying relevant resources and useful reference sources. The composition of the 'audience' should also be made clear.

The interview selection criteria should relate to key areas such as: the minimum core skills including the personal skills; personal and intellectual qualities; subject related skills; previous experience; attitude; values; and commitment to teaching.

#### Study Skills -

Click on [Study Skills Advice Sheets](#) if you need help to plan and carry out your coursework and assessments, making the most of the time available and helping you to achieve your potential.

### **13. Career Opportunities & Links with Employers**

Achievement at diploma level is very likely to improve the career prospects of many practitioners in Lifelong Learning as well as provide professional development which is intellectually challenging and up to date. Trainees will be mentored in the workplace and links with employers via the trainees and their mentors will be maintained post qualification so that both the university and its partner colleges can widen their database and knowledge of the sector.

### **14. Opportunities for further study**

At each stage of the programme new entrants, through either the *Professional Learning Skills* teaching block in Year 1 or the *Personal and Professional Development* module in Year 2, will undertake an initial assessment of experience, qualifications, skills, aspirations, etc. The outcome of this process will be an initial *Professional Learning Plan* that sets out targets, strategies and success criteria for the development in areas such as: teaching; minimum core skills in language, literacy, numeracy and ICT; subject specialism; and overcoming learning difficulties and disabilities. Subsequent PLJs will be updated by trainees through the required module assessments and will include reflection on learning, mentoring experiences and teaching. These evaluative and planning processes are at the core of developing trainees' professionalism and support personalised learning approaches. The level of importance attached to these processes should be clearly reflected in the priorities and activities within the *Professional Learning Skills* teaching block and the *Personal and Professional Development* module.

- To proceed through the stages of the programme trainees must have achieved a pass at the previous stage (in all modules) or, if entering the programme as a new student, demonstrate an equivalent level and scope of achievement
- The University offers a range of further development opportunities. These include the subject specialist Level 5 Diplomas in English and ESOL; Diplomas in Higher Education, Foundation degrees, Bachelors honours degree. For those who hold a bachelors degree or who have appropriate professional experience a range of options exist within the *Postgraduate Education Programme* at Masters level (for example the *MSc in Educational Management and Leadership*; *MA in Education*; *MA in Special and Inclusive Education*). See Programme overview (with progression) in section 7 of this handbook.
- Accreditation for prior learning is available given appropriate qualifications and experience. Procedures are regulated by the University to ensure comparability between academic programmes.

## 15. Resources

Most trainee activity on the ITT programme will normally take place within FE partner colleges and the University provides a range of support services for college staff and trainees who are able to travel to the campus. During recent years the University has continuously upgraded and reorganised provision in a range of areas including library, ICT, media, careers advice, student support and counselling. Other noteworthy areas include the new Digital Arts Centre, the sports complex, crèche and health centre. Continued development of these and other areas is a key aspect of the University's strategic plan.

ITT trainees will normally be based within partner colleges and will also undertake teaching placements. Each college is aware of the need to provide dedicated teaching rooms including access to computer suites. Administrative support is also needed for coordination and monitoring of teaching practice and mentoring activities. Specific items include lockable storage space for resources and portfolios, and meeting rooms for planning, moderation, evaluation, etc.

The requirements springing from DfES proposals, Ofsted requirements and LLUK/SVUK suggest that resources on both the ITT and CPD routes need to be constantly upgraded both within the University and within partner colleges. An example is ***an entitlement for trainee teachers to receive a tailor made development programme***. Within this entitlement, there are specific steps to address Ofsted concerns, including:

- *The introduction of formalised **subject specific mentoring** as part of the workplace development of trainee teachers.*
- *A **full initial assessment**, leading to an **individual learning plan** with agreed objectives. Trainees will receive additional support to make sure they all reach satisfactory **levels of literacy, language and numeracy***

*before they gain a teacher training qualification.'*

(DfES Press Notice, 11th November 2003, ID: 2003/0223)

A successful example of development at the university is the integration of IT, Library, Media & Print services to form *Information & Learning Services (ILS)*. The following is detail about ILS updated by the Academic Liaison Librarian (Education), Sarah Oxford: Sarah is contactable via her email [s.oxford@worc.ac.uk](mailto:s.oxford@worc.ac.uk)

#### Department of Information and Learning Services

The Department of Information and Learning Services (ILS) supports students and staff using library, IT and media services. ILS is based in the Peirson Building, and provides books, journals, online resources, IT and study spaces. UW students automatically become members of the library. Further information on ILS, including up-to-date opening times, can be found at: <http://www.worc.ac.uk/ils/> . News, resources and advice for Education staff and students direct from Sarah, the Academic Liaison Librarian, can be found here: <http://ednetwork.ning.com> .

<b>Standard hours</b>		
Monday to Thursday	08:30	22:00
Friday	08:30	21:00
Saturday	09:00	21:00
Sunday	13:00	21:00
<b>Vacation Hours</b>		
Monday to Friday	09:00	17:00
Saturday to Sunday	CLOSED	

Library account and information enquiries	01905 855341	
Subject-related enquiries		Email: <a href="mailto:askalibrarian@worc.ac.uk">askalibrarian@worc.ac.uk</a>
Technical IT Support	01905 857500	Log IT, ResNet and Wireless problems at <a href="http://eris.worc.ac.uk/studentpages/">http://eris.worc.ac.uk/studentpages/</a>
E-Learning Support (incl. Blackboard)		Email: <a href="mailto:eos@worc.ac.uk">eos@worc.ac.uk</a>

#### Books, School Resource Area and print journals

The Peirson Library has an extensive collection of textbooks relating to education. We also have a growing collection of e-books, available to read online (accessible through the library catalogue, *Resources Online*). The School Resource Area (SRA) provides materials for students on placement, and is especially useful for lesson planning. It contains fiction and non-fiction books, resource packs, schemes of work and artefacts. You will need your ID card to borrow material from the library. Remember: overdue fines are optional! Fines are currently 25p per day for two-week loans and 20p per day for SRA items. We'll send an email to your student account when items are due for renewal or collection. A postal loan

scheme is available for a fee; please see the 'Distance Learning' pages on the ILS website for details: <http://www.worc.ac.uk/ils/>.

The Peirson Library holds a range of print journals of relevance to education and early childhood, including those on educational research, special educational needs, and subject-specific material. However, many of our journals are accessible solely or additionally online (through *Resources Online*) making them more accessible to students who are not on campus.

### **Journals and online resources**

*Resources Online* provides users with access to their library record, the library catalogue and a range of online resources and full text journal articles. To get the most from *Resources Online*, students should log in using their UW network user name and password at <http://login.worc.ac.uk>, and select *Resources Online*.

The library subscribes to **Academic Search Premier** and other database packages which provide electronic access to full text journal articles. The library also provides access to subject-specific electronic resources, including the **British Education Index** for article references and abstracts, and **Childlink**, the online information service for news, papers reports and research. **InfoTrac Custom Newspapers** provides access to full text newspaper articles. All of these resources are available on and off campus.

**My iLibrary** provides access to a growing collection of e-books. Many of the titles available are key texts. My iLibrary can be accessed through E-Resources on Resources Online.

*RefWorks*, a bibliographic management tool, enables you to import and manage references from online resources, databases and the library catalogue. You can then use *RefWorks* to create bibliographies in an appropriate referencing style, and add citations to your work using its 'Write 'n' Cite' tool. Visit [www.refworks.com](http://www.refworks.com) for more information.

You are also advised to keep up to date with professional news and government reports and initiatives. The best way to do this is to sign up to Sarah's Education Network, and take advantage of the news blog, chat forums and news feeds which appear regularly.

- Sarah's Education Network: <http://ednetwork.ning.com>
- The Education Network Netvibes Page (for core websites in education): <http://www.netvibes.com/sarahoxford>
- Sarah's Delicious site (for a huge range of websites in education and more): <http://delicious.com/sarahoxford>

### **Support and advice**

Academic Liaison Librarians provide both formal and informal teaching sessions and workshops on information literacy, the valuable set of skills which enable

students to search for, retrieve and organise information effectively and ethically. Librarians also provide advice on the selection of resources and staff the enquiry service. The librarian for Education is Sarah Oxford ([s.oxford@worc.ac.uk](mailto:s.oxford@worc.ac.uk)). Sarah is available to help individuals or groups of students at any time during the course with regards to finding information or using ILS. A general enquiry service is available in the library during staffed hours.

### **Using other libraries**

The SCONUL Access scheme enables staff, research students, full time postgraduates and part-time, distance learning and placement students to borrow material from other higher education libraries participating in the scheme. To check your eligibility and member libraries, visit <http://www.access.sconul.ac.uk/>. You will need to register for the scheme through ILS.

### **IT and Media Services**

IT and Media Services is based in the Peirson Building. IT technicians are available to help and advise students on matters relating to IT or equipment hire. Laminating and binding services are also provided by ILS at peak times of the year, and photocopiers are available in Peirson building.

There are over 140 computers available in Peirson, with many more across the university. Wireless Internet connectivity is available across campus. All machines have access to the Internet, Microsoft Office and networked printing facilities. All students are given a University of Worcester network account providing them with access to University PCs and a range of online facilities including a University email account, the library's subscription databases and online resources, and BlackBoard, the virtual learning environment.

[Additional information on e-learning, including FAQs and resources for staff, is available here](#)

## **16. Methods for evaluating and improving the quality and standards of teaching and learning;**

Monitoring of provision will occur through the activities of the *Partnership Advisory Group* together with visits by University Link Tutors and External Examiners as required. Monitoring exists to ensure that programmes are being effectively run. The process is also intended to ensure that students are meeting the intended learning outcomes of modules at the appropriate level, and are experiencing high levels of satisfaction

### Annual evaluation:

An annual evaluation report (AER), with a framework established in the University's Quality Assurance Handbook, is required which comments upon admissions, progressions, completions and general observations on the operation of the programme. It includes discussion of and action resulting from external examiners'

recommendations, student feedback and issues requiring identification from the previous year's monitoring cycle. In addition, the AER is then translated into a Self Assessment Document (SED) which is sent annually to Ofsted, along with an action plan.

Reports are scrutinised and monitored through peer review and by the Institute's QA Committee. This process identifies issues for resolution and generates a report for Academic Board.

#### Student evaluation of modules:

Module tutors seek informal and formal student feedback. Some changes can be effected immediately while others require validation over a longer term. Students are asked to complete a questionnaire on content, method of delivery, administration and domestic arrangements. These questionnaires form the basis of student evaluation. Tutors are required to complete a pro-forma summarising student feedback and stating what action they have taken. These are scrutinised within the Department and annually embedded within the AER.

#### Other monitoring methods:

All course leaders report back regularly to the Partnership Advisory Group to address enhancement measures set out in the annual action plan, including the consistency and quality of grading and feedback to trainees, ILPs, tutorials, and, any other issues that they may have come across through their own Internal Verification processes. Issues are discussed with actions for improvement agreed and minuted. A special template called the Course Leader Monitoring and Moderation form (CLM&M) is used for a key quality enhancement report that the university course co-ordinator writes following each of the 4 annual cross-moderation or standardisation events.

The DTLLS monitoring methods include standardisation events, moderation cross-college and cross partnership, peer/joint observations, staff development and course review events.

An annual calendar of dates of meetings, including events regarding quality assurance and quality enhancement is drawn to support this ongoing cycle of review and improvement to the course and its outcomes. All results of evaluation and monitoring of the quality of the course, including the external examiner's, and Ofsted reports, will be discussed at course management committee meetings.

#### Moderation:

The purpose of the moderation procedures is to ensure consistency in students' experiences of assessment procedures and standards across the partnership. All courses taught in off site locations will be visited by a University tutor to monitor the nature and quality of the student experience. The *Partnership Advisory Group* will

coordinate staff development for tutors operating in off site locations. Off site tutors are recognised as registered lecturers and have access to university-wide staff development. Registered lecturers' CVs will be scrutinised by key staff at university and held in the Personnel department.

Within the LLQT ITT programmes the lead tutor/module leader for each module is responsible for the assessment process and should ensure that students' completed work is marked. The process will involve both internal and cross college verification.

The following is the marking and moderation policy developed specifically for the DTLLS programme, in line with the university standards for moderation. It shows the rigour observed by course teams within colleges and across the partnership in maintaining high standards of assessing and grading on the course.

### **MARKING, MODERATION AND CROSS-MODERATION**

First marking by one of the module tutors, using the IRF.

Second marking by another tutor of 15% sample (minimum of 5 assignment pieces) including all As, Fails and borderline cases. At this stage, the first marker can also recommend a case they are not too sure about. If there still is disagreement between first and second marker, either a college marker or a university link tutor can also be sought as third marker. Disagreement between markers can also be resolved at cross-moderation meetings.

At PAG cross-moderation meetings (which also include cross-college moderation), 10% samples of assignments need to be provided. This sample should have been marked and second marked (using the appropriate forms) prior to the cross-moderation meeting and should also include all Fails, all As and all borderline cases.

10% samples of end of year 1 and end of year 2 Portfolios can also be brought to any cross-moderation exercise during the year, although we also dedicate one day in June for these. They need to be ready second marked for the cross moderation, using the appropriate year 1 or year 2 portfolio front sheets where both markers should tick or initial the portfolio evidence seen.

For cross-moderation of January, samples from Sept. onwards modules need to be brought and numbers communicated to Simone Acton (the course administrator) in advance of the moderation.

For cross-moderation of March, samples from January onwards modules need to be brought and numbers communicated to Simone Acton in advance of the moderation.

For May moderation, samples from March onwards modules need to be brought and numbers also communicated in advance to the university course administrator (Simone Acton).

The course administrator will then draw up a table for the cross-moderation exercise to ensure we are covering all modules and all cohorts in the partnership, as well as providing a balance of cross-college and university moderators. This table will then form part of the evidence of our cross-moderation exercise and will be attached to the cross-moderation report that the Partnership co-ordinator (Karima Kadi-Hanifi) will write, using the CLM&M form.

All cross-moderation forms will be copied after the event and copies kept in the quality files of both the college and UW.

The cross-moderation report will be discussed at the PAG meeting following cross-moderation and any issues will be followed up at subsequent cross-moderations.

Work can be given back to Students before it has been cross-moderated, but a copy of it needs to be made first and the original kept back for the PAG cross-moderation. Students may need to be told that their work is being moderated.

Staff involved in Quality enhancement or assurance may attend from time to time and monitor the PAG cross-moderation meetings. These include the external examiner, college IVs and university Quality enhancement staff.

A sample of students with their portfolios may also be seen by the external examiner at her request during a portfolio cross-moderation event.

### **Further details on moderation-**

#### *(i) Assessment items of module assignments:*

The requirement is that a range of achievement should be adequately represented in the sample of completed work to be moderated. The 15% sample should include all referrals/fails and cover all the levels of achievement. A minimum of 5 assignments representing the full range of marks achieved should be included. A class list showing marks for the whole group from which the sample was taken must also be included in order to show the overall range and distribution of marks. All work should be graded in accordance with LLUK standards and the Level 4 and 5 HE criteria. The range of grades is A-G where E, F and G are fail grades and where the pass grade is D-. Grades should be fed back to trainees on an ongoing basis in order to provide a clear indication of the standards they are achieving together with appropriate qualitative feedback on the item report form and within the marked scripts.

#### *(ii) Observation of trainees/students*

All teaching observations and assessments must be conducted by fully qualified (QTLS or equivalent) staff with appropriate experience. Observers on CPD programmes must have an appropriate SfL specialism and **all** observations must be conducted by such a specialist. Each college has procedures in place to assess the appropriateness of mentors, and will set the expectations of mentors and assist with their selection. Observation and assessment of teaching will be undertaken by appropriately qualified tutors, subject mentors or teaching mentors.

Further information on the administration and processes of mentoring and teaching assessment can be found in the *mentoring handbook* and *module related teaching assessment (MRTA)* record respectively. The minimum expectation is as follows.

*Observation of trainees/students:*

- for PTLLS each trainee should be observed at least once by the tutor
- for CTLLS each trainee should be observed on three occasions (not including the PTLLS observation) twice by a member of the teaching team and once by an appropriate mentor
- for DTLLS each trainee should be observed on eight occasions involving at least four observations by members of the teaching team (at least two per year) and no more than four by appropriately qualified mentors (no more than two per year). Monitoring and organisation of teaching observations is the responsibility of the core teaching team.
- for the LLQT CPD diplomas each trainee should be observed on four occasions involving three observations by members of the core teaching team and once by an appropriately qualified subject specialist mentor
- in addition to the mandatory teaching assessments tutors and mentors may conduct *formative observations* in order to monitor and support the development of trainees' teaching and subject specialist skills.

*Observation/moderation of tutors and mentors:*

- all tutors should be moderated at least once each year where the process includes both observation of teaching and assessment of students. This may be achieved through joint/peer observation with colleagues from other colleges or the University. A pro forma is provided in the appendices for this purpose - see *peer review and external moderation of teaching assessment*. The form is a flexible way of capturing a number of key issues and promotes dialogue between the tutor or mentor and their peer observer. An appropriate sample of mentors should be moderated at least once each year.

The *Partnership Advisory Group* is responsible for ensuring the standardisation of written assessment grading and feedback as well as observation judgements and this may involve visits by the external examiner. Standardised lesson observation forms are used to assist this process and provide a basis for analysis and comparison across all the partnership colleges. In addition, standardisation events are organised twice a year by the PAG. This process can also be used for enhancing quality through, for example, dissemination of good practice in teaching, assessment and observation processes.

## **17. Assessment :**

### Assessment Strategy

Assessment is through coursework, observations of teaching and the planning, evaluation and reflective activities evidenced in the portfolio. Strategies are in keeping with the models of the *professional as learner* and the *professional as researcher*. Assessments are designed to ensure trainees have opportunities to

develop a broad range of skills and qualities including intellectual, evaluation, planning, reflection, teaching and learning. Closely linked to this is a commitment to developing professional practice in the workplace. This is enabled through assignments which require thoughtful linkage between theory and practice.

The assessment design of the LLQT ITT programme offers progression where emphasis moves from an initial emphasis on planning, teaching and assessing through to linking theory to practice through to independent research. While a focus on the subject specialism is maintained throughout the progression offered is intended to result in a commitment to continuing professional development.

The key features of the LLQT assessment strategy are that it:

- i. enables course participants to direct their own learning efficiently and effectively towards a given purpose;
- ii. is aware that course participants have unique goals and interests and recognises that these have implications for the teaching and learning process;
- iii. acknowledges that learning occurs in a particular social, cultural and political context and that this affects what is learned and the ways in which it is learned;
- iv. has a commitment to facilitate course participant learning through an individual course participant-centred approach as well as a group-centred approach with a strong commitment to group learning, group processes, and dissemination;
- v. includes specific learning outcomes that can be focussed on priorities in the subject specialism, key teaching skills and on achieving the minimum core in language, literacy and ICT;
- vi. responds to the QAA priorities in terms of the development of research skills, critical analysis and evaluative approaches;
- vii. will be systematically monitored and reviewed in relation to its principles and procedures and its effectiveness as a formative and summative function.

### **Formative Assessment-**

Students are expected to complete their reflective learning journal, mentoring log, planning and evaluation documents, and the portfolio on a regular basis to gather evidence of their progress through the LLQT programmes. Extracts from these documents will also be required for some of the module assessments in order to reinforce the importance of the formative process. The trainee is responsible for collating and providing evidence although support for the process is provided by long-thin modules in Year 1 and Year 2. Tutors and mentors will verify and comment on the evidence collected in order to give the trainees constructive feedback. Trainees are then expected to act upon the advice given.

Trainees, mentors and tutors should refer to the LLUK professional standards regularly and learning activities should emphasise the planning, teaching and

assessment of the minimum core areas of language, literacy, numeracy and ICT. The teaching assessments also provide opportunities for tutors and mentors to provide feedback on the progress of trainees.

All LLQT programmes adopt the principles and procedures set out in the [University's Assessment Policy](#), and the generic student handbook which can be accessed via the following link: [UW Student Handbook](#)

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry Services website](#) or see the [UW Student Handbook](#).

### Regulation of assessment

The course operates under the [Undergraduate Regulatory Framework](#) which sets out the full regulations for passing modules, grading of modules, retrieving failed modules, progressing from one academic level to the next, requirements for awards, and how the degree is classified.

You will be assessed by a combination of course work. The minimum pass mark is D- for each module.

<b>Award</b>	<b>Requirement</b>
University Certificate	Minimum of 30 credits at Level 4
University Diploma	Minimum of 60 credits at Level 4
University Intermediate Certificate	Minimum of 30 credits at Level 5
University Intermediate Diploma	Minimum of 60 credits at Level 5
University Advanced Certificate	Minimum of 30 credits at Level 6
University Advanced Diploma	Minimum of 60 credits at Level 6
CertHE	Minimum of 120 credits with at least: 120 credits at Level 4 or higher
HNC	Minimum of 150 credits with at least 30 credits at Level 5 or higher
HND	Minimum of 240 credits with at least 120 credits at Level 5 or higher
DipHE	Minimum of 240 credits with at least 105 credits at Level 5 or higher
Foundation Degree FdA/FdSc	Minimum of 240 credits with at least 120 credits at Level 5

Degree without Honours (BA/BSc)	Minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with Honours (BA/BSc Hons)	Minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6 including 30 credits from the Independent Study;
Graduate Certificate	Minimum of 60 credits with at least 45 credits at Level 6

Normally Institute Examination Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

#### How your work is assessed

Each assessment item has published specific marking criteria contained in the module outline given to students at the beginning of the module. These are based on the generic assessment criteria contained within the [UW Student Handbook](#).

#### Word limits

Students are asked to abide by word limits as specified for each assignment.

#### Submission of coursework

The university supplies partner colleges with Item Report Forms that are to be filled in and affixed to each item of assessment that the student submits.

#### **Colleges - *Please state the arrangements for submission, normally including:***

- *Submission dates (or where they can be found if not yet available)*
- *Submission points and system for receipt*
- *Submission by post, if applicable*

#### Submission Deadlines and Late Work

There is a Late Submissions Procedure which applies only to written assignments and not to any other forms of assessment. You will find the full Procedures on the "My Course Details" tab of your [SOLE page](#).

Work handed in after the deadline but within 5 days of the original deadline will be marked but the mark will be capped at the minimum pass mark, unless a successful exceptional [mitigating circumstances](#) claim is subsequently submitted. Work that is marked on a pass/fail basis or reassessment will not be marked and will be treated as a non-submission.

Work submitted after the expiry of 5 days will not be marked and will be treated as a non-submission, although, as above, students can apply to have the work marked on grounds of exceptional mitigating circumstances. If the claim is upheld and if feedback to other students has not been provided, the work submitted will be marked.

Late assignments should, whenever possible, be handed in between 9.00 and 5.00 at the usual collection point.

### Return and Collection of Marked Work

(Colleges -

*Please add a statement outlining arrangements for returning/collecting work including, where relevant, location and length of retention of coursework (specific arrangements for when work is sent to an external examiner might be included).*

*This section might also include specific information about collection of failed work where resubmission is required.*

A transcript of results will be available on-line via your [SOLE page](#) once marks have been agreed. To view your results click on the 'My Results' Tab when using your [SOLE page](#).

### How your work is marked – (for colleges to add their own procedures below)

*Please outline the process for marking and moderating student work. This section should reflect the internal verification and moderation of marks in the college. If the college has an IV policy, it might be appended or linked to the handbook.*

### Feedback on your work

Feedback in the academic realm can take many forms, but each can be used to improve your performance. Some of the different types of feedback include:

- Written comments from your tutor, usually attached to your assignments
- Verbal comments from your tutor associated with your work
- Generic feedback from tutors covering particular strengths/weaknesses found in the work of a particular student group
- Comments from other students about your work (peer feedback)
- Your own comments and reflections on your work (self assessment & feedback).

Please see the [Study Skills](#) page on the Student Services website for information on how to use feedback to improve your work.

### Mitigating Circumstances

These are defined as exceptional circumstances, outside of your control, that have affected your academic performance.

The following represent grounds for the submission of a claim:

- Serious illness
- Serious illness of partner, relative or friend
- Bereavement
- Excessive employment demands which were substantial and temporary (part-time students only)

Claims of exceptional mitigating circumstances should be submitted on the mitigating circumstances form before results are considered by the Board of Examiners and before the published deadline.

Information on how to submit a claim of [Mitigating circumstances](#) can be found via your [SOLE page](#) in the “My Course Details” tab, or via the link above on the [Registry Services website](#). Full procedures and regulations regarding mitigation can also be found here.

### Cheating

[Cheating](#) is a serious offence and takes many forms including:-

Plagiarism – passing off the work of someone else as if it is your own.

Collusion – working closely with someone else to produce an assignment that is meant to be the work of an individual

The Internet is frequently used to download material to use in assignments. The University deals severely with students who cheat and penalties extend to suspension and withdrawal for a second (or particularly serious first) offence. In order to avoid an allegation of cheating make sure that you follow guidance on conventions for referencing and for use of quotations. If you are in any doubt, check with your tutors who will be happy to advise you.

### Guidance on Presentation of Assessed Work

When submitting written work please abide by the following guidance on presentation:

- Word-processed double-spaced work with margins to allow for annotations from your tutor to help you improve your work.
- Formatting your text (and any figures or tables) properly, using a professional font at size 12.
- Use of standard English language, grammar and spelling.
- Proof-reading should help you check your work is at an acceptable level as well as spell-checking, etc

- Anonymous marking is preferred by tutors so it is best not to write your name on the assignment. Your attached Item Report Form should state your student number for exam board purposes
- Follow the Harvard Referencing guidelines via the following link to reference your academic work effectively:

<http://www.worc.ac.uk/studyskills/630.htm>

### **18. Feeding back your views and opinions:**

The university takes student feedback very seriously either via module evaluations that your tutor will distribute at the end of each module delivered or via course reps who can take your feedback to the course committee meetings. Tutors or university link tutors may sometimes ask for further feedback on specific areas of the course.

#### Appeals and Complaints

Sometimes things do go wrong. In most cases matters can be resolved quickly and informally at a local level. However, if you continue to be dissatisfied with the response then you should make an academic appeal or a complaint.

If you are appealing against an academic decision, you should follow the [Appeals procedure](#) (.pdf). You will find details here of how to challenge a decision.

The [Complaints procedure](#) (.pdf) is designed to complement the appeals process and will consider any other subject relating to the student experience.