

# Mentor Handbook 2007

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# 1 Introduction

First, **thank you** for agreeing to act as a Mentor to one or more student(s) on the course. Having a skilled, knowledgeable and committed Mentor is essential if students are to get the most out of the course, as explained below; but we also believe that Mentors frequently find it a stimulating and enjoyable experience, too. We certainly hope that will be the case for you.

Mentors are important because:

1. Like practically all post-compulsory education (PCE) teacher training, this programme is generic, rather than subject-specific. This is partly because the diversity of subjects and disciplines offered in PCE makes it very difficult to get together enough students from any one area to make for viable groups, but also because that very diversity is one of the strengths of the programme, as we encourage students to learn from each other and from very varied experiences.

However, there are specific aspects of teaching within particular disciplines to which we cannot do justice, and it is important for students to have someone with whom they can discuss how general principles and ideas apply to those disciplines—where you come in.

And under the new professional standards from Lifelong Learning UK, teaching in particular areas of practice is receiving more attention; this is reflected on the course in the increased emphasis given to Study Days and Interest Groups (of which more later), and their extended nature gives more scope for Mentors to contribute.

2. Directly taught sessions are the core of the programme, but as you will see later, they do not claim to address everything students need to know and to be able to do. This is a part-time course, and is designed to make use of concurrent practical experience to enhance learning. It is invaluable for students to have someone to whom they can turn outside the taught sessions, for advice, guidance and support.
3. A key role of the Mentor is to observe students teaching. We go into more detail about this later, but the formative feedback which can be offered by an experienced Mentor, familiar with the discipline, is an essential complement to that of a visiting tutor.

As you support your mentee, so we (the programme tutors in the various centres) will do our best to support you. This handbook, and the briefing day, are part of that process and we hope you find them useful.

As we try to make clear in the rest of this handbook, the programme as a whole is based on the conviction that in order to help students not only to learn while on it, but to continue to develop after they have completed it, we need:

- To treat them as grown-ups
- To create a learning community (whatever that means—we are working towards that vision)
- By valuing their experience and catalysing learning with judicious doses of theory

Mentors are key to this process. We really value your contribution (even if we can't pay as much as we might like for it) and look forward to working with you.

## This Handbook

This handbook includes a pruned version of the "Overview" section of the student handbook, as well as more specific guidance on the practice of Mentoring and undertaking teaching observations.

- For those of you working in Further Education (FE), who need to work with the Standards Verification UK<sup>1</sup> Standards, it also includes detail on the mapping of relevant standards to the programme's own scheme for assessing practical teaching.
- Note that despite overlap in content, the numbering and pagination are not the same as the students' version. Our apologies for occasions when "you" addresses the student, and others when it addresses you, the Mentor: a moment's thought should clarify the intention, but the knock-on effects of going for absolute consistency were enormous!
- We have had to leave out quite a lot of material explaining the rationale of the programme: we did not want to burden you with "could know" information beyond the "must know" and "should know" stuff. More detail is available on the net (see below) and in the student handbooks, which we can make available should you need them.

## On the net

This handbook is supplemented by information available on the internet. The students have access to a Virtual Learning Environment (VLE) for the programme, which is password protected, but there is also a site on open access at:

- <http://www.bedspce.org.uk>: where you will find the full student handbook on-line and a download page for the forms associated with the programme.

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<sup>1</sup> formerly Further Education National Training Organisation (FEnto)

## 2 Overview

### 2.1 University Contacts

Course Administrator (PGCE/Cert. Ed PCE)  
 School of Education  
 University of Bedfordshire Bedford  
 Polhill Campus  
 Bedford MK41 9EA

Centre 'phone no. (01234) 400400

Fax: (01234) 217738

<i>Name</i>	<i>Role</i>	<i>Direct Line and e-mail</i>
Peter Hadfield	Course Leader	(01234) 793090 <a href="mailto:peter.hadfield@beds.ac.uk">peter.hadfield@beds.ac.uk</a>
Jenny James	Course Administrator	(01234) 793176 <a href="mailto:jenny.james@beds.ac.uk">jenny.james@beds.ac.uk</a>

### 2.2 Centre Arrangements

The programme is currently offered at:

Centre	Centre Leader	'Phone	Email
Barnfield College			
Bedford College	Frances Naphthine	(01234) 291536	<a href="mailto:fnapthine@bedford.ac.uk">fnapthine@bedford.ac.uk</a>
Castle College Nottingham	Carol Thompson	(0115) 917 5353	<a href="mailto:carol.thompson@castlecollege.ac.uk">carol.thompson@castlecollege.ac.uk</a>
Dunstable College	Ray Eaton	(01582 ) 477776	<a href="mailto:reaton@dunstable.ac.uk">reaton@dunstable.ac.uk</a>
Grantham College	Carol Short	(01476) 400255	<a href="mailto:cshort@grantham.ac.uk">cshort@grantham.ac.uk</a>
Leicester College	Kim Orton	(0116) 2244081	<a href="mailto:korton@lec.ac.uk">korton@lec.ac.uk</a>
Oxford and Cherwell Valley College	Jane Kijewski	(01865) 551755	<a href="mailto:JKijewski@ocvc.ac.uk">JKijewski@ocvc.ac.uk</a>
Tresham Institute	Peter Wolstencroft	(01536) 413075	<a href="mailto:pwolstencroft@tresham.ac.uk">pwolstencroft@tresham.ac.uk</a>

If you have any queries, in the first instance please contact the Centre Leader at the centre where your student is registered.

## 2.3 Programme Calendar

Your mentee will have the latest version available via BREO (the VLE)

## 2.4 Aims of the Course

Whether a student is taking the Cert. Ed. or the PGCE, the course aims are the same:

- To provide a core professional training in teaching for staff working in the area of post-compulsory education.
- To provide opportunities for staff additionally to pursue relevant areas of professional educational interest in greater depth through a *Professional Discipline* module.
- To equip staff to understand and work with professional, organisational and policy change in this area of education
- To provide an effective base for further personal and professional development by the encouragement of reflective practice

### 2.4.1 Subsidiary aims

To this end the programme will;

- Provide a sound base of research and theory to inform understanding and debate about the practice of teaching in this sector of education
- Provide a structure for tutor and mentor supported practice experiences, providing students with guidance and feedback to encourage learning from their concurrent teaching experience
- Encourage discussion and learning from each other; recognising that there are very few single “correct” ways of working in this diverse sector, and that each student needs to develop her or his own approach based on reflection, feedback, and critical analysis
- Enable students to explore in greater depth their own particular areas of practice (usually but not always, in the subjects they teach) through a network-wide series of study days
- Incorporate the requirements for the demonstration of the “minimum core” of knowledge and skills to support learners in language, literacy, numeracy and ICT.

### 2.4.2 Objectives

On completion of the course, you (the student) should—in the context of your professional discipline—

1. Be able to demonstrate your understanding of the core elements of the professional teaching task, in respect of:
  - Curriculum planning
  - Diagnosing and providing for the needs of students at a variety of levels in your discipline
  - Design of taught sessions using a variety of methods and media
  - Assessment and evaluation of teaching

2. Have demonstrated your competence in:
  - Planning, delivery and evaluation of taught sessions
  - Communicating effectively with students
  - Using a variety of resources and media to support teaching
  - Facilitating students' active learning
  - Assessing student learning and performance
  - Evaluating and further developing your teaching
3. Have understood and shown your ability to apply professional values appropriate to teaching in post-compulsory education, including those of:
  - Respect for students and their potential and needs
  - Equal opportunities
  - Professional obligations for the delivery of high-quality services
  - Commitment to development of your competence in your original discipline.
  - Effective working as a member of an organisation and of a team
  - Reviewing and revising practice in the light of increased understanding and of external change

## 2.5 Accreditation

The Course is endorsed by Standards Verification UK (SVUK, formerly the Further Education National Training Organisation [FENTO]) on behalf of Lifelong Learning UK, as addressing the National Standards for Teaching and Supporting Learning in Further Education in England and Wales, leading to Qualified Teacher, Learning and Skills (QTLS) status. (Yes, we know... but it's still true.)

Note that accreditation matters to students who are employed or seeking employment in (broadly) publicly-funded post-compulsory education (other than universities). If they are exclusively engaged in in-house education or training in business or public services, or full-cost private practice, it is not obligatory. It does however confer greater flexibility, and a nationally-recognised qualification.

The PGCE is also accredited with the Higher Education Academy ([www.heacademy.ac.uk](http://www.heacademy.ac.uk)) for participants who teach on higher education courses..

## 2.6 Course Values

The Programme is based on the following values and convictions:

1. That you, the students on this Course, are competent adults, already acquainted with the field of work and study, and having more or less clear ideas about what you need to learn to improve your knowledge and practice.
2. That those ideas will vary according to the nature of your experience, but need to be respected, even when it is necessary to show their limitations and to go beyond them.
3. That you will learn most effectively when you are both involved in and have appropriate control over your learning experiences.

4. That the accumulated experience of members of the student group is one of the most valuable resources available to the course, and every effort should be made to utilise it.
5. That in view of the change and uncertainty which characterises this area of practice, the ability and motivation to learn from continuing experience through disciplined reflection is a defining characteristic of a professional, and should be fostered by the Course.
6. That the experience of being a learner in a formal educational setting is an important resource in itself, enabling you to appreciate anew the experience of your own students and their corresponding opportunities and difficulties.
7. That a course which purports to teach good educational practice must itself embody and model such practice, and lay it open to scrutiny.
8. That this includes attention to equal opportunities and the active mitigation of disadvantage experienced by minority groups.
9. ...And a commitment to the highest standards of scholarship in respect of the disciplines contributing to the course.

Informed by these values, the curriculum is based on two organising principles; the Learning Outcomes approach, and a Spiral curriculum.

## 2.7 Modular Structure

The course has a modular structure. This has been adopted for the following reasons:

- Its flexibility
- Its suitability for part-time students
- Its ability to accommodate Accreditation of Prior Achievement (APA).
- Its consistency with standard University practice

However, modularity can lead to fragmentation, so each year has a "*Professional Practice*" module which is designed to tie the learning together.

There are eight modules in total<sup>2</sup>. You have to pass all of them to get your award, and there are no options, although the *Professional Practice* modules will take different forms according to your particular area of practice.

You can claim credit (pass) for any module when you have demonstrated that you have met the learning outcomes associated with the module<sup>3</sup>.

On the Cert Ed, your first year modules are assessed at Higher Education (HE) Level 1, or National Qualifications Framework (NQF) Level 4. Your second year modules will be at HE 2/NQF 5. For the PGCE, all modules are at HE3/NQF 6.

Each module is worth 15 credits at the appropriate level.

Before you can start Year 2 modules, you must have passed *Professional Practice 1*, module 1 and at least one other module.

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<sup>2</sup> Actually, there are nine, but "Module X" only applies if you are seeking QTLS.

<sup>3</sup> The learning outcomes are expanded as "assessment criteria", and technically you have to address all of those, but they are just a means to an end.

## 2.8 The Spiral Curriculum

Practice in a professional activity does not fit neatly into “subjects” to be taught. Everything happens at once, and there is no simple starting point. Many beginning teachers, for example, are concerned first about discipline, and then about getting students motivated (it depends, of course, on your teaching situation); but many of those immediate problems go away when you have refined your own practice through experience and reflection.

So where should we start, in teaching you how to teach? We have adopted the same principle as this handbook: we offer you an overview of everything, and then we dig down into the detail when you know how it all fits together. In the jargon, this is called a “spiral” curriculum. You go over material several times, each time in greater depth, and with the benefit of some familiarity with all the other issues which affect it.

In practical terms it works like this:

### 2.8.1 Year 1

Module 1 is called **Planning and Preparing to Teach** for two reasons. It is about getting yourself ready to teach, and also about designing courses and sequences and sessions, and thus everything you do before you even set foot in the classroom. It is also an overview of everything, a general preparation for teaching.

- This module incorporates “Preparing to Teach in the Lifelong Learning Sector”, and “Planning and Enabling Learning” from the LLUK specifications.

Alongside it runs the first part of **Professional Practice 1** (Module 4), providing practical instruction on study skills for the course (such as skim-reading and referencing) and the basic techniques of teaching in the classroom through opportunities for you to practise, and to examine the practice of your fellow-students (micro-teaching).

- This module runs all through the year, because it incorporates your directly observed practice of teaching and your tutorials, and it is where you are assessed on the practical elements of all the first year modules.

In the second half of Year 1 we take a closer look at topics already introduced in the first half. We cover how people learn and alternative approaches to teaching in **Bases of Learning and Teaching** (Module 2).

- This incorporates LLUK Unit 3; “Theories and Principles for Planning and Enabling Learning”

And then consider how learning may be assessed in **Assessing Learning, Evaluating Teaching** (Module 3).

- Incorporating LLUK Unit 2; “Enabling Learning and Assessment”

At the end of the mainstream teaching of Year 1, there is an opportunity for candidates for QTLS to mop up any aspects of the required “minimum core” Language, Literacy, Numeracy and ICT support skills they need in order to progress, through a negotiated module we call “Module X”, or more technically **Supporting Learners in Basic Skills**<sup>4</sup>.

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<sup>4</sup> This module does not carry any academic credit, but achievement of these requirements, which are assessed by free-standing tests and within Professional Practice 1, is an LLUK requirements for the award of QTLS and progression onto Year 2.

## 2.8.2 Year 2

And so into Year 2: **Curriculum and Context** (Module 5, taught in Semester 1) explores curriculum issues in more depth than was possible in Year 1, and pays special attention to how to meet the needs of all students, bearing in mind the impact of the rest of their lives on their learning.

- It incorporates LLUK Unit 5: “Curriculum Development for Inclusive Practice”

**Professional Development and Action Research** (Module 6) builds on themes in Module 3, and introduces “action research” as an approach to professional development which can be used throughout your teaching career.

- It incorporates outcomes from LLUK Unit 4: “Continuing personal and professional development” and Unit 6: “Wider Professional Practice”

Then **Policy, Settings and Practice** (Module 6) puts it all into context, at the levels of the individual practitioners, professional values, working teams, the institution, and education policy – a sort of retrospective overview.

- It incorporates the remainder of LLUK Unit 6: “Wider professional practice”.

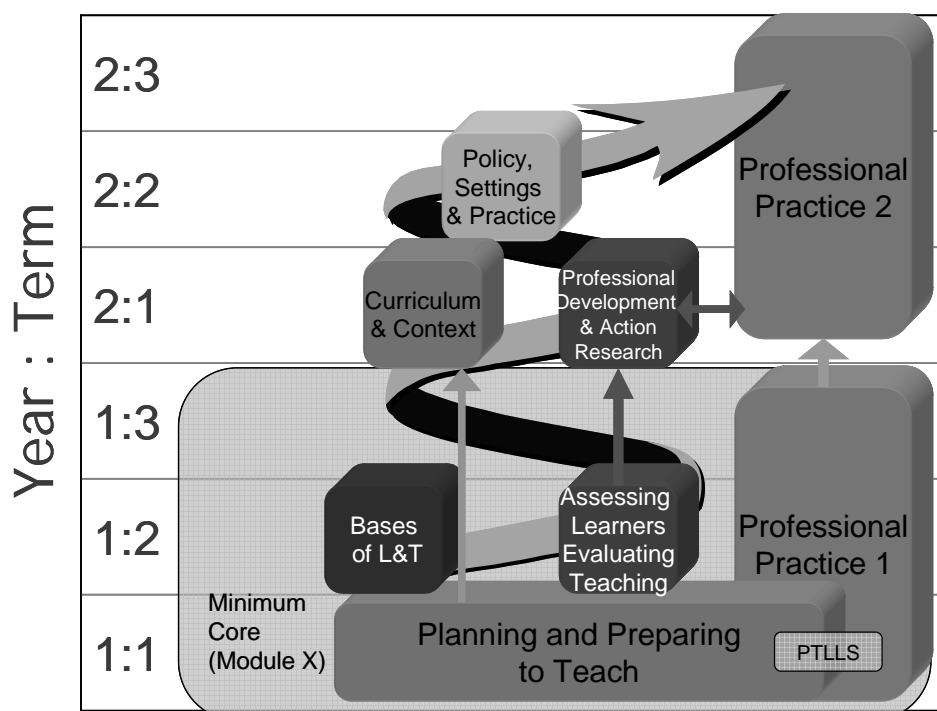
**Professional Practice 2** runs through the year, now concentrating on bringing all the learning to date to bear on your own particular area of practice.

You can see how the components fit together in the diagram on the next page.

## 2.9 Professional Practice modules

There is more about these modules later, but they deserve a little more attention here because they are not conventional term-long taught modules like the others. We shall consider them together because, apart from technicalities, it makes much more sense to see them as two halves of a single module which bestrides both years.

This mega-module has two main components or themes which run in parallel throughout the course;



*The structure of the course—the spiral curriculum.*

### 2.9.1 Observed practice

This theme is based on precisely what it says: it is about promoting skills and reflective learning about direct practice by monitoring teaching using a teaching log, supported by tutorial assistance from a Tutor and Mentor, who will also observe your teaching for feedback and assessment purposes. Students will also be observing and observed by your fellow-students.

### 2.9.2 Particular areas of practice

In most cases, the “particularity” will refer to a subject or discipline, but the wider phrase is used to embrace students whose specialism is work with a particular sub-set of learners, such as people with learning disabilities, rather than teaching a specific subject.

This theme makes use of a variety of methods to create a learning community across the programme’s network, which will help develop and share expertise in all the particular areas of practice represented.

In particular, a programme of Study Days (on Saturdays) at the university will enable Special Interest Groups to form around specialist areas of practice, and to work together both through meetings and net-based systems. In Year 2, the groups’ work will culminate in teaching sessions by members at the final study day, which will form part of the assessment for this module.

### Other components

In Year 1, Professional Practice 1 is also the setting for the assessment of the “minimum core” requirements, and the micro-teaching exercise in the first term.

Your own personal route through this module will be guided by tutorials and oriented by your Personal Development Plan and learning contract.

## 2.10 Support

Students are not alone! Once we get going, they are likely to find that their greatest source of support is their colleagues, and indeed we believe that this is such an important part of the Course that outcomes relating to working together are built into every module. However, there are also more formal sources of support:

### Tutors

Each student is allocated a personal tutor, whose job it is not only to supervise *Professional Practice* work, but also to provide guidance throughout the Course and (in many cases), to observe your practice.

In common with the rest of the University and national requirements, the course uses “Personal Development Planning” (PDP). This is a structured approach to tutorial guidance which in our case is based on a Professional Practice Learning Contract.

### Mentors

The Course tutors may well not be specialists in your subject or area of practice, so students need to choose someone to act as a mentor at work, who can provide that kind of specialist support. This person will also observe your practice, and is offered training, support and a small fee.

**Note;** as discussed later, it is for the student to select their mentor rather than for their employing organisation to appoint one. Under normal circumstances the Mentor for the programme should have neither line management nor quality assurance responsibility for the student.

## 2.11 Assessment

Our assessment approach’s most obvious feature is that tutors do not set assignment titles—but that small variation from standard practice epitomises a more radical difference.

The post-compulsory education sector is the epitome of diversity, to use the buzz-word of the moment in educational circles. No assignments set from on high are likely to suit everyone, so we ask students to devise their own “submissions” for most of the modules. The ball is in their court.

You—as mentors—have specific knowledge of students’ areas of practice. Tutors do not, but they are familiar with the assessment requirements. We use the device of a “submission proposal” (a form of learning contract) to clarify what students are planning to submit, to reassure them that if signed off, the submission will at least be along the right lines. Please get involved with the drafting of your mentee’s submission proposals; they are effective stimuli for discussion and learning.

## 2.12 PGCE and Cert. Ed.

There are two possible awards from this Programme: the PGCE for graduates and the Cert. Ed. for non-graduates. The course experience is the same, but the assessment outcomes and thresholds differ, because the Cert. Ed. is at HE levels 1/2, and the PGCE at HE level 3.

The outcomes for each module include at least one which concerns the appropriate academic level (largely a matter of depth) and an additional requirement for PGCE candidates (largely a matter of breadth), and some are formulated differently according to level.

### 2.12.1 Academic levels

The “lowest” level of assessment within the programme is HE Level 1 (Cert. Ed. Year 1) or National Qualifications Framework (NQF) Level 4. The touchstone is the generic definition of the Higher Education Qualifications Framework at Certificate Level (QAA, 2001):

- Develop a rigorous approach to the acquisition of a broad knowledge base.
- Employ a range of specialised skills and evaluate information using it to plan and develop investigative strategies.
- Determine solutions to unpredictable problems.

The highest is that for the PGCE; HE Level 3 (NQF Level 6) at Honours level:

- Critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate new concepts and evidence from a range of sources.
- Transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations.

Cert Ed Year 2 is at HE Level 2 (NQF 5), Intermediate.

#### What does a Level 1, 2 or 3 submission look like?

HE Level 1 (NQF 4)	HE Level 2 (NQF 5)	HE Level 3 (NQF 6)
<b>Comprehension</b>		
At Level 4, you need to show that you understand the ideas you are writing about: any misunderstandings should not be such as to distort the argument or practice	At Level 5, you need to show a more detailed command of the knowledge base with no misunderstandings, and a greater appreciation of how evidence and ideas link up and affect each other.	At Level 6, material has to be understood in depth and not taken purely at face value: see “context” and “critical reflection” below. You need to show that you understand that ideas in the field are provisional “work in progress” rather than established fact, and demonstrate how different perspectives suit different purposes.

HE Level 1 (NQF 4)	HE Level 2 (NQF 5)	HE Level 3 (NQF 6)
<b>Communication</b>		
<p>Ability to write clearly, grammatically and without spelling mistakes is a relevant and transferable skill, which it is reasonable to expect of everyone who sets themselves up to teach others: we expect it to be demonstrated. We expect all submissions, including portfolios, to be well structured and easy to follow.</p>	<p>Beyond the requirements for Level 4, at this level you need to show that you are taking into account the audience of your communication and tailoring it to address their needs and capacities</p>	<p>At Level 6, you are expected to be developing a style in which the manner of communication actively enhances its content.</p>
<p><i>Note that you have to demonstrate personal skills in literacy (and numeracy) at NQF Level 3, so we shall mark with reference to spelling and grammar—and particularly apostrophes!</i></p>		
<b>Context and use of experience</b>		
<p>At Level 4, you explore ideas principally in the context of your own area of practice, showing that you can illustrate them with evidence from practice.</p>	<p>At Level 5, you broaden your perspective to explore how ideas apply to other areas of practice, and also to demonstrate that you can detect underlying principles in practical events.</p>	<p>At Level 6, you show your understanding of how the context of ideas and practice influences them; how theoretical material can be understood as a contribution to a debate; and how multiple perspectives can influence the evaluation of practice.</p>
<b>Citation</b>		
<p>Use of sources is not merely a matter of quoting from them. You need to show that you can draw on ideas from the literature, and build bridges between them and your practice. We expect professional academic rigour in their use and referencing, and that even at Level 4, you will not be reliant on internet "sound-bites".</p>	<p>At Level 5, you will be using a much wider range of sources than the standard listed texts, including articles from journals and primary sources where necessary.</p>	<p>At Level 6, you will be evaluating sources with reference to their context, and as contributions to debates in the field. Even complex referencing will no longer be a challenge.</p>
<b>Coherence</b>		
<p>At Level 4, a submission has to hang together so as to follow a sensible argument: not just a set of unrelated points strung together. Only thus can it address the formal assessment criteria.</p>	<p>At Level 5, you should be comfortable with a number of approaches to structuring a submission or presentation, and able to choose that which most suits your audience and purpose.</p>	<p>At Level 6, a submission should be structured well enough to stand alone as a piece of writing, almost to the standard required of a journal article.</p>
<b>Critical Reflection</b>		

HE Level 1 (NQF 4)	HE Level 2 (NQF 5)	HE Level 3 (NQF 6)
At Level 4, you need to review your own practice and performance and evaluate it with reference to standard criteria and work out ways of maintaining and improving its quality.	At Level 5, you will have a clearer view of your performance and practice, in relation to its context. You will be moving beyond the standard criteria to develop your own additional and focused approaches to reflection and evaluation.	At Level 6, you will have a sophisticated approach to critical reflection, aware of the values and tensions implicit in educational practice, and capable of working systemically as well as personally to address them.

### 2.12.2 Additional Requirements for PGCE

PGCE candidates also have to address the Outcomes on a broader stage, as it were, than simply that of their own practice. They also need to meet a specific Outcome appended to all credit-bearing modules;

*“Critically evaluate alternative perspectives on the content of the module drawing on both theory and practice to do so.”*

That is expressed in a fairly condensed way, but it means that all the work produced for assessment at HE level 3 needs to embody the “critical” element to which the QAA specifications refer. It should do this (*inter al.*);

- by not taking all the module content at face value, and
- recognising that few of the ideas in this field are incontrovertibly “true”: most are the products of arguments and values.

So there may well be “alternative perspectives” on the module; they may not be as useful or desirable as the mainstream view<sup>5</sup>, but they need to be evaluated<sup>6 7</sup>.

This outcome has two “assessment criteria”;

1. *Use direct or indirect knowledge to consider how practice may have to be adapted to suit areas of teaching other than your own.*

This means using either your own experience (direct), or others’ experience or reading (indirect) to explore how ideas may be expressed in practice in a setting, discipline or student group other than your particular area of practice.

2. *Evaluate the ideas and practice advocated by the module in the light of reading and reflection.*

And this is the more theoretical counterpart of the practical discussion.

If that sounds like a tall order, don’t worry too much. You will share your taught sessions with people teaching many other subject and disciplines,

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<sup>5</sup> What Waddington delightfully referred to as “COWDUNG” or “Conventional Wisdom of the Dominant Group” (Waddington, 1977; 16). See [www.doceo.co.uk/heterodoxy/](http://www.doceo.co.uk/heterodoxy/)

<sup>6</sup> This is one reason why lists of what one “should” “ought” or “must” do are not appropriate in work at this level.

<sup>7</sup> The particular case in point on this course must be its shibboleth principle of “inclusivity”. It may be a Good Thing, but that does not mean it is exempt from examination.

and you will be observing them in practice; all you need to do is to bring your critical thought to bear on their situations as well as your own.

## **2.13 Literacy and Numeracy Standards**

All holders of QTLS status will need to be equipped to support learners in literacy and numeracy. To this end they need to meet standards in those areas at NQF level 3, and qualifying courses must now incorporate "minimum core requirements".

Our courses have done this by providing opportunities to demonstrate achievement of Level 3 within the normal modules where possible. Where this has not proved to be possible, provision has been made to "mop up" remaining material through the so-called *Module X*. Evidence of achievement is currently demonstrated through a portfolio, although national on-line tests are planned.

## 3 The Modules

### Common Features

The following features are common to modules 1-3 and 5-7, and are set out here to save repeating them for every module:

### Teaching and Learning Strategies

Modules 1-3 and 5-7 are more or less conventionally taught modules, each one of which represents 150 hours of study, of which only 24-30 hours will be classroom-based (being two hours per week for a term). This means students have to be prepared to do a fair amount of studying on their own, although since that study is related to their ongoing practice as a teacher, it will not all be purely academic.

The *Professional Practice* modules are mentored and tutored, supported by group sessions, but closely integrated with teaching practice

### Taught Sessions and Personal Study

An important working principle in the delivery of the Course is that taught sessions will be used only for those activities for which they are most appropriate.

This means:

- That they will **not** generally be used to pass on information which student can get as well or better from personal reading, or BREO etc. They will however provide guidance on that reading, and they may be used for discussion and exchange of information about it (including such activities as book review circles).
- They **will** make full use of the fact that the students are gathered together in a group, and promote learning from each other as much as possible. **This is why attendance at the sessions is important not only for the student, but also for all the other students, and why we insist on attendance for at least four out of every five sessions.** (It is a great help if Mentors can support students in managing regular attendance, particularly if they are under pressure at work.)
- They do **not** pretend to cover all the Indicative Content of any module.

So the taught sessions use a variety of teaching approaches, including seminar sessions, small-group work, action-learning sets, practical and theoretical exercises, role-play and student presentations – and even the occasional formal lecture. Students will be expected to undertake specific work between sessions in order to benefit from subsequent sessions. They are encouraged to draw on their own teaching experience and where relevant to present for discussion material they have prepared. As they progress through the course, more of the onus for learning passes to them and their colleagues as they increasingly teach each other.

The face-to-face teaching tries to embody the best practice in this kind of adult education, and in addition to formal evaluation and review procedures at the conclusion of each module, tutors encourage students to discuss the teaching methods being employed and their effectiveness as we go along. They may well find it useful to discuss such matters with their Mentors, too.

## Reading

There is no single textbook, although there are now several which attempt to cover the field.

\* In all the reading lists, some titles are preceded by an asterisk; this identifies a text which may be of particular value to PGCE candidates.

ARMITAGE A. and BRYANT R. et al (2003) *Teaching and Training in Post-Compulsory Education*. (2nd edition) Buckingham; OU Press.

CRAWLEY J (2005) *In at the Deep End: A Survival Guide for Teachers in Post-compulsory Education* London; David Fulton Publishers

Jim Crawley also has a great web-site (almost as good as mine) at <http://www.itslifejimbutnotasweknowit.org.uk/>

CURZON L (2004) *Teaching in Further Education: an outline of principles and practice* (6th edition) London: Continuum

\* JARVIS P (ed.) (2002) *The Theory and Practice of Teaching* London; Kogan Page

PETTY G (2004) *Teaching Today: A Practical Guide* (3rd edition) Cheltenham; Nelson Thornes

PETTY G (2006) *Evidence-Based Teaching; a practical approach* Cheltenham; Nelson Thornes

This is book many of us have been waiting for, for years; it needs critical reading, but it needs reading.

RACE P (2005) *Making Learning Happen: A Guide for Post-Compulsory Education* London; Paul Chapman

REECE I and WALKER S (2006) *A Practical Guide to Teaching Training and Learning*. (6th edition) London. Business Education Publishers.

ROGERS J (2007) *Adults Learning* (4th revised edition) Buckingham; OU Press

Each module description has a reading list attached (not re-printed in this Mentor Handbook), but the above items are not repeated. Reading lists and UoB library availability can be checked via BREO.

And unless you are absolutely confident about it, you should read, mark, learn and inwardly digest<sup>8</sup>:

TRUSS, L (2003) *Eats, Shoots and Leaves: the zero tolerance approach to punctuation* London; Profile Books

## Form of Assessment

Students are required to provide evidence that they can meet all the assessment criteria for the outcomes in a project or portfolio of evidence. The assessment criteria themselves are not listed in these module descriptions because they are too detailed, but they are on the "Outcomes sheets" for each module in the Working Papers volume, and on-line.

With all the modules, students can produce one submission to address all the Outcomes at the end of the module, or may choose to do more than one, as you go along. We do not recommend that they tackle each of the Outcomes separately. They are encouraged to use the Submission Proposal Form to clarify ideas, and discuss them with their tutor and Mentor.

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<sup>8</sup> Book of Common Prayer (1662) Collect for the Second Sunday in Advent

- The submission will be assessed against the Outcomes and Assessment Criteria, which include the academic Level Criteria for Cert Ed or PGCE and should normally be between 3,000 and 5,000 words.

### **Note on the Module information**

The module information on the following pages includes the Learning Outcomes for each module including those specified by LLUK. The "LLUK Code" column indicates where each Outcome is located in the LLUK specifications, e.g. "PTLLS" shows that the Outcome is part of the "Preparing to Teach in the Lifelong Learning Sector" Unit.

Outcomes "greyed out" are assessed by demonstration or direct observation as part of the *Professional Practice* module.

*Outcomes in italics are programme-specific and additional to the SVUK requirements.*

## Module 1—Planning and Preparing to Teach

“Preparing to teach” implies both

- the work anyone must do in order to be ready to teach, and
- the personal preparation of the beginning teacher.

This module provides an overview of the Course as a whole and flags many issues which will later be taken up in greater depth, which is why it has so many outcomes.

- It incorporates LLUK *Preparing to teach in the Lifelong Learning Sector*, and *Planning and enabling learning*, but goes beyond LLUK requirements in introducing elements of curriculum design, and developing a critical stance even at this stage of the course.
- On completion of this module and of concurrent micro-teaching exercises included in *Professional Practice 1*, students will receive a letter conferring the **Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)** as required for LLUK validation. This award is notionally worth six credits at NQF level 3 or level 4; on this programme, however, it will not be offered as a free-standing qualification, and will only be offered at level 4 or 6 (HE level 1 or 3).

### Aims

- To provide a general orientation to the professional task of teaching and the facilitation of learning in this sector
- To address the major issues affecting the planning and preparation of teaching

To that end it has the following subsidiary aim:

- To provide practical “survival” skills for teachers in;
  - Developing and planning sessions and schemes of work
  - Delivering material
  - Using basic educational technology
  - Working with students in classes
  - Assessing student progress and learning

### Outcomes

These are what you should know or be able to do when you have successfully completed this module:

Our code	LLUK code	Learning Outcomes
PCE 1.1	PTLLS	1. Understand own role, responsibilities and boundaries of role in relation to teaching.
PCE 1.2	PTLLS	2. Understand appropriate teaching and learning approaches in the specialist area.
PCE 1.3	PTLLS	3. Demonstrate session planning skills.
PCE 1.4	PTLLS	4. Understand how to deliver inclusive sessions which motivate learners.
PCE 1.5	PTLLS	5. Understand the use of different assessment methods and the need for record keeping.

Our code	LLUK code	Learning Outcomes
PCE 1.6	PEL	1 Understand ways to negotiate appropriate individual goals with learners
PCE 1.7	PEL	2 Understand how to plan for inclusive learning
PCE 1.8	PEL	3 Understand how to use teaching and learning strategies and resources inclusively to meet curriculum requirements.
PCE 1.9	PEL	4 Understand how to use a range of communication skills and methods to communicate effectively with learners and relevant parties in own organisation.
PCE 1.10	PEL	5 Understand and demonstrate knowledge of the minimum core in own practice.
PCE 1.11	PEL	6 Understand how reflection, evaluation and feedback can be used to develop own good practice
PCE 1.12	PPT	1 Discuss the underlying principles of various curriculum models, their impact on student learning, and bases for selecting them
PCE 1.13	GEN 1	Further develop skills in addressing outcomes at the appropriate academic level
PCE 1.14	GEN 2	Further develop skills in collaborative working...
PCE 1.15	GEN 3	... and contributing to the learning of colleagues
<i>The following outcome is required for PGCE candidates only</i>		
PCE 1.16	GEN 4	Critically evaluate alternative perspectives on the content of the module drawing on both theory and practice to do so.

Note: alongside this module, the *Professional Practice* sessions in the first term include micro-teaching exercises, and emphasise the translation of principles into practice.

## Indicative Content

*This default listing is subject to interpretation and modification by tutors and negotiation by course groups*

- The nature of “education”
- The role of the teacher: professional requirements: different understandings of the role
- Interested parties in course construction and their requirements and expectations
- Matching Students and courses
- Initial assessment and guidance
- Curriculum Design
- Approaches to curriculum design: subject-based, developmentally-based, outcome-based.
- The implications of competence-led curricula

- Formulating aims and objectives
- Planning the Session/Course
- Approaches to course planning
- The use of taught sessions within a student-centred programme
- Planning for development and progression
- Pacing material
- Developing lesson plans
- Assessing the success of the planning/delivery
- Introduction to monitoring and evaluation
- Use of feedback

### **Module Assessment:**

(See page Error! Bookmark not defined.)

#### **“Dry Run”**

Since this is the first module in the teaching sequence, there will be an opportunity to practise preparing a submission to address the first two Outcomes through a “dry run” submission in the middle of the first term. If this reaches the required standard, it may be formally submitted to cover those Outcomes to claim Credit. If it does not reach the required standard, you will have learned from the experience and you have a chance to repeat it without penalty.

## Module 2—Bases for Learning and Teaching

This module examines what we know about how people learn, and uses that as the basis for examining approaches to teaching, moving from general principles to the specifics of evaluating particular approaches and resources.

It incorporates LLUK Unit 3; *Theories and principles for planning and enabling learning*.

It has an additional outcome to promote critical evaluation of standard theories and models, and an additional “assessment criterion” to ensure that the module is not entirely content-free, and the three generic outcomes added to all modules.

### Aims

The overall aim of this module is:

- to provide you with opportunities to explore ideas and research about learning and communication in the context both of your own discipline and practice, and of wider considerations, with particular reference to the principle of “inclusivity” (and no doubt of “empowerment”, “equal opportunities”, and other shibboleths of politically correct edu-babble over the past twenty years)

Its subsidiary aims are;

- To inform students of research and analytical tools which will enable them to examine, discuss and improve teaching and learning practice.
- Further to help them to locate their practice within wider debates about teaching and learning post-16.
- To enable them to apply these ideas to their own practice and that of colleagues on the course.
- And to assist them to evaluate the potential outcomes of such application.

### Outcomes

Our code	LLUK code	Learning Outcomes
PCE 2.1		<i>Critically evaluate values and assumptions in approaches to learning and teaching, especially those concerning “inclusive practice”.</i>
PCE 2.2	U3.1	Understand the application of theories and principles of learning and communication to inclusive practice.
PCE 2.3	U3.2	Understand how to apply theories and principles of learning and communication in planning and enabling inclusive learning.
PCE 2.4	U3.3	Understand and demonstrate knowledge of the minimum core in own practice.
PCE 2.5	U3.4	Understand and demonstrate how to evaluate and improve own practice, with reference to theories and principles of learning and communication.
PCE 2.6	GEN 1	<i>Further develop skills in addressing outcomes at the appropriate academic level</i>

Our code	LLUK code	Learning Outcomes
PCE 2.7	GEN 2	<i>Further develop skills in collaborative working...</i>
PCE 2.8	GEN 3	<i>... and contributing to the learning of colleagues</i>
<i>The following outcome is required for PGCE candidates only</i>		
PCE 2.9	GEN 4	<i>Critically evaluate alternative perspectives on the content of the module drawing on both theory and practice to do so.</i>

## Indicative Content

*This default listing is subject to interpretation and modification by tutors and negotiation by course groups*

- Student motivation
- Memory
- Theories and models of learning and their applicability
- Selecting appropriate methods
- Evidence-based practice
- Questioning and giving feedback
- Presentation skills:
- Use of visual aids etc.
- Designing exercises, worksheets and handouts
- Use of information technology in teaching and learning
- Classroom management
- Negotiating learning

## Module Assessment:

### Special note for this module

It is a requirement that you include as appendices to your submission examples of resources that you use in your teaching. These may include handouts, exercises, worksheets, homework briefings, presentations, or whatever is appropriate to your particular area of practice. Check with the module tutor about what is required, and note it under the "Resources" section of the Submission Proposal

## Module 3— Assessing Learning, Evaluating Teaching

What’s the difference between “assessing” and “evaluating”? At a recent conference in the States, two of the tutors had to explain that we “assess” learners and learning, but we “evaluate” teaching and courses. They are two sides of the same coin. This module explores the principles which underpin good practice in both, and sets the scene for the *Professional Development and Action Research* module in Year 2.

This module incorporates LLUK Unit 2 *Enabling learning and assessment*, with three additional generic outcomes.

### Aims

The aim of this module is to enable you to;

- Understand the principles and purposes of assessment
- Appreciate the range of assessment techniques and strategies
- Select appropriate assessment techniques and evaluate their effectiveness

To these ends, its subsidiary aims are to;

- assist you to evaluate assessment methods in terms of validity, reliability, fairness and practicability
- help you to find solutions to problems in assessment design
- enable you to design assessments for practical use
- explore with you issues of marking, including criteria and grading
- encourage skill development in providing feedback which promotes further learning
- provide a foundation for further work on evaluation in year 2

### Outcomes

Our code	LLUK code	Learning Outcomes
PCE 3.1	U2.1	Understand theories, principles and applications of formal and informal assessment and their roles in learning and evaluation.
PCE 3.2	U2.2	Understand the significance of equality and diversity issues for the assessment of learning.
PCE 3.3	U2.3	Understand and demonstrate how to plan/design and conduct formal and informal assessment to enable learning and progression
PCE 3.4	U2.4	Understand and demonstrate how to give effective feedback to promote learner progress and achievement
PCE 3.5	U2.5	Understand and demonstrate knowledge of the minimum core in own practice.
PCE 3.6	U2.6	Understand how to evaluate and improve own assessment practice
PCE 3.7	GEN 1	Further develop skills in addressing outcomes at the appropriate academic level

Our code	LLUK code	Learning Outcomes
PCE 3.8	GEN 2	Further develop skills in collaborative working...
PCE 3.9	GEN 3	... and contributing to the learning of colleagues

*The following outcome is required for PGCE candidates only*

PCE 3.10	GEN 4	<i>Critically evaluate alternative perspectives on the content of the module drawing on both theory and practice to do so.</i>
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## Indicative Content

*This default listing is subject to interpretation and modification by tutors and negotiation by course groups*

- The principles and purposes of assessment:
  - reasons and assumptions;
  - competing models;
  - formative and summative assessment.
  - Competence-based and developmental models.
- Reliability and validity of different approaches.
- The relationship of assessment and teaching
- Planning assessment schemes
- Designing assessment instruments
- Administering assessment
- Processing and interpreting data
- Assessment and the evaluation of teaching programmes (and institutions)
- Approaches to evaluation of teaching
- Design, administration, processing and interpretation of evaluation instruments

## Module 4—Professional Practice 1

This module does not correspond directly with any of the LLUK Units; it has been developed in order to contain the practice-based elements of the first year of the course, and as such it is the location for the assessment of demonstrable and practical outcomes from the first three modules.

It also provides the framework for micro-teaching, the integration of part of the minimum core, and tutorial and mentor support.

### Aim

So the Aim of the module is;

- To provide opportunities to develop skills in teaching—particularly in a student’s specialist subject—through structured exercises and feedback on actual practice.

To this end, its subsidiary aims are to;

- Provide a framework for practising teaching skills through micro-teaching
- Provide a framework for skill development through tutor and mentor observation of, and feedback on, your practical teaching
- Develop skills in teaching in your own subject areas through the work of mentors and programme-wide special interest groups
- Promote reflection on practice to contribute to learning from experience
- Provide a single location for the assessment of language, literacy and numeracy “minimum core” requirements

### Outcomes

Our code	LLUK code	Learning Outcomes
PCE 4.1	PTLLS	2. Understand appropriate teaching and learning approaches in the specialist area.
PCE 4.2	PTLLS	3. Demonstrate session planning skills.
PCE 4.3	These outcomes paraphrase sets of assessment criteria; see Working Paers for more detail	<i>Demonstrate practical teaching skills</i>
PCE 4.4		<i>As far as possible meet the needs of all learners</i>
PCE 4.5		<i>Communicate effectively with all learners</i>
PCE 4.6		<i>Use feedback to develop practice</i>
PCE 4.7	U2	4. Understand and demonstrate how to give effective feedback to promote learner progress and achievement
PCE 4.8	PEL.5 U2.5 U3.3	Understand and demonstrate knowledge of the minimum core in own practice.
PCE 4.9	GEN 1	<i>Further develop skills in addressing outcomes at the appropriate academic level</i>
PCE 4.10	GEN 2	<i>Further develop skills in collaborative working...</i>

Our code	LLUK code	Learning Outcomes
PCE 4.11	GEN 3	<i>... and contributing to the learning of colleagues</i> <i>The following outcome is required for PGCE candidates only</i>
PCE 4.12	GEN 4	<i>Critically evaluate alternative perspectives on the content of the module drawing on both theory and practice to do so.</i>

## Directly Observed Practice

Your practical performance is also assessed under several headings: for full details of the observation schedule see the Working Papers and for more information about the practicalities see *4.1 Observation of your practice* on page 41.

## Teaching and Learning Strategy

This module contains several forms of scheduled teaching session, but is principally practice-based. You must demonstrate completion of a minimum of 75 hours of teaching during the year.

- The micro-teaching exercise hours are attributable to this module, and the exercise will take place concurrently with *Planning and Preparing to Teach* in semester/term 1. (Teaching within the micro-teaching exercise is deemed to count towards the 75 hour requirement and towards the observed practice requirement for PTLLS.)

issues concerning particular areas of practice will be addressed through Special Interest Groups which will meet on two Study Days (Saturdays)

You also act as tutors to each other through observing each others' practice.

## Micro-teaching

Much of the class-contact time will be devoted to micro-teaching, in which you will teach a topic of your choice to a group of fellow-students for about 20 minutes. The session will be videoed, and reviewed afterwards. This exercise serves several functions, but mainly:

- it allows for direct feedback and very practical learning about technique
- it helps you to diagnose your own learning needs
- and it leads to some fascinating learning about a variety of topics for all of us.

Also in the time allocated for this, tutors will lead sessions about specific issues not covered elsewhere, but raised in discussion of micro-teaching sessions, as well as introducing aspects of academic practice (such as referencing and the Harvard system) not provided for elsewhere.

## Module Assessment

This module has a clearly practical base, and so the assessment is driven by direct observation of practice. Nevertheless, practice needs to be informed by a sound understanding of the reasons for it, and so the evidence of that observation has to be supported by a critical commentary. It is all contained in a portfolio, which as a whole addresses the Outcomes above. (Note that these Outcomes cannot be demonstrated by the Observation Protocols alone.)

All the assessment criteria need to be met, but the manner in which evidence is presented may vary from student to student.

So each of you needs to produce a portfolio cross-referenced to the assessment criteria, which will show clearly where evidence is to be found. Evidence may be existing documentation or specially prepared, and may include video- or in some cases audio-recording, or on-line material.

In any event, all portfolios will need to include;

1. A table showing that **75 hours of teaching** have been completed during the year. Note that specific regulations may determine what is acceptable as "teaching".
2. Complete **report forms** for a minimum of four separate hours of observed practice, assessed according to a standard protocol (cross-referenced to LLUK assessment criteria). Two observations need to be by a mentor, two by a programme tutor. (See "Observation of your practice" on page 41 for more detail.)
3. **Session plans for ten hours** of teaching per year, with greater detail of objectives, selection of methods, etc.
4. A **critical reflective evaluation of ten hours** of teaching per year, discussing the principles on which practice has been based and relating it to learning from the taught modules. (This may well refer to the same ten hours as above, but does not have to).
5. Edited excerpts of a **reflective professional journal**; again there may be some overlap with the previous element.
6. Two reports of **peer observations**; your reports of your observation of course colleagues, signed by them. If you would like to include copies of their observations of you, that's fine, but we don't insist.
7. **Certificates of attendance** for two Study Days, and documented evidence of participation in on-line study between them.
8. Evidence of **making use of the minimum core requirements in teaching** (this may of course be evidenced through other items).
9. And the module X—Supporting Learners with Basic Skills portfolio.

This looks daunting, and indeed it is a heavy assessment load; but

- It is evidence which will be accumulated throughout the year in the natural process of your work and study; there should be little or no last minute work, and so
- The key is being organised and filing items away as they are acquired.

## (Module X— **Supporting learners in basic skills**)

This module is a requirement only for those of you seeking Qualified Teacher Learning and Skills (QTLS) status, which will be most of you. You will need to show that its requirements have been met before you can proceed to Year 2.

The module itself does not confer academic credit and is not directly assessed; see below for more detail about assessment.

LLUK requirements specify that all accredited courses must incorporate a “minimum core” curriculum, designed to equip teachers in PCE to support learners who may be experiencing difficulty with;

- Language
- Literacy
- Numeracy
- ICT

The “minimum core” includes personal skills in these areas (to be assessed by an independent on-line test), as well as appreciation of difficulties learners may experience, and the implications for teaching in the students’ subject areas.

Much of that core is permeated through the other first-year modules, but sometimes that is just not practicable.

This module is incorporated so that time may be scheduled to address, as required, those aspects which cannot be permeated or which require extra attention. It is expected that its manifestation will vary from Centre to Centre and cohort to cohort.

### **Aims**

The module aims to equip you to:

- meet the requirements for Language, Literacy, Numeracy and ICT student support in areas which are not routinely covered by the main course modules.

To that end, its subsidiary aims are;

- to provide a structure within which you can work on aspects of these requirements which cannot conveniently be accommodated by permeation through the standard Year 1 modules.

### **Outcomes**

These are what you should know or be able to do when you have successfully completed this module in conjunction with the “mainstream” Year 1 modules:

Our Code	Learning Outcome
X.1	<i>demonstrate your personal skills in language use, literacy, numeracy and ICT use at NQF level 2.</i>
X.2	<i>identify the sources of difficulties your own learners may experience in these areas, and strategies which contribute to overcoming them.</i>

X.3 *adapt and develop your own practice so as to contribute to the above.*

## Indicative Content

(There is more detail on this in the Student version of the Handbook, also available for download from [www.bedsce.org.uk](http://www.bedsce.org.uk))

## Progression to Year 2

Progression to Year 2 is not automatic.

In order to progress, by the start of teaching for Year 2 you need to have been awarded credit for;

- Module 1—*Planning and Preparing to Teach*
- Module 4—*Professional Practice 1*
- And at least one other module.
- And passed the literacy, language, numeracy and ICT skills tests.

## Notes

- Meeting the above conditions automatically means that you will have earned the “PTLLS” award.
- If you are not seeking QTLS, you are exempt from the “minimum core” requirements in Module 4, and the skills tests.
- For direct admission to Year 2, see the detail on Accreditation of Prior Achievement (APA) and Accreditation of Prior Experience and Learning (APEL) **Error! Bookmark not defined..**

## Module 5—Curriculum and Context

We start Year 2 by engaging seriously with material on the curriculum, which has merely been touched on in Year 1, in *Planning and Preparing to Teach*.

This module is mandatory, as specified in LLUK (2007b). It incorporates the Learning Outcomes of their Unit 5: *Curriculum development for inclusive practice*. That phrase “inclusive practice” draws attention to the experience of learners who may not be familiar or comfortable with the culture and discipline of learning, and how they may be helped; this module also seeks to address such concerns.

The outcomes are expanded with the generic outcomes common to all modules, and more specifically with two additional outcomes which both add an element of critical analysis to balance the didacticism of the LLUK formulation, and also ensure that the consideration of how all students are provided for aspires to practicality beyond the pious platitudes of “inclusivity”.

### Aims

The aim of the module is

- to equip students with information and tools to understand how curricula are created and negotiated at philosophical, political, pedagogic and practical levels, and to apply such learning to practice.

To this end it has subsidiary aims to;

- create a forum for debate about curriculum issues
- informed by knowledge of principles, theory and research
- which maintains touch with the realities of students’ and their learners’ experience, and
- seeks ways to develop curricula at both strategic and tactical levels,
- with particular reference to providing the best possible learning opportunities for all students, including those for whom college is not a natural or congenial environment.

### Outcomes

Our code	LLUK code	Learning Outcomes
PCE 5.1	U5.1	Understand the range of contexts in which education and training are offered in the lifelong learning sector
PCE 5.2	U5.2	2. Understand theories, principles and models of curriculum design and implementation and their impact on teaching and learning
PCE 5.3	U5.3	3. Understand the significance of equality and diversity for curriculum design, and take opportunities to promote equality within practice.
PCE 5.4	U5.4	4. Understand and demonstrate how to apply theories, principles and models to curriculum development and practice.
PCE 5.5	U5.5	5. Understand how to evaluate and improve own practice in inclusive curriculum design and development

Our code	LLUK code	Learning Outcomes
PCE 5.6		<i>Critically evaluate the rhetoric of curriculum discussion.</i>
PCE 5.7	GEN 1	<i>Further develop skills in addressing outcomes at the appropriate academic level</i>
PCE 5.8	GEN 2	<i>Further develop skills in collaborative working...</i>
PCE 5.9	GEN 3	<i>... and contributing to the learning of colleagues</i>
<i>The following outcome is required for PGCE candidates only</i>		
PCE 5.10	GEN 4	<i>Critically evaluate alternative perspectives on the content of the module drawing on both theory and practice to do so.</i>

## Indicative Content

*This default listing is subject to interpretation and modification by tutors and negotiation by course groups*

- Introduction; the meaning of curriculum
- Forms and levels of learning; factors influencing curriculum design
- Stakeholders in curriculum design; hidden curricula
- Curriculum planning models
- Construction of schemes of work (revisiting material introduced in *Planning and Preparing to Teach*)
- The learners' experience; their baggage and its handling (Groupwork introduced on learners with distinctive needs, runs concurrently to presentations at end)
- Learners' careers through the system, from recruitment to departure; support systems and their roles.
- Contributions of individual tutors, limitations of competence, role and boundaries
- Learners' experience in class; the group experience (including discussion of bullying, harassment, inter-cultural conflict etc.) and mutual support and fun!
- Presentations on working with learners with distinctive needs
- Evaluation, including evaluation of experience of group working.

### “Dry Run” for direct entrants to Year 2

Different Centres may teach modules in different orders but if this is the first module in Year 2 of the teaching sequence, and thus the first module of all for those of you joining the Cert. Ed. with Advanced Standing, there will be an opportunity to practise preparing a submission to address Outcome 5.2 through a “dry run” submission in the middle of the first term. If this reaches the required standard, it may be formally submitted to cover that Outcomes to claim Credit. If it does not reach the required standard, you will have learned from the experience and you have a chance to repeat it.

## Module 6—Professional Development and Action Research

As you get further into Year 2, the curriculum becomes more focused on your particular area of practice, and enabling you to make use of your acquired learning and expanding experience to address issues in your own practice. This module is at the heart of that process. It incorporates outcomes from LLUK Unit 4: *Continuing personal and professional development* and Unit 6: *Wider Professional Practice* but combines them with an introduction to action-research, a method of disciplined inquiry into practice which feeds directly into its enhancement.

### Aims

The aim of this module is to provide opportunities for you to;

- Develop the habit of reviewing both your direct practice and your working situation in such a way as to improve your effectiveness as a teacher.

To this end its subsidiary aims are to;

- Encourage you to seek feedback on the effectiveness of their teaching;
- Enable you to analyse and evaluate information from a range of sources to contribute to that feedback;
- Help you to evaluate whether the continuing professional development opportunities offered by employers and other stakeholders have any connection with helping students to learn.
- Introduce (at a basic level) a range of small-scale and informal research methods which may be used to provide effective feedback, and
- Help you to use such evidence to improve teaching.

### Outcomes

Our code	LLUK code	Learning Outcomes
PCE 6.1	U4.1	Understand the role of the teacher in the lifelong learning sector.
PCE 6.2	U6.5	Understand how to evaluate and improve own wider professional practice.
PCE 6.3		<i>Plan and implement a small scale action-research based project to investigate aspects of own practice</i>
PCE 6.4	GEN 1	<i>Further develop skills in addressing outcomes at the appropriate academic level</i>
PCE 6.5	GEN 2	<i>Further develop skills in collaborative working...</i>
PCE 6.6	GEN 3	<i>... and contributing to the learning of colleagues</i>
<i>The following outcome is required for PGCE candidates only</i>		
PCE 6.7	GEN 4	<i>Critically evaluate alternative perspectives on the content of the module drawing on both theory and practice to do so.</i>

## Indicative Content

*This default listing is subject to interpretation and modification by tutors and negotiation by course groups*

- Introduction; role-analysis
- Comparison and evaluation of roles of course members as teachers, etc.
- Approaches to professional development; competence-based, developmental, etc.
  - Monitoring and supporting professional development.
- Introduction to action-research as an approach to professional development;
  - the action research cycle
- Basic introduction to range of research methods which might be used in action research
- Using action-research evidence as a means of developing practice.

## Module Assessment:

Note for Mentors; the Action Research component of this module benefits greatly from Mentor interest and support.

## Special Note

This module will include a presentation, but it will not by default be assessed separately. Students may negotiate with the tutor whether any of the Assessment Criteria may be addressed by the presentation. If that is the case, a video record of the presentation will be required for moderation and quality assurance purposes.

## “Dry Run”

*See the note for Module 5 on page 33.* If undertaken for this module (if your Centre teaches it first in the Autumn Term), your dry run should address Outcome 4.1.

## Module 7—Policy, Settings and Practice

If Module 6 (and Module 8—*Professional Practice 2*) concentrate on the polishing of individual practice, this module provides the complementary perspective, of the systems within which we work as teachers. From global pressures through government initiatives to the mechanisms of delivering teaching, we shall look at how they continue to influence what we do—and circle back to the very first question of the first module; what is education?

This module incorporates all but outcome 5 of LLUK Unit 6: *Wider professional practice* (outcome 5 is addressed in Module 6: *Professional Development and Action Research*.)

### Aims

The aim of this module is to provide opportunities for you to;

- Explore the influence of wider social, political and economic factors on practice and thinking in post-compulsory education, and
- Evaluate institutional and organisational responses to them.

To this end its subsidiary aims are to;

- Inform you about such background factors, with particular reference to current policy initiatives
- Guide you in researching them in relation to their own areas of practice
- Provide a forum for informed debate about the nature of professionalism and managerialism in education
- Equip you to participate in wider professional roles within their employing institutions.

### Outcomes

Our code	LLUK code	Learning Outcomes
PCE 7.1	U6.1	Understand the concept of professionalism and core professional values for teachers in the lifelong learning sector
PCE 7.2	U6.2	2. Understand key issues in relation to professional conduct and accountability in the lifelong learning sector
PCE 7.3	U6.3	3. Understand and apply principles of evaluation, quality assurance and quality improvement
PCE 7.4	U6.4	4. Understand and demonstrate how to contribute to QA and QI systems and procedures.
PCE 7.5	GEN 1	<i>Further develop skills in addressing outcomes at the appropriate academic level</i>
PCE 7.6	GEN 2	<i>Further develop skills in collaborative working...</i>
PCE 7.7	GEN 3	<i>... and contributing to the learning of colleagues</i>

Our code	LLUK code	Learning Outcomes
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*The following outcome is required for PGCE candidates only*

PCE 7.8	GEN 4	<i>Critically evaluate alternative perspectives on the content of the module drawing on both theory and practice to do so.</i>
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## Indicative content

*This default listing is subject to interpretation and modification by tutors and negotiation by course groups*

- The national and local factors which shape post-compulsory education
  - The organisation of the UK education and training system
  - Public policy and funding arrangements in the sector
  - Demographic change and its likely impact
  - Current legislation and policy developments affecting the sector, including Tomlinson, Kennedy, Dearing II, Learning Age, Qualifying for Success, Learning to Succeed, Foster, Leitch etc.
- The organisation and management structures used in the sector, and their impact on provision
  - Organisation strategy and business planning
  - Derivation of corporate objectives and organisational policies
  - Organisation and management structure
  - Organisational communication and decision-making
  - Organisational culture
  - Organisational procedures for monitoring and evaluating financial and human resources
- Quality assurance and quality enhancement; attempts to substitute for trust
- The role of professional teams in the sector and individuals' contributions to them
  - Team roles and communication
  - Effects of change on teams
  - Ways of managing inter-personal conflict
  - Team objectives and decision-making
  - Team development
- The role of the individual as a professional teacher
  - Individual decision-making and its impact on the organisation
  - Individual responses to monitoring and evaluation
  - Individual responsibility for Continuing Professional Development
  - Individual means of managing conflict and stress
- And current debates as they arise.

## Module 8—Professional Practice 2

This module builds on work started in *Professional Practice 1*. That module explicitly sets the agenda for individual work in this module, which is strongly focused on the development of your specialist areas of practice, embracing as it does the programme of Study Days.

(It does not correspond directly with any of the LLUK specified second-year modules, although it does include the “Reflective Practice” elements of Unit 4: *Continuing personal and professional development*. It is the location for the teaching practice component of this year of the course.)

### Aims

The Aim of the module is;

- To provide opportunities to develop further skills in teaching—particularly in your specialist subject—through feedback on actual practice.

To this end, its subsidiary aims are to;

- Provide a framework for skill development through tutor and mentor observation of, and feedback on, your practical teaching
- Develop skills in teaching in your own subject areas through the work of mentors and programme-wide special interest groups
- Promote reflection on practice to contribute to learning from experience
- Further develop skills and knowledge in respect of your particular areas of practice through dedicated study days.

### Outcomes

Our code	LLUK code	Learning Outcomes
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#### *Developing Specialist Practice*

PCE 8.1		<i>Integrate knowledge, ideas and practice from across the Programme into a coherent approach to teaching in your specialist area</i>
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PCE 8.2		<i>Apply Programme material to teaching in your specialist area</i>
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#### *The Practice of Teaching*

PCE 8.3		<i>Demonstrate proficiency in the practice of teaching</i>
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PCE 8.4		<i>Use experience and feedback to refine your teaching programmes and to develop new ideas</i>
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PCE 8.5		<i>Integrate your own teaching with that of your colleagues</i>
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PCE 8.6	U4	2. Understand theories and principles of reflective practice, and models of continuing personal and professional development
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PCE 8.7	U4	3. Understand own need for continuous personal and professional self development.
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Our code	LLUK code	Learning Outcomes
PCE 8.8	U4	4. Understand and demonstrate ways in which engagement in CPPD activities has improved own practice.
PCE 8.9	GEN 1	<i>Further develop skills in addressing outcomes at the appropriate academic level</i>
PCE 8.10	GEN 2	<i>Further develop skills in collaborative working...</i>
PCE 8.11	GEN 3	<i>... and contributing to the learning of colleagues</i>

*The following outcome is required for PGCE students only*

PCE 8.12	GEN 4	<i>Critically evaluate alternative perspectives on the content of the module drawing on both theory and practice to do so.</i>
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## Teaching and Learning Strategy:

This module contains scheduled teaching sessions, but is principally practice-based. Each student must demonstrate completion of a minimum of 75 hours of teaching during the year.

Much of the information provided for *Professional Practice 1* on page 27 also applies to this module, with the exception of the "minimum core" material, which will have been completed by the end of Year 1.

Particular area of practice issues will be addressed through Special Interest Groups which will meet on two Study Days (Saturdays). Whereas in Year One, you participate in Special Interest Groups without being expected to initiate and lead sessions, in Year 2, the group will negotiate a schedule of taught sessions for both or just the final Study Day, to be presented by Year 2 students. (Interim arrangements will apply in the first year of the new programme.)

## The Learning Contract

The Module's form is governed substantially by the Learning Contract, drawn up between you, your Tutor, and your Mentor, soon after entry to the Course, and formally reviewed at least once in the course of the Course.

There is a pro-forma for the Learning Contract in the Working Papers. It identifies your major learning needs with particular reference to the requirements of your current or intended work, and the assessment of the module is concerned in large part with the extent to which you have used the opportunities afforded by the Course to meet these needs.

## Module Assessment

See the assessment detail for *Professional Practice 1* on page 28

Your portfolio will need to include;

1. A table showing that **75 hours of teaching** have been completed during the year. Note that specific regulations may determine what is acceptable as "teaching".
2. Complete **report forms** for a minimum of four separate hours of observed practice, assessed according to a standard protocol (cross-referenced to LLUK assessment criteria). Two observations need to be

by a mentor, two by a programme tutor. (See “*Observation of your practice*” on page 41 for more detail.)

3. **Session plans for ten hours** of teaching per year, with greater detail of objectives, selection of methods, *etc.*
4. A **critical reflective evaluation of ten hours** of teaching per year, discussing the principles on which practice has been based and relating it to learning from the taught modules. (This may well refer to the same ten hours as above, but does not have to).
5. Edited excerpts of a **reflective professional journal**; again there may be some overlap with the previous element.
6. Two reports of **peer observations**; your reports of your observation of course colleagues, signed by them. If you would like to include copies of their observations of you, that’s fine, but we don’t insist.
7. **Certificates of attendance** for two Study Days, and documented evidence of participation in on-line study between them.

So far the requirements are the same as for *Professional Practice 1*; but this time around you need to include;

8. A **project on an aspect of teaching and or assessment in your particular area of practice** forming the basis of a taught session (not merely a presentation) to a Special Interest Group at a study day or an on-line seminar to fellow-students, supported by a written commentary not exceeding 3,000 words.
  - This project will not by default be assessed separately. Students may negotiate with the tutor whether any of the Assessment Criteria may be addressed by the actual taught session. If that is the case, a video record or evidence from the on-line seminar will be required for moderation and quality assurance purposes.
  - (Note that the Action Research project which forms the basis of Module 6—*Professional Development and Action Research*, may be used as a component of this project)

## 4 Practice Issues

*Note that this section is as addressed to the student, with some emphases added as relevant to mentors.*

### 4.1 Observation of your practice

There is a tendency to think of observations primarily as a form of summative assessment (and therefore only to invite mentors and tutors to observe sessions which are likely to “go well”). It does have this feature, but it is primarily an opportunity to get an outsider (other than your students, of course) to observe your practice and to give you feedback on it. The most important assessment here is **formative**.

You will be observed at least:

- Twice each year by your Mentor, and
- Twice each year by a Course Tutor:

—so that each of the Performance Outcomes on the Observation Protocol can be demonstrated at least three times.

The first observation should be in your first term.

The assessment of your practice is located in the two *Professional Practice* modules.

When you look at the Observation headings in the Working Papers, you will see that they are not phrased in the same way as other module Outcomes. They are simply “headings”. It is these headings on which you will be assessed. However, each heading is expanded by a series of questions, which are simply examples of the kinds of practice which come under each heading.

- These supporting questions (a version of the “assessment criteria”) are specified differently for Year 1 and Year 2. It is natural to expect that with developing experience, and the benefit of learning from the Course, you will get better at what you do, and these additional questions reflect that expectation.
- You are assessed on the headings, not the questions.

However, the questions are phrased as if directed at you, rather than the Observer, so that you can use them to check your own practice.

At the end of the Observation Protocol is a section for “Action Points”:

- after your first observation you should bring the previous observation’s Action Points to the next one, so that the observer (tutor or mentor) can see how you are making progress with them.

#### 4.1.1 Procedure for Mentor and Tutor visits

It is up to you to approach your mentor and tutor to arrange the visits.

- While we will make every effort to accommodate you, please remember that we also have other commitments, and that if we have to travel to observe you, we may have to set aside half a day.

- Do not leave them to the last minute: they are sometimes simply impossible to arrange, and that can mean that you cannot complete the Course or progress to Year 2 as appropriate. You should have at least one visit in your first term on the course, and if there has been any delay in getting your mentor fixed up, be sure to arrange one with your tutor.
- Do check with your line manager that there is no problem about observing on this particular occasion - you are not in the middle of Ofsted inspection, for example!

It is also up to you to **provide the observer with:**

- Travel directions and contact numbers if necessary: a mobile number is useful if we get stuck in traffic.
- A scheme of work for the course and a session plan for the session to be observed (the format of this is covered in module 1: *Planning and Preparing to Teach*), together with a set of handouts or exercises to be used. (Please do not include the observer in the normal handing-out process in class—it simply draws attention to us.)
- A copy of the Observation Protocol, and at least the final page of the preceding observation report.
- Somewhere unobtrusive where she or he can sit to observe, usually with a surface to write at. (It is up to you whether you tell the class about the visit in advance, and how you introduce the observer. We are aware that having a strange observer present affects the dynamics of the class, but the actual effects are so variable that we cannot give rules as to how to minimise them.)

Meet the observer a few minutes before the class starts, to fill her in on any last minute changes, or anything you would particularly like feedback on. Some items on the Protocol can only be filled in with the benefit of this discussion.

Similarly, allow about twenty to thirty minutes after the session for discussion. This can be the most productive event of the whole Course, when points have been experienced live, and can be discussed while still fresh. Some items on the Protocol can only be filled in after this discussion.

Your observer will usually leave the Observation Protocol with you: she may also have done a free-form report for you, which may be left, or given to you later. Keep the completed material safe: the assessment regulations call for the originals, not photocopies, and the observer will not necessarily keep a copy.

*You will find a specimen Observation Protocol in; Error! Reference source not found. Error! Reference source not found., Error! Bookmark not defined..*

### 4.1.2 Your observation of others' practice

Teaching covers a multitude of practices and settings, many of which are quite different from your own. You will get some flavour of this from the micro-teaching exercises in Year 1, but you will get an even clearer impression from observing some of your colleagues in their natural habitat. Former students report immense benefit from this exercise.

You are going not as an assessor, but in order to learn about the issues other teachers have to deal with, although you may be able to offer some useful feedback, simply by being an outsider.

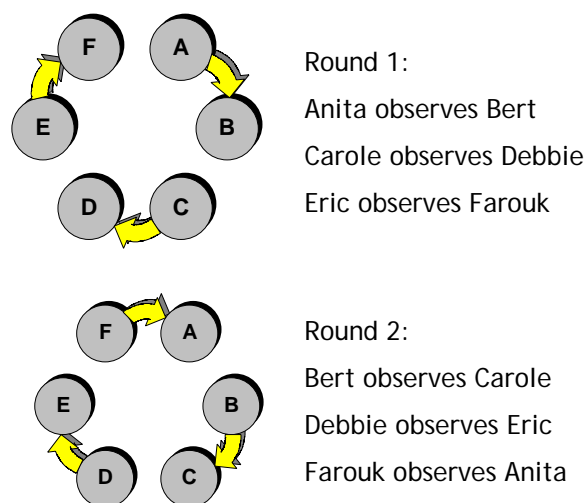
You will also be faced with the question, "What is good teaching?" You will be able to develop your observational and analytic skills, through watching your colleague, and then you can apply the same principles to examining your own practice.

### Procedure for observing others

You should observe at least two of your colleagues on each year of the Course, which of course involves being observed yourself.

You should start to arrange the visits as soon as possible: it can take time.

While simple pairings are obviously the easiest way of arranging visits, you may well get more from arranging a chain: it spreads the knowledge around, puts you in contact with more people, and avoids the "gruesome twosome" or "mutual admiration society" pitfalls. In a chain of six:



The chain then dissolves and re-constitutes with other group members for the next set of observations.

On completion of your observation, you will need to write a short report (around 500 words or so), to be included in the portfolio. This needs to be signed by both of you. This report may be in any format which seems useful to you (and probably to the person you are observing). It does **not** have to use the Course's Observation Protocol, and even if it does, it is expected that you will also make a more general report.

## 4.2 Your Particular area of Practice

One of the major issues in the provision of teacher education for the post-compulsory sector is the enormous diversity of setting and subjects and students involved. And although there is a shared theoretical and research base for practice in all these different areas, when it comes to the actual practice of teaching, clearly the approach used in teaching law in a classroom is not the same as that for teaching tree-surgery in a field, or basic social skills to people with learning disabilities in a supermarket, or a foreign language on-line...

The programme has several ways of helping you to explore and develop your particular area of practice;

- All the modules will encourage you to reflect on it, and the structure of the assessments will help you to apply ideas to your own practice, rather than merely generalise about “teaching”.
- The Learning Contract for *Professional Practice* is designed to direct your attention to the particular issues you may need to develop, through Professional Development Planning, through the *Professional Development and Action Research* module, and particularly through *Professional Practice 2*.
- In the *Professional Practice* modules the Study Days will support you in working together with others in cognate areas to explore further the characteristics of teaching your own disciplines.
- And your work-based Mentor (see below) will provide detailed subject- or setting-based guidance which generic tutors cannot provide.

### 4.3 Mentors

So you need to have a Mentor appointed from within your work setting or at least your particular area of practice (your specific subject area, or distinctive student group), to assist you with:

- Applying Course material to your own practice
- Reflecting on the significance of learning for the development of the work setting and personal practice
- Any other particular issues identified and agreed in the Learning Contract

The Mentor also has a role in:

- Assessing your observed practice (the Mentor undertakes two observations per year, as does a Course Tutor);
- Endorsing material gathered for the *Professional Practice* portfolio, as representing an accurate account of developmental work you have undertaken in practice.

#### 4.3.1 Appointment of Mentors

You nominate your own Mentor, but he or she must be approved by the Centre Leader acting on behalf of the Course Board. Mentors should be:

- Experienced members of lecturing staff, normally holding a teaching qualification of at least equivalent level to that at which you are studying<sup>9</sup>.
- Working in a similar area to yourself, but
- Normally without direct line management responsibility for you<sup>10</sup>.

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<sup>9</sup> “Normally”—PGCEs in PCE are a relatively recent innovation, and some very experienced graduate staff may well “only” have a Cert. Ed. This is not a problem.

<sup>10</sup> This is because of potential conflicts of interest with appraisal schemes. If you are having difficulties, it is important from the course point of view that you should be able to discuss them with your mentor, which you may be reluctant to do if that person also has responsibility for appraising you. If—but only if—you are happy with your line manager being your mentor, we may approve the choice.

It is of course expected that you will inform your line manager about the appointment of the Mentor, but the appointment is a University one, rather than a work-place one. Mentors receive an honorarium (£100.00 p.a.) in recognition of the time they spend on the work (this is the responsibility of the Centre offering the programme, and is triggered by the receipt of the observation reports as part of the Observed Practice submission at the end of the academic year). Further details of the University contract with mentors can be found in the "Working Papers".

Mentors are provided with comprehensive information about the Course and their role in it, through an edited version of this Handbook. They are also offered training at UoB (expenses paid and a Certificate of Attendance offered for their CPD record) and consultation opportunities through meetings at the appropriate Course Centre and discussion with Tutors when they make their Observed Practice visits.

Mentoring is acquiring a higher profile in PCE in general; UoB School of Education also offers a *University Certificate in Mentoring* in PCE: which may be available at your Centre; do ask for details.

You should start thinking about who is to be your Mentor as soon as possible. It is in your interest to have one appointed from the very start of the Course.

### **4.3.2 Mentors' role in summative assessment**

As noted above, your mentor contributes to the summative assessment of your Observed Practice. However, she or he does so by providing you with material (observation reports) which you incorporate in your submission to support your claim for credit, and technically these reports have the same status as any other material submitted by yourself.

The decision to pass, refer or fail on the basis of teaching observations can rest only with course tutors, and not mentors. If there is any discrepancy between tutor and mentor reports and judgements, further evidence will be sought, if necessary through further tutor observations.

# 5 On Mentoring

In the following pages we offer some guidance on mentoring and our expectations.

## 5.1 The Mentoring Agreement

The agreement reproduced below is a simple summary of the respective roles of the Student/Mentor/Tutor triad: (downloaded it from [www.bedspsc.org.uk/downloads/](http://www.bedspsc.org.uk/downloads/))

### Agreement with Mentors

#### The Mentor agrees:

1. To assist the student in the application of Programme material to their own particular setting
2. To assist the student in reflection on the significance of learning for the development of the work setting and personal practice
3. To assist the student with any other particular issues identified and agreed in the Learning Contract
4. To participate in the assessment of *Observed Practice* (the Mentor and Tutor both undertake two observations a year)
5. To endorse material gathered for the *Professional Discipline* portfolio, as representing an accurate account of developmental work undertaken in practice by the student.
6. To maintain appropriate confidentiality about Mentoring discussions
7. To attend such meetings as may be required by the University in order to prepare for, carry out, review and develop the Mentoring process.

#### The Student agrees:

1. To keep the Mentor informed about her or his teaching, and work on the Programme, as necessary to facilitate the Mentor's work.

#### The Tutor agrees:

1. To ensure that the Mentor is sufficiently informed about the Programme to facilitate her or his work.
2. To provide advice and support in respect of the assessment aspects of the Mentor's role
3. To be available for consultation as required
4. On satisfactory completion of the Mentor's task, to recommend the payment of the honorarium to the Programme Management Board.

#### Specific issues in respect of this Mentoring arrangement:

*(Note any other uses to which information may be put, such as appraisal; arrangements for additional observations; agreements about reading drafts, etc.)*

	Signed	Date
Mentor		
Student		
Tutor		

## 5.2 What's involved?

You will see from the Mentoring Agreement what it is you are signing up to, but this section will attempt to put the flesh on the bones and answer some of your questions about the practice of Mentoring<sup>11</sup>.

Mentoring in its various forms is currently being recognised as a major form of professional development, for both Mentor and mentee (or "protegé" to use the term in vogue in business): Mentors often (or even usually) find the experience as rewarding as do mentees, and certainly the rule seems to apply that, "What you get out of it depends on what you put into it".

## 5.3 What is Mentoring?

For our purposes<sup>12</sup>, the broad process of Mentoring means:

**Talking to someone about their work  
in such a way as to help them to do it better**

### 5.3.1 Talking to ...

In practice, this means **listening** as much as talking. Even when you know the area of someone's work intimately, it is important to listen for at least three reasons:

- Listening helps her to feel valued
- Listening makes it more likely that you will pick up the subtle differences in her experience from your own, so that you do not impose on her solutions which work for you but may not work for them.
- Listening encourages the other person to talk, and as they talk they may well find that they are discovering for themselves new ideas, new perspectives and angles on the situation which they had not appreciated before.

A good listener, of course, actively encourages the speaker, using everything from nods through understanding grunts to encouraging remarks to open questions. (Open questions invite the other person to expand on something – "Can you tell me more about ...?" – as opposed to closed questions, which invite "Yes" or "No" answers)

### Time to talk

You need time to get into the topic properly: brief encounters in the corridor or coffee-breaks are useful for casual support, but don't permit the depth of exploration which is important for learning. We can't prescribe how long you should meet for, or how often, because timetables and other commitments do make it difficult, but:

- try to allow half-an-hour, or preferably more, if you can...
- once a fortnight. (Once a week if there is something on the agenda which needs close monitoring, such as trying a new approach with a difficult class)...
- meeting somewhere where you will not be interrupted—preferably without a 'phone (and switch off your mobiles!).
- And try to allow about fifteen minutes before and about half an hour after each teaching observation, as well.

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<sup>11</sup> In this section, the mentee will be referred to as "she" throughout, on the simple numerical grounds that there are more women than men on the Programme.

<sup>12</sup> On initial teacher education programmes for schoolteachers, under the auspices of the TTA, the Mentor role is much more prescribed, and includes summative assessment of the Teaching Practice component and sometimes of written assignments. That is not the case on this Programme, where you only help to provide evidence for practice assessment.

### 5.3.2 ... about their work ...

So what is on the agenda?

The agenda is usually and mainly up to the mentee. This is not always the case in Mentoring (e.g. Mentoring trainee teachers in schools, where there may be an agenda set by the programme), but for our purposes it is. However:

- There may be occasions when you need to lead off because the mentee does not know where to start. Ask about either what is happening at work or about what she has been doing in college, and encourage the mentee to “build a bridge” between the two.
- There may be occasions when you want to follow through on items raised earlier: feel free to ask about them, because even remembering them communicates interest to the mentee.

### The Learning Contract

In order to clarify needs and potential development areas, the student will have drawn up a *Professional Practice* Learning Contract with the help of her tutor. She is also likely to have similar “Submission Proposals” for other modules. These may well include items which are best worked on through Mentoring: please

- Assist in drawing up the Contract
- Only sign it if you can realistically respond to the demands it may make on you. If these are not practicable, re-negotiate them.

It is important that the Contract is a realistic working document rather than merely a set of pious aspirations.

The Personal Development Plan part of the Contract (see the Specimen **Error! Bookmark not defined.**) is designed to provide a continuing log of issues addressed and progress made, to which both Mentor and tutor can contribute.

### 5.3.3 ... to help them to do it better.

As noted above, your solutions may not be the student’s. Professional development is a matter of finding your own best way to work. There is a place for prescription, certainly, and for constructive criticism, but on the whole it is better to avoid responding to questions of the “What would you do in my situation?” type. Finding a way to present material and to interact with a class involves taking into account the *person* of the lecturer, rather than simply applying techniques.

One of the most popular models for professional development in education is that of the “reflective practitioner”<sup>13</sup> (referred to in the *Evaluation and Action Research* and the *Professional Discipline* modules). The essence of the idea is that practitioners improve their practice through evaluating it as they go along. Mentors have an important role to play in this process as sounding-boards.

### The Boundaries of Mentoring

Your value as a Mentor stems from your own experience, your familiarity with your mentee’s area of work and students, and your personal qualities. It does not depend on whether you have counselling skills or a higher degree in education. Mentoring shades into tutoring, counselling and even gossip on occasion, and it is up to both of you to keep it on track by referring back to the working definition above as a touchstone: if that is what you are doing, then you are probably being helpful.

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<sup>13</sup> SCHÖN D A (1983) *The Reflective Practitioner: how professionals think in action* London: Temple Smith

If you find yourself spending most of the time listening to grumbles, or swapping stories about “horrendous classes we have known”, or even the minutiae of how to format PowerPoint™, then ask yourself, and your mentee, “Why?” You may well be avoiding something (perhaps uncomfortable feedback). On the other hand, you don’t achieve much by unremitting intensity; it’s OK to drift, as long as you get back on course.

Given that you will have been nominated as Mentor by your mentee, it is not likely that there will be serious personality clashes, but the most inhibiting problems are likely to stem from lack of clarity about boundaries. Recording and confidentiality are two of the most important of these.

## Confidentiality

Confidentiality is about promoting confidence in the relationship. You probably do not want to be secretive about Mentoring, but if your mentee is to open up to you about any problems she may be having, she needs to be sure that you will respect the confidence. There is a small but real power imbalance in Mentoring, because you have a certain assessment role, so the rule is to counter-balance it by agreeing that *you* will maintain confidentiality, but whether your mentee does so is up to her.

It is not unusual for Mentors to contact tutors to clarify procedures or to discuss areas of concern, and we are all for that, but it is a matter both of maintenance of trust and courtesy to inform the student if you are planning to get in touch with us.

## Recording Mentoring

The record of Mentoring sessions is likely to be an important component of the mentee’s *Professional Practice* Reflective Journal. Writing them up is also a useful way of fixing points in the mind, so encourage note-taking (and diagrams and anything else written or drawn which helps to clarify the material).

*These notes are exclusively for the mentee’s benefit, and any use which is made of them is entirely up to her or him.* If you have another agenda, such as appraisal or a peer observation scheme, make sure that you have discussed in advance whether the two can be reconciled. If there is any question that you may not be able to preserve the confidentiality of your own notes, do not keep any.

## 5.4 Observing Practice

The most prescribed part of the Mentoring process concerns observing your mentee’s practice. Please read these notes in conjunction with the instructions to the student in the *Practice Issues* section of the Programme Handbook (reproduced on page 41 *ff.*).

### 5.4.1 How often?

Mentor observations should take place at least twice during each year on the Programme. We encourage more frequent observations, but only two reports each year contribute to the portfolio for the *Observed Practice* module.

Note that it is important that the observations take place only for the purposes of the student’s learning and development, and have no other agenda such as appraisal, quality assurance, or preparation for inspection.

### 5.4.2 How long?

This depends on the mentee’s timetable, but try to see sessions through from beginning to end, so that you can observe the opening and the closing of the session. If your mentee habitually takes 3-hour workshop based sessions, you may just observe part (or several parts) of a session, but it is expected that each observation report will be based on at least a solid hour of observation.

### 5.4.3 When?

There is a lot to be said for observing a session early in the year or the course, so that you can see how the mentee diagnoses and responds to the different learning needs of the students. An early session also gives you some real information to use in your Mentoring discussions, establishing a baseline.

On the other hand, since you are assessing performance, your mentee may quite understandably prefer you to observe later sessions, when she has had a chance to apply some of the ideas from the Programme. So if you can only do the minimum of two observations make one early and the other late.

### 5.4.4 What sort of session?

Again, it is difficult to be prescriptive, because sessions vary so much. However, you will presumably want to sample the full range of the mentee's work.

For assessment purposes, the mentee will want you to see "successful" classes, but for learning purposes, there is a lot to be gained from those which do not go so well. As noted above, it is desirable to observe and report on a number of different classes (time permitting, of course), and for the mentee to select which will be put forward for assessment.

Try whenever possible to observe sessions when you will both have time to talk beforehand and afterwards. "Back-to-back" teaching is however routine in many settings: if necessary make a firm arrangement to meet as soon as you both can.

### 5.4.5 Before the Session

Before the observed session, your mentee should provide you with

- a scheme of work,
- a lesson plan, and
- copies of any exercises or other materials which she is planning to use,

and it is a great help if you can find a few minutes to discuss them beforehand. Most sessions are part of a sequence, and so you will need to know how the one you are going to observe fits in with the others. Is the whole sequence going according to plan, or has it had to be revised?

Find out from your mentee what she would like you to pay most attention to:

- Is there going to be anything in the session not tried before?
- Is there a particular skill she is trying to develop further?
- Are there any issues to do with the management of the class?
- Are there any particular students about whom she would like your advice?
- Is there a particular point which she is finding it difficult to get over?
- Is there something she is particularly proud of, which you should note?

### 5.4.6 After the Session

*Discussion after an observed session can yield some of the most effective learning in the entire Programme. The material is live, you have both shared it from your different standpoints, and perhaps noticed different things—and it is the optimum time for feedback.*

- Use and highlight your notes as the session is drawing to a close, to identify what you must, should and could talk about.
- Your mentee goes first: what did she make of the session? How did she feel about it? Do not deluge her with your feedback until she has had her say!

- Make sure you both comment on what went well, as well as any problems: confirmation of effective practice is a very important part of learning.
- Do not become obsessed with the categories of the check-list: they may well ignore broader issues which will yield effective learning points.
- You will have made notes during the session: either pass them on to your mentee if they are comprehensible, or write them up and hand them over *as soon as possible*.
- Do not get too absorbed in the problems: the more you discuss them the more they tend to grow. Without looking for quick fixes, get the mentee to come up with her or his own solutions before you propose yours.
- If you don't agree about what happened, or about its significance, do not get hung up on it: simply flag it as an issue for subsequent thought and discussion (and note it in the Action Planning section of the protocol). There should be enough you *do* agree about to keep you going.

## 5.5 Using the Observation Schedule

Standard forms have both advantages and disadvantages. The disadvantage is that some of the items may not fit exactly what you are observing. The advantage of course is that forms impose a degree of consistency on the assessment of practice.

The forms can be found in specimen form on page 54

There is a short briefing with the form, which explains the procedure, but please note:

### It pays to familiarise yourself with the forms first

The schedule is arranged under a number of headings. Part 1—the “crib sheet”—prints these headings with a number of questions under each one, phrased as questions *to the student* so that she or he can use them as a self-assessment device.

**These questions are exemplars for guidance only: they do not constitute assessment items. Your assessment is against the headings.** You can keep the crib sheet by you as you assess, to act as a guide to the main form.

Part 2—the assessment protocol itself—carries just the headings, together with a space to note the evidence for their demonstration, and a box to initial when they have been demonstrated. This is the form you write on, and which the student submits. A completed specimen can be found on page 54.

Just ten minutes' study before attempting to use the forms is a good investment. Tutors use them dozens of times a year, and soon get to know where to note what; you may only use them twice, so you may have to prepare more consciously (particularly if you routinely use other classroom evaluation protocols).

### Year 1 and Year 2 requirements

It is reasonable to expect and require that students' practice will improve as they go through the Programme. So the questions are arranged in two columns: Year 1 students are required to be practising so as to give evidence of satisfactory “answers” to those in the left-hand column, while Year 2 students have to answer all of them in both columns.

The Year 2 questions reflect:

- increasing confidence and flexibility in practice
- increasing sophistication in understanding what is going on, and
- application of Programme learning and theory (references to “deep and surface” learning, Bloom's taxonomy, etc.) to practice.

## Different forms of teaching and supporting learning

Not everyone does the same things in their teaching. In particular, some students will be working in conventional classroom settings, while some may do most of their teaching in workshops, labs, computer rooms, or in the work-place.

If necessary, **8.13 Presenting material** and **8.14 Supporting students individually** may be regarded as alternatives. So if there was no opportunity to observe an item on a particular occasion, just put a line through this box, or write "N/A". Not everything will be demonstrated on every occasion, and when submitted, the marking tutor will regard the assessment as complete if one or the other is demonstrated. (Even so, it's preferable to have both).

## Remember to note the evidence

The "evidence" box is a place to record briefly what it was you saw and heard, which demonstrated the achievement of the outcome. It is useful as hard data for later reference in discussion. It can also be used for quick notes of strengths and areas which need development.

## The forms are the Student's responsibility

It is up to your mentee to supply you with a clean set of the forms for each observation, and to keep them safely afterwards. Originals are required in the final portfolio, but if you understandably write all over them and she wants to do a "fair copy", that is acceptable *provided the initials are yours*. We ask you to use a coloured pen to make clear the originality of the signature. (Not green, please: for some reason green ink undermines credibility. Why? Am I just prejudiced? Is there an equal opportunities issue here? Meanwhile, back at the ranch...)

You do have a role in verifying the student's composite version of the form for the final Claim for Credit: you should sign off each page.

### 5.5.1 Informal Reports

The forms are not the whole story. They cannot report patterns in practice, for example. They reduce everything to Yes/No decisions about discrete aspects of performance, and it is sometimes a delicate judgement—see the specimen on page 54. They are suited to standardised summative assessment, and they have some use in formative assessment, but they need to be complemented by other material.

Please feel free to add your own observations and comments on separate sheets or the back of the forms (see "Observation Notes" on page 64). If they are included in the portfolio for the Claim for Credit, the assessment will not be on the judgements you make in these informal notes, but on what the student makes of them.

## 5.6 Mentor reports and summative assessment

It is not that we do not trust your judgement, but for technical reasons associated with quality assurance and maintaining consistency across a wide programme, the formal ruling is that in terms of summative assessment, Mentor observations have the same status as other evidence provided by students in support of their claim for credit.

**In practice, this means that in the event of a discrepancy between tutor and Mentor reports, or where a Mentor report flags concerns about the student's performance, we will arrange additional tutor observations, (by a tutor other than whoever has undertaken prior observations).**

We are aware of the informal pressures on Mentors associated with working closely with students, and the anxiety which comes with the feeling that, "If I don't sign this off, I am failing her." (in more senses than one, perhaps). Don't worry about it: at worst (for the student) you will flag concerns for further observation and assessment: the final responsibility for summative assessment lies with the tutorial team.

## 5.7 The Honorarium

Now for the good news! In token (and it is no more than a token) of your assistance, the Programme pays an honorarium of £100 p.a. per student. It's not much, but compared with what external examiners get, it's a fortune! When your student submits her or his *Observed Practice* material containing your reports, we shall send you a claim form for payment. Note that the honorarium will be paid gross of tax.

## 6 Documentation

The following pages are examples of the forms and other documentation which you may encounter in your role as a Mentor.

### 6.1 Professional Practice Learning Contract (Specimen)

*This is not a "perfect" learning contract, and we can discuss its good and not-so-good aspects between us, but it gives you some idea of how it might be tackled. It is based roughly on a composite of the ideas of several former students.*

#### 1 Personal Details

Name	Abbie Anderson		
Contact Address	1 Aardvark Avenue Ashton		
Phone	Work	Home	
E-mail	abbie.and@aardvark.com		
Award	<u>Certificate in Education</u>	PGCE	(Delete one)
Relevant prior qualifications			Dates
HNC in Business and Computing			1995

#### 2 Practice Details

Setting	Subject or Course	Level	Dates
Previous Teaching Experience (examples only necessary)			
FE (PT)	GNVQ Business	2	2002-2005
	IT for BTEC Nursery Nurses!		2004-2007
Present Teaching			Notes
Evening CLAIT/ECDL courses			Help!!
Business for First Dip. Leisure and Tourism			

### 3 Areas in which you wish to gain experience (largely outside this Course)

*You have embarked on a Course of professional development by signing up for the PGCE/Cert. Ed. But attending a course is unlikely to be the whole story. Use this space to identify other things which would promote that development. Include visits, networking, broadening your teaching base, taking on leadership roles at work, etc. You may well wish to consult your mentor about what to include.*

*I want to meet someone who is making AVCE/First Dips Leisure and Tourism work!*

*And I want to see other people teaching — as a part-timer, I get little feedback and support, and I don't know how to rate myself.*

*I need to understand more about the young people themselves, and their previous experience*

### 4 Self-Assessment in relation to Course Objectives

*Sometimes it is useful to have a check-list for your self-assessment: the things which we already realise we need to develop are not necessarily the most important ones. Going through this list of the Course Objectives will help you to identify systematically where your strengths and needs lie. Rate yourself from 1— "Haven't a clue!" to 6 — "I feel quite confident in this area". (Using a scale of six means there isn't a mid-point to use as a cop-out!) Put a tick to represent where you are now: you can add others later.*

1      2      3      4      5      6

You should be able to demonstrate understanding of the core elements of the professional teaching task, in respect of:

Curriculum planning	✓					
Diagnosing and providing for the needs of students at a variety of levels in your discipline			✓			
Designing taught sessions using a variety of methods and media			✓			
Assessing and evaluating teaching		✓				

You should have demonstrated competence in:

Planning, delivering and evaluating taught sessions				✓		
Communicating effectively with students					✓	
Using a variety of resources and media to support teaching			✓			
Facilitating students' active learning				✓		
Assessing student learning and performance			✓			
Evaluating and further developing your teaching		✓				

1 2 3 4 5 6

You should have understood and shown ability to apply professional values appropriate to teaching in post-compulsory education, including those of:

Respect for students and their potential and weaknesses

				✓	
--	--	--	--	---	--

Inclusivity

	✓				
--	---	--	--	--	--

Professional obligations for the delivery of high-quality services

					✓
--	--	--	--	--	---

Commitment to development of your competence in your original discipline.

					✓
--	--	--	--	--	---

Effective working as a member of an organisation and of a team

			✓		
--	--	--	---	--	--

Reviewing and revising practice in the light of increased understanding and of external change

		✓			
--	--	---	--	--	--

## 5 Action Plan based on Self-Assessment (Personal Development Planning)

*In the light of all that, what do you need to concentrate on in order to achieve your own professional development objectives? Obviously attending the Course and doing the work is going to be part of it, but that is necessarily generalised. What specific things do you need to study and/or practise? Try to be as clear as possible, including a statement of what would count as evidence that you have achieved your objective.*

*Some or all of these items should be reflected in your module submissions and noted on the Submission Proposals*

1	2	3	4
Tutorial Date	Action Plan items	What I am going to do	What I have done/next steps
31.11.07	I need to look at designing courses and structuring learning.	Look at new scheme of work: include it as case-study in Module 1 submission	Check out new scheme with college leader at college, report to next tutorial (1)
	I need to get some ideas about discipline in FE.	Read Sue Cowley's book as recommended	Discuss her ideas with mentor and try out (2)
	I realise my assessments are pretty unimaginative	Hang on for Module 3	I can see clearly now (Nash, J, 1972)
	Literacy and Numeracy (Module X) material	Start to compile portfolio	Bring in to next tutorial (3)
30.2.08	Discuss feedback on Mod. 1 submission	Referencing—check out websites on Harvard system	Proposed bibliography for Mod 2 or 3 submission (5)
	(1) Reaction to new scheme of work	Pros and cons of college system of scheme planning	OK so far—may revisit later

Since this PDP section may get quite big, you may find it useful to index items which you re-visit

This is a further stage of working on an item identified earlier

(continued on additional pages)



## 6 Focus of *Professional Practice 2* project

*Arising from your Action Plan, you need to formulate what you are going to do for your Professional Practice 2 project. Make a note of it here*

With the "New Deal" for young people and 14-19 initiatives, I think (at the moment) I want to focus on how we can deal with them in FE, when they thought they could escape from education at 16.

## 7 Negotiated Outcomes for *Professional Practice 2* project

*Professional Discipline has some standard Outcomes, but the remainder are for you to propose and agree with your tutor.*

*Use this table to set them out, including the evidence you propose to adduce for meeting them.*

Outcome	Evidence
Understand pressures on "disaffected" young people	Account based on reading and discussions with youth and social workers etc., and colleagues
Devise an approach to teaching them which will "get through" <i>(What does "inclusive" mean in this context?)</i>	Teaching sequence with objectives and exercises etc.
Evaluate the approach and compare it with others	Evaluation criteria and tools, and report. Reading up on ideas, and comparing
Agreed (Tutor) <i>T Gradgrind</i>	Date 30.2.08 Planned submission date

There is no set number of outcomes for the project

## 8 Tutor assistance required

*What would you like your tutor to do to help you achieve your Action Plan objectives?  
(She/he may or may not be able to agree to it!)*

Recommend some reading

Look over drafts *(Sorry, no can do: too many to be fair)*

Point me to other sources

Give me feedback on my teaching

Discuss some of my assessment approaches with me

Agreed *T Gradgrind*  
Date 30.2.08

(Tutor)

## 9 Mentor assistance required

*Ditto for your mentor*

Let me see you teaching, and discuss afterwards

Introductions to colleagues and others who might have ideas

Feedback on my teaching

Comments on my drafts

Agreed *C Rogers*  
Date 30.2.08

(Mentor)

Continue on separate sheets if necessary.

## 6.2 Assessment Protocol (Specimen)

*Note: this is a composite observation; all names have been changed, and no former or present students should feel in any way implicated!*

<b>Name of Student:</b> <i>Ginny Giraffe</i>	<b>Year 1 / Year 2</b>
<b>Observer:</b> <i>Vonla Vole</i>	<b>Tutor / Mentor</b>
<b>Subject:</b> <i>Team-working (Key skills and management unit)</i>	<b>Date:</b> <i>30.2.05</i>
<b>Class size:</b> <i>14 (-2 absent)</i>	<b>Level:</b> <i>ND Care</i>
<b>Type of class (lecture, lab, etc.)</b> <i>Lesson</i>	
<b>Duration and location</b> <i>11-12 Coypu College, Catford</i>	

	Heading	Met
<b>8.10</b>	<b>Planning and Preparing the Session</b>	<i>VV</i>
<p><i>Evidence, strengths and areas for development</i></p> <p><i>Lesson plan and copies of handouts and OHTs supplied before the session—clear evidence of planning. But no Scheme of Work.</i></p> <p><i>Brief rundown of the group and its membership—but no mention of the student with hearing impairment. Clearly you know the group quite well.</i></p> <p><i>This is the third-last of your sessions on this unit: you explained the pressure to cover the material, but really you have sacrificed some of the potential learning in the interests of that.</i></p> <p><i>You commented that they had recently had placement experience.</i></p>		
<b>8.11</b>	<b>Opening the Session</b>	<i>Not yet</i>
<p><i>Evidence, strengths and areas for development</i></p> <p><i>A slow start because of late arrivals: you did not actually get stuck in for a whole quarter-hour. Is that why you are slipping behind? You may have effectively told the group that it is OK to arrive late. I know they have to cross the campus, but could negotiate with their previous lecturer to give them time?</i></p> <p><i>You introduced the session objectives, but it was not clear that it meant anything to the students.</i></p>		
<b>8.12</b>	<b>Selecting methods</b>	<i>Not yet</i>
<p><i>Evidence, strengths and areas for development</i></p> <p><i>You opted for a conservative approach: presentation of material followed by a short buzz-group exercise with reporting-back. It was technically quite well done, but you missed the opportunity to draw on their experience on placement, when they must have worked in teams. The effect was to make all the material "out there" rather than "in here". You could even have made use of their experience working together as a class over the past year—and the groupwork they have done for presentations on other modules.</i></p>		

Initial when item is met. It may not of course be "perfect".

Similarly, indicate when further work required

	Heading	Met
8.13	Presenting material	VV
<p><i>Evidence, strengths and areas for development</i></p> <p><i>Clear and well-structured presentation, with good clear OHTs to support it.</i></p> <p><i>It's a pity you started with it, though: you could have used it to summarise and draw themes out of issues arising in discussion. That would have been a riskier option, relying on the students to make the points in the first place, but would almost certainly have resulted in deeper learning.</i></p>		
8.14	Supporting students individually	n/o
<p><i>Evidence, strengths and areas for development</i></p> <p><i>Can't say there was really an opportunity to observe this: you spent time in small groups, but that did not really involve active help for individuals.</i></p> <div data-bbox="1029 611 1300 853" style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>"not observed" because the opportunity did not present itself</p> </div>		
8.15	Using activities and exercises	VV
<p><i>Evidence, strengths and areas for development</i></p> <p><i>You included a small group exercise, which was quite well managed: the instructions were clear and presented visually as well as verbally. The students were clearly familiar with the method, and worked quite well.</i></p> <p><i>The reporting back wasn't brilliant—they didn't have much to say, and the first group said practically all of it. That could have been managed better (see my notes)</i></p> <p><i>The pity was that the exercise was too abstract—you could have asked them for their experiences of successful team-working (even in the class) and got them to draw the principles out of it in plenary discussion.</i></p>		
8.16	Using resources	VV
<p><i>Evidence, strengths and areas for development</i></p> <p><i>You used the OHP to quite good effect, and well-designed gapped handouts. My question is with the message that a gapped handout sends—it implies that students are waiting for a definitive bit of material to go in the gap, which was not quite right for this topic.</i></p> <p><i>You used the whiteboard to record their reporting-back, which was good because it recorded their contributions and gave value to them—but you did not have to spend so long writing it all out. Keywords would have done as well. And think about how you use the space—it all got a bit cramped.</i></p>		

	Heading	Met
8.17	<b>Relating to students</b>	V V
<p><i>Evidence, strengths and areas for development</i></p> <p><i>Generally good—a comfortable relationship as it should be after working with them for a term. You insist that they come to you, rather than making the effort to go to them (as with the first group to arrive)—perhaps you could take a bit more of the initiative. No significant class management problems.</i></p> <p><i>On the whole, apart from points made in the notes, you did quite well by your hearing-impaired student—but consistency is important here!</i></p>		
8.18	<b>Promoting active learning</b>	Not yet
<p><i>Evidence, strengths and areas for development</i></p> <p><i>The exercise engaged the students a little, but it could have been a lot more. You did not make any use of their prior experience, either on placement or in the class. They did bring in their own ideas (via Man. Utd.) at the very end, but there was no opportunity to capitalise on it.</i></p> <p><i>I understand your concern about "covering the syllabus", but if the learning is not meaningful, what's the point?</i></p>		
8.19	<b>Managing the session</b>	V V
<p><i>Evidence, strengths and areas for development</i></p> <p><i>You kept the students on task most of the time, but the slow start meant that you were hurrying them towards the end.</i></p> <p><i>The gapped handouts maintained their concentration during the presentation, and the exercise was generally well-managed, although it would have helped to have specified a time-limit in advance. You did not remind them to appoint a rapporteur, but probably did not need to because it was a familiar procedure.</i></p>		
8.20	<b>Concluding the session</b>	Not yet
<p><i>Evidence, strengths and areas for development</i></p> <p><i>As you commented afterwards, not as good as you would have liked. You summarised the points you wanted to make, but there was no way of finding out what the students were taking away. You made links to the next session, but in rather a scrappy way because of time pressure.</i></p>		
8.21	<b>Evaluating after the session</b>	V V
<p><i>Evidence, strengths and areas for development</i></p> <p><i>It's clear from the comments you volunteered that you are aware of some of the shortcomings of this session, which you generally put down to the pressure to cover the material, but you do need to think further about what the students are learning rather than what you are teaching. That's about par for the course for your level of experience—you'll get there!</i></p>		

Sometimes the judgement is "just about OK, on balance"

## Observation Notes

*(There is no great significance in the columns: I just leave space on the right for later thoughts and comments)*

*Thanks for inviting me to observe.*

*It was useful to have a copy of the lesson plan and the handouts, but I could also have done with the Scheme of Work to see where this session fitted in. You said that you had slipped a bit with the syllabus and there was pressure to catch up.*

*Why the rows of tables?*

*11:03 First 4 students arrive, chattering. You let them alone.*

*11:07 Five more students (supposed to be 12)*

*11:10 You call them to order and start with an OHT of the objectives of the class*

*Link back to the previous session: good questioning on what they remember. Just three students answer*

*Late-comers: apologetic, but slightly disruptive*

*11:15 Presentation on team-working using OHTs and gapped handout: definitions of a "team" Students taking it down and filling in the gaps. Fairly good level of concentration—one of them asks you to keep the OHT up for a bit longer*

*OHTs: done on PowerPoint, well laid out, clearly visible from the back.*

*Room layout: someone has to use the "temporary" classrooms, I know, but has your team considered posters and the like to brighten it up and pass on some useful information—there's plenty of health education stuff and the like out there.*

*Think about getting the students to arrange the furniture board-room style or so they can group around tables pushed together*

*Any reason not to talk to them? Help to get them settled?*

*What's your policy on when to start?*

*I know it's good practice to set out the objectives, but to do it so formally does not really communicate with the students: it's all in jargon*

*(Check participation level across the group) ~~The back row students are still giggling to each other.~~ You picked that up well and brought them in: good to refer to a contribution one of them made last session—helps them feel valued.*

*Is this a regular occurrence with these students? What's your policy?*

*But it's 15 minutes into the session, and you only have an hour!*

*If you need to draw attention to something on an OHT, point it out on the projector, not on the screen—you create a shadow and obscure some of the image. Can everyone see?*

~~One of the students uses a hearing aid—have you discussed with her how you can help?~~

You do stay away from the window and position yourself so she can see both you and the screen, and your voice is clear—I think you have checked it out. You're checking the class visually, including her. Good.

Is the deaf student the reason you put up so much on the screen? Much of the time you are telling them the same as they can read.

Couldn't you have set this in such a way as to draw on their experience?

11:28—Exercise: discuss in threes the characteristics of an effective team: instructions on OHT.

It would have helped to give them a time-limit in advance (you've put it in the lesson plan)

Why 3s?

What's your policy on your role when they are in groups? Do you leave them to it? Just go round and listen? Join in?

You spent a full five minutes with one group, looked in on another and did not go to the other two. Any particular reason?

11:40 Report back from each group in turn. Rather desultory. Started with the group you spent most time with. By the time they finished there wasn't much left for the others to say.

Think about getting just one statement from each group and then moving on—you can go round again if necessary.

Good to write up the responses—gives value to what the students say

Consider just using key-words—it's quicker. And think about how to use the board "real-estate". Mind-map?

But you're talking to the board! How about your deaf student? And did she hear the reporting-back?

11:47 Summarising: OHT from textbook of the characteristics (common purpose, communication, leadership...)

They write it down—but so what? Do they really know any more than they did to start with, apart from a few jargon labels?

11:51 Students a bit restive: obviously think they have finished. One has taken her mobile out of her bag and is checking it under the table.

Belbin? With less than 10 minutes to go?

Student question about Man. Utd. (Question not really clear, but class becomes more animated—discussion moves on to Beckham—can he speak Spanish? How does he communicate with Real Madrid?)

No time to answer! Quick summary of the session—couple of admin points—notice of next week's topic. Close 11:59

OK—it's dated!

## 6.3 Pristine Observation Protocols (Both Levels, to copy)

### Protocol Part 1: Observation Headings

	Stage 1	Stage 2
8.10	<b>Planning and Preparing the Session</b>	
	<ul style="list-style-type: none"> <li>▪ Are the objectives of the session clear?</li> <li>▪ Is the plan of the session clear?</li> <li>▪ Do you have a clear view of learners' needs and capabilities, or a plan to find out?</li> <li>▪ Have you made plans to adapt to foreseeable problems?</li> <li>▪ Are the room and facilities suitably set up, with attention to health and safety considerations as required?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do you have a clear and empathic understanding of what students need to know and be able to do, to take advantage of the session?</li> <li>▪ Do you understand the different motivations and expectations within the group?</li> </ul>
8.11	<b>Opening the Session</b>	
	<ul style="list-style-type: none"> <li>▪ Do you make the objectives of the session clear to the students?</li> <li>▪ Do you outline the plan of the session?</li> <li>▪ Do you make links with other sessions, etc. as appropriate?</li> <li>▪ Do you check the present level of students' knowledge, skills and/or preparation?</li> <li>▪ Do you deal appropriately with late-comers?</li> <li>▪ Do you deal appropriately with unprepared students?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do you re-negotiate the session if necessary?</li> <li>▪ Do you make particular efforts to link the session with students' other experiences or interests?</li> </ul>
8.12	<b>Selecting methods</b>	
	<ul style="list-style-type: none"> <li>▪ Are the teaching methods you have chosen appropriate for the students?</li> <li>▪ Are they appropriate for the subject-matter?</li> <li>▪ Are you comfortable with them?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do the methods promote deep learning?</li> <li>▪ Do you play to the students' strengths?</li> </ul>
8.13	<b>Presenting material</b>	
	<ul style="list-style-type: none"> <li>▪ Have you structured the material so that it is as easy as possible for the students to follow?</li> <li>▪ Is the language used appropriate for both subject and students?</li> <li>▪ Do you emphasise the key points appropriately?</li> <li>▪ Is the pace of your exposition appropriate?</li> <li>▪ Do you check that you have been understood?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is the trade-off between complexity and comprehensibility managed appropriately (i.e. neither over-simplification nor confusion)?</li> </ul>

	Stage 1	Stage 2
8.14	<b>Supporting students individually</b>	
	<ul style="list-style-type: none"> <li>▪ Do you distribute your attention fairly among the students?</li> <li>▪ Is your communication – both verbal and non-verbal – appropriate for the student and the task?</li> <li>▪ Are the tasks set for students working on their own appropriate both for the student and the topic?</li> <li>▪ Do you give the student appropriate feedback and encouragement?</li> <li>▪ Do you respond appropriately to equal opportunities issues?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are you aware of what is going on elsewhere while working with an individual student?</li> <li>▪ Is your support tuned to promoting student's own problem-solving, and developing confidence?</li> <li>▪ Do you deal with "difficult" students – if any – consistently and effectively?</li> </ul>
8.15	<b>Using activities and exercises</b>	
	<ul style="list-style-type: none"> <li>▪ Have you selected activities and exercises appropriately?</li> <li>▪ Do they actively contribute to meeting session objectives?</li> <li>▪ Have you briefed everyone clearly: are all necessary resources available?</li> <li>▪ Have you got the timing right?</li> <li>▪ Did you make appropriate use of the results of the activity?</li> </ul>	<ul style="list-style-type: none"> <li>▪ If groups are used, are they selected to maximise effective working?</li> <li>▪ Is your intervention pitched at the most effective level?</li> <li>▪ Do you make use of the results of the activity to modify the rest of the session?</li> </ul>
8.16	<b>Using resources</b>	
	<ul style="list-style-type: none"> <li>▪ Are the resources used appropriately selected?</li> <li>▪ Are they appropriately prepared (quality of handouts, OHTs, etc.)?</li> <li>▪ Is your technique satisfactory (board-writing skills, use of OHP, etc.)?</li> <li>▪ If IT is used, is it integrated into the session to support the objectives?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do the resources used disadvantage any students (e.g. those with a disability)? Are they appropriate for all cultural groups?</li> <li>▪ How do the resources used affect the dynamics of the class: do they promote student- or teacher centred processes?</li> </ul>
8.17	<b>Relating to students</b>	
	<ul style="list-style-type: none"> <li>▪ Is a suitable working culture created and maintained?</li> <li>▪ Do all students get the attention they require? Are all students involved?</li> <li>▪ Do you respond constructively to students' questions and comments?</li> <li>▪ Is your voice both clear and varied for variety and emphasis?</li> <li>▪ Do you communicate interest and even enthusiasm for the subject?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do you create and maintain an appropriate social distance to suit the student group and the task?</li> <li>▪ How do you respond to students' "off-task" activity?</li> <li>▪ Do you help all students feel that their contributions are valuable and valued?</li> </ul>
8.18	<b>Promoting active learning</b>	
	<ul style="list-style-type: none"> <li>▪ Do you use open questions?</li> <li>▪ Do you ensure that it is not always the same people answering your questions?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do you engage in a dialogue with the students?</li> <li>▪</li> </ul>

	Stage 1	Stage 2
	<ul style="list-style-type: none"> <li>▪ Do you respond constructively to wrong answers?</li> <li>▪ Do you create opportunities for students to take responsibility for their own learning?</li> <li>▪ Do you create opportunities for students to learn from each other?</li> <li>▪ Do the students seem to feel they have a contribution to make to the learning process?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Given the choice, do you tell them, or get them to find/work it out?</li> <li>▪ Do you ensure that they are learning at the appropriate level (Bloom, etc.)?</li> </ul>
8.19	<b>Managing the session</b>	
	<ul style="list-style-type: none"> <li>▪ Does the work fit the time allocated?</li> <li>▪ Do you allocate time according to session priorities?</li> <li>▪ Do you move smoothly between activities?</li> <li>▪ Do the students know where they are and what they should be doing at all times?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are you able to make good use of unexpected happenings?</li> </ul>
8.20	<b>Concluding the session</b>	
	<ul style="list-style-type: none"> <li>▪ Does the session have a clear conclusion?</li> <li>▪ Do either you or the students sum up?</li> <li>▪ Do you assess what has been learned?</li> <li>▪ Do you make links with the next session?</li> <li>▪ If you are setting work between sessions, are your expectations clear?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do you involve the students –formally or informally – in evaluating the session?</li> </ul>
8.21	<b>Evaluating after the session</b>	
	<ul style="list-style-type: none"> <li>▪ Can you produce evidence for your assessment of how the session went?</li> <li>▪ Were the objectives met? How do you know?</li> <li>▪ What have you done that you ought not have done?</li> <li>▪ What have you left undone that you ought to have done?</li> <li>▪ What will you do differently next time?</li> <li>▪ And what must you be sure to do the same next time?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can you see how ideas from the Programme might be used to develop your practice further?</li> <li>▪ What did the students learn, apart from what you set out to teach them?</li> </ul>

## Part 2: Assessment Protocol

<b>Name of Student:</b>	<b>Stage 1 / Stage 2</b>
<b>Observer:</b>	<b>Tutor / Mentor</b>
<b>Subject:</b>	<b>Date:</b>
<b>Class size:</b>	<b>Level:</b>
<b>Type of class (lecture, lab, etc.)</b>	
<b>Duration and location</b>	

	<b>Heading</b>	<b>Met</b>
<b>8.10</b>	<b>Planning and Preparing the Session</b>	
<i>Evidence, strengths and areas for development</i>		
<b>8.11</b>	<b>Opening the Session</b>	
<i>Evidence, strengths and areas for development</i>		
<b>8.12</b>	<b>Selecting methods</b>	
<i>Evidence, strengths and areas for development</i>		

	Heading	Met
<b>8.13</b>	<b>Presenting material</b>	
<i>Evidence, strengths and areas for development</i>		
<b>8.14</b>	<b>Supporting students individually</b>	
<i>Evidence, strengths and areas for development</i>		
<b>8.15</b>	<b>Using activities and exercises</b>	
<i>Evidence, strengths and areas for development</i>		
<b>8.16</b>	<b>Using resources</b>	
<i>Evidence, strengths and areas for development</i>		

	Heading	Met
<b>8.17</b>	<b>Relating to students</b>	
<i>Evidence, strengths and areas for development</i>		
<b>8.18</b>	<b>Promoting active learning</b>	
<i>Evidence, strengths and areas for development</i>		
<b>8.19</b>	<b>Managing the session</b>	
<i>Evidence, strengths and areas for development</i>		
<b>8.20</b>	<b>Concluding the session</b>	
<i>Evidence, strengths and areas for development</i>		
<b>8.21</b>	<b>Evaluating after the session</b>	
<i>Evidence, strengths and areas for development</i>		

**Subject Specific issues**

**Action points for future development**

**Summary**