

Reinvigorating Curriculum Design

Case Study



Project title: Developing a flexible approach to the delivery of Initial Teacher Training (ITT) and assessor qualifications

This project set out to use the flexibility of the QCF to design more relevant, cost effective and sustainable ITT programmes to help underpin the Barnett and Southgate College's ability to deliver increased numbers of high quality apprenticeships.

Worth reading if you are interested in:

- Workforce development
- Diversification of the ITT offer
- Maximising the flexibility of the QCF
- Assessing apprenticeships

Contact information

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Participating organisation:

Barnet and Southgate College

What the project set out to do and why

The project set out to use the flexibility of the QCF to design more relevant, cost effective and sustainable ITT programmes to help underpin the College's ability to deliver increased numbers of high quality apprenticeships.

Specifically, the project team wished to explore the links between the new *Certificate in Assessing Vocational Achievement (CAVA)* and *Preparing to Teach in the Life-Long Learning Sector (PTLLS)* and plan for holistic delivery and assessment of a single-track route to the two qualifications for assessors who work across the recently merged college.

What the project has achieved so far

The ITT project team and the College's senior assessor took part in a two-day training and development programme facilitated by an outside expert trainer. This enabled the group to plan the design and delivery of the new QCF assessor units and gave them the confidence to work with the wider team of assessors, many of whom had been in post for a long time.

The project team organised cross-campus training for all assessors to update their knowledge of assessment and of the QCF. Participants undertook a self-assessment to identify gaps in their knowledge which would inform future training. Highlighted areas for development included recognition of prior learning (RPL) and credit accumulation and transfer (CAT) and the difference between the two. Staff have since received dedicated training on these aspects of the QCF and appreciate the implications for the organisation.

*"Valuable knowledge to embed into our enrolment processes."
(IAG staff member)*

*"Maintains the currency and relevancy of ITT programmes to support trainees working in a variety of roles across the College and the sector."
(Teacher trainer)*

*"Greater appreciation of the importance of accurately recording prior credits and learning, with implications for our procedures."
(Manager)*

The ITT team have now successfully recruited staff from across the College onto the assessor training. Initial recruitment targeted those staff who wished to upskill from the A1 assessor award and those who wanted to undergo assessor training for the first time. The response confirmed the perception that there is a significant demand for trainer assessors. This was in contrast to the low demand for ITT this year, in particular for the *Certificate in Teaching in the Lifelong Learning Sector* (CTLTS) and the *Diploma in Teaching in the Lifelong Learning Sector* (DTLLS) courses. By diversifying the offer to include CAVA and the combined PTLLS and Assessor Awards, the team now believe they will be able to attract applicants from a wider pool of trainers / assessors and pre-service recruits who may then opt to progress to associate- and full-teacher status.

ITT staff have taken ownership of the delivery of these assessor qualifications and have delivered the first three sessions of unit 1 (the knowledge unit). While they believe that the input of teacher trainers is invaluable to the delivery of this unit, they acknowledge that it is essential to work in partnership with senior assessors. For this reason, one of the sessions is run by the College's lead assessor and work-based assessment is conducted by the assessing team.

Tutors delivering the programme have to manage a broad mix of ability and

experience. This has highlighted the need for more effective initial assessment and self-assessment, and for assessment strategies that require a more flexible approach to assessing unit outcomes, including systematic recognition of prior learning.

The project team has redesigned the structure of the ITT programme to include both the revised assessor award and the revised PTLLS qualification. In future, learners will be able to opt for either the full assessor certificate, or PTLLS and one unit of the assessor certificate. They anticipate that RPL will play a significant part in early assessment and signposting onto relevant courses.

The team have created a Moodle page from where learners can access all materials and resources at their convenience.

What the project still needs to do

- Complete the schemes of work for the combined PTLLS and CAVA programme. These will embed unit 1 of the assessor qualification within PTLLS. This should cut down the potential for duplication and save time for learners.
- Recruit learners, from both within and outside of the College, to the first combined course to commence in May 2012. There are early indications that the new course will attract staff who in the past did not want to commit to a CTLLS qualification and potential learners who were not eligible to register because they did not have access to a teaching placement.
- Engage with information, advice and guidance (IAG) staff and undertake further work on initial assessment and self-assessment to better understand each learner's starting point and avoid repeat learning.
- Liaise with the Human Resources department to inform work on job descriptions and a review of staff qualifications.
- Carry out the assessment of the first cohort of learners.

What the project wants to share with other schools, colleges and training providers

The following resource is available at the end of the case study:

- Potential routes through the assessor and ITT qualifications (annex 1).

Schemes of work, initial assessment and self-assessment resources will be available later in the year and can be obtained by contacting the project lead.

Key learning points

- The work has demonstrated the potential to diversify the ITT offer. However, it is important to get senior managers, assessors and the IAG team on board to maximise impact.
- The QCF provides opportunities to develop more flexible provision in ITT with different exit points.
- When recruiting learners with a wide range of knowledge and skills it is even more essential to build in rigorous initial assessment and a structured process of self assessment.
- The organisation needs a greater understanding of the benefits of RPL and the processes that should be in place across delivery teams to underpin it.

Annex 1

QCF: teaching and assessing routes

Qualification	Level	Credit value	Progression
PTLLS	3 or 4	12	CAVA or CTLLS
Combined PTLLS and Assessor Awards	3 or 4	12	CAVA units 2 and 3 or CTLLS (incorporating units 2 and 3)
CAVA unit 1	3	3	CAVA Units 2 and 3 or PTLLS
CAVA units 1 and 2	3	9	CAVA Unit 3
CAVA units 1 and 3	3	9	PTLLS or IQA
CAVA (full certificate)	3	12	PTLLS or IQA
IQA	Currently not offered		
CTLLS	3 or 4	24	DTLLS
DTLLS	5	84	QTLS