Supporting excellence in initial teacher education in further education and skills

Case study for projects

To be submitted to LSIS by 5.00 pm on 31st October 2012 to deborah.moss@lsis.org.uk.
Please refer to the questions in each section to help you prepare the content.

ABOUT YOUR PROJECT

1. Project title
University of Sunderland Centre for Excellence in Teacher Training (SUNCETT) Open ITE Project

2. Project summary (max 50 words)
This may be the same as in the original submission, but please amend in light of changes you may have made during the duration of the project.

The University of Sunderland in consultation with key stakeholders and Partner Institutions has designed, developed and explored ways to provide an open, accessible, sustainable and affordable blended learning route (60 credits HE Level1 & 2). This blended learning programme includes PTTLS and a University Integrated Foundation Certificate which can lead towards the award of the full Professional Graduate/ Certificate in Education Post Compulsory Education and Training (PCET).

3. Your ITE provision (approx 200-300 words)
Describe the ITE provision you are offering from September 2012, including as a result of the project: number of students (predicted or estimated if not confirmed), accreditation, delivery methods and target audience

The Post Compulsory Education and Training (PCET) team provides part time and full time ITE training accredited by the University of Sunderland for pre-service and in -service undergraduate and postgraduate trainees from a wide variety of backgrounds. This existing programme is delivered in a number of ways:

On campus University delivery:
- Pre-service trainees pursue a University of Sunderland Professional Graduate/Certificate in Education PGCE in PCET. This is taught on campus by the University team. This programme is studied full time and is one year in duration.
- In 2011-2012 the University also developed a PG/CE PCET Integrated Literacy pathway offered on-campus on a full-time basis.
- The University team have also established a reach out Centre in Northumberland. The Hirst University Reach Out Centre is based in Ashington in South East Northumberland and offers a part-time pre-service and in-service pathway. This programme is studied on a part-time basis and is two years in duration.

In-service delivery:
- The part-time, in-service pathway is provided off campus via collaborative arrangements with the University's Partner Institutions. The majority of in-service trainees pursue the Certificate in Education in PCET. This programme is studied on a part-time basis and is two years in

duration.

The Open ITE project:
- This project will add another model of delivery to those already developed.
- The blended version of the programme will be offered on a part-time basis and will be up to one year in duration. It will extend the reach of existing provision by allowing those who wish to study independently, on-line and through attendance at two to three face to face University Centre Days per module to undertake the programme.
- The project plans to recruit approximately twenty students for a January/February 2013 start. The Open ITE programme is being promoted through the SUNCETT website and SUNCETT events. The programme will target trainees working in Work Based Learning contexts and Training providers as well as those who take up employment in FE Colleges and ACL organizations in –year. In addition, the programme aims to attract pre-service trainees who were unable to secure a training place at the start of the academic year.

4. Resources used *(you may decide upon the level of detail to be provided here)*
Outline the resources used to run this provision (outlined in 3 above) including: teaching time, resources used, tutoring/mentoring etc.

Open ITE Project Development Time

The SUNCETT Open ITE project has been developed by
- three academic staff with support from two members of the IT support team at the University
- This approximates to fifty six days of staff time.

Indicators of Proposed Delivery Resource Demands

- There will be three days in each module of face to face contact time at the University Based Centre Days which equates to nine days of academic staff time per cohort (20 trainees).
- One to one/ group electronic and telephone tutorials = twenty five hours per module per cohort = 75 hours
- formative assessment of tasks and assignments = 1hour per 20 students x 3 modules = 60hrs
- summative assessment of tasks and assignments = 1hour per 20 students x 3 modules = 60hrs
- Observation and assessment of TPs = 2hours x 2 TPs per student = 4x20 = 80 hours
- Management and updating of VLE
- Purchase of additional access to e-books etc.,

5. Achievement against aims and objectives of project, and lessons learnt *(approx 400 words)*

Achievements against the key Project Outcomes for the SUNCETT Open ITE Project are summarised below:

Objective: Develop and design a user interface and web based environment to suit the delivery of PG/CE PCET open learning modules.

- User interface designed to suit the delivery of 60 credits (three modules) of the University of Sunderland PG/CE PCET programme.
- This enables potential trainees to access Initial Teacher Training to fit in with competing life and workplace demands and pressures, which may have otherwise excluded them from participating in ITE.
- This blended learning approach utilises a mix of face to face and distance learning approaches in potentially flexible and responsive ways which 'reach' a wider trainee population across and beyond the region. This potential reach would not have been possible without the support of the LSIS open ITE project.
- In addition the project has the potential to attract new trainees from WBL and ACL contexts for whom traditional modes of delivery have proved difficult to access.

Objective: Design a coherent and carefully structured curriculum based upon relevant research evidence and practice in the sector.

We have developed a web space on the University VLE that includes:
- module content folders,
- electronic resource repository,
- email contacts,
- blog space and use of *Twitter*
- assessment task electronic submission and feedback system etc.

Objective: Design well developed and research-informed curriculum and related materials to support each module in the pathway.

- We have developed current PG/CE PCET materials to support blended learning environment for all three modules on the pathway.

Objective: Explore the development of specialist modules in literacy, numeracy, STEM subjects and vocational learning in the FE and skills sector.

- Our Literacy and numeracy Programme Leader will be exploring the potential of the Open ITE model to deliver a blended version of the Literacy and Numeracy Diplomas from February 2013
- The model allows for the development of specialist modules in different areas of provision including SEN, STEM, Behaviour Management, Inclusive Teaching & Learning and Technology for 21st Century Teachers

Objective: Design formative and summative assessment tasks and strategies to support progress and monitor achievement.

- A calendar of study for students has been developed that arranges formative and summative assessment tasks and strategies to support progress and monitor achievement. This calendar of study includes opportunities to for peer working, formative feedback from tutors and online group working.
- This programme will draw upon the already well developed Personal Learning Plan tool for the monitoring of student progress and achievement

Objective: Recruit and train appropriate support staff including mentors and assessors.
- A team of tutors have been involved in the development of the curriculum, calendars of study and development of online resources. These tutors will also be involved in teaching on the Centre Based Days and the support of online learning.

Objective: Market and promote the new pathway to potential trainees.
- Marketing materials have been developed and the course is being promoted through the SUNCETT and University websites and networks

Objective: Recruit trainees to the new pathway for September 2012
- Recruitment has been much slower than we anticipated and we have moved the start date back to January/February 2013 to allow more time to recruit.
- Recruitment is currently on-going. We are working to achieve a viable cohort of twenty to meet this revised date.
- Uncertainty about future qualification requirements is acting as a disincentive to potential trainees to study for professional teaching qualifications. This uncertainty may adversely impact upon the sustainability of all teacher training. However if the requirement to be qualified remains then this Open ITE programme offers a sustainable and flexible alternative/supplementary route.

6. Advice to others.

- Recognise the importance of pre- course reading and pre-course activity to make the most of face to face time.
- Spend time early on in the course to help students settle into their studies and to enable the establishment of strong tutor-student relationships and to build relationships of trust and support between students in the cohort in order for these relationships to be encouraged and sustained during the virtual learning activity.
- Keep as much unnecessary 'noise' out of the course as you can- on occasions 'less is more'
- Ensure that key concepts and ideas are presented clearly and concisely and that these are reinforced at different points in the programme through cross-curriculum/cross module planning
- Identify where the tricky bits are in the course (common misconceptions/ideas that students often find difficult to grasp) teach them well and assess them carefully in a variety of ways.
- Embed Assessment for Learning in your assessment strategy – helps you build, maintain and sustain relationships with learners and helps learners see what they need to do in order to improve
- Find innovative ways of using the VLE to support collaborative working to support learning and build relationships
- Remember Permissions and Copyrights.
- Embed engaging multi-media material and clips in your VLE – this is much easier than it used to be!
- Use popular culture and comedy to get the 'tricky bits' across
- Make links to JISC
- Develop good professional relationships with technical support teams
- Make the most of any members of your academic team who have well developed technical knowledge and skills

7. Contact information
Please provide contact information of the author of this case study and state whether you are willing to answer queries from others.

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8. Resources available for others

Please provide details of the resources that can be made available to other providers as a result of this project. Examples may include teaching and learning resources, handbooks, spreadsheets to calculate costs, flyers and recruitment materials, procedure documents etc. These should be referenced in this report and submitted at the same time.

We are very happy to talk to others about 'lessons learned' and some of the resources that we are intend to use. However we feel it is too early to release these materials/resources as many are still in draft form and at pilot stage.