

Supporting Excellence in Initial Teacher Education in Further Education and Skills

Case study for projects

ABOUT YOUR PROJECT

1. Project title

Supporting Employability in Initial Teacher Education

2. Project summary (maximum 50 words) ensure key words are used for searches

This may be the same as in your original submission, but please amend in the light of any changes you may have made in the duration of the project.

Working with LSIS and our partner colleges, we have engaged with learners and employers to develop an award suite of initial teacher education qualifications. This new suite was based on the following principles:

- 1) developing employer engagement
- 2) flexibility of options and recognition of prior learning to widen participation
- 3) developing trainee employability skills
- 4) develop, validate and promote English, mathematics and ESOL teacher training qualifications

1. **Your ITE provision**

Describe the ITE provision you are offering from September 2012, including number of students (predicted or estimated if not confirmed), validation, delivery methods and target audience.

1.1 Overview of the project

Staffordshire University supported by:

Ashton-under Lyme Sixth Form College

Burton College

Newcastle-under-Lyme College

Riverside College

South Staffordshire College

Stafford College

Stoke-on-Trent College

Walford and North Shropshire College



The primary focus of the project was to revalidate our initial teacher training programmes to comply with the [LSIS \(2011\) updated generic teaching qualification](#) reforms. Prior to the [government response](#) (2012) to the [Lingfield interim report](#) (2012), these were to be compulsory changes to the curriculum. However, we aimed to go beyond compliance by completely redeveloping our programme in terms of the underlying ethos of the reforms:

- recognition of prior learning to help reduce employer/employee costs
- widening participation and ease of access
- developing employability through work based learning
- developing a range options to meet employer and learner needs
- a focus on deeper, reflective learning.

The LSIS reforms were the inspiration for this project. Firstly, the progression route was simplified, enabling work completed for CTLLS to be transferred directly into DTLLS (see our **module framework** overleaf for details). This enabled us to create an **assessment framework** (see appendix 1) which included the opportunity for the candidates to complete each qualification as suited their individual needs. From this, we developed a varied approach to learning and assessment through a stronger focus on informed reflection on work based learning. In this respect, each assessment focuses on the candidate's personal and professional development. As well as observations of practice, candidates also have to complete various work focused tasks, such a mock interviews, peer assessment development and feedback, individual and group presentations. These experiences are captured in their individual learning plan and informed reflective writing.

DTLLS/PGCE Programme (2012) Part 1

Unit title	Level	Credit Value	GLH	= or similar to
Group B (*) Roles, responsibilities and relationships in lifelong learning	4	3	12	PTLLS
Group C (*) Subgroup C1 Understanding inclusive learning and teaching in lifelong learning	4	3	12	
Group C (*) Subgroup C2 Using inclusive learning and teaching approaches in lifelong learning	4	3	12	
Group E (*) Principles and practice of assessment in lifelong learning	4	3	12	
PTLLS COMPLETED				
Group H Planning to meet the needs of learners	4	3	15	(PEL) Elements of former CTLLS
Group F Delivering lifelong learning	4	3	15	CTLLS= Group F-I, now Planning Inclusive Learning plus UMBLE
Group I Using resources for lifelong learning	4	3	15	
Group G Assessing learners in lifelong learning	4	3	15	
Group L (**) Understanding and managing behaviours in a learning environment (formerly MARBLE)	4	12	42	(MARBLE) PTLLS+CTLLS +UMBLE
CTLLS COMPLETED				
Group J Enabling learning through assessment	4	12	30	(ELA)
Group K Applying theories and principles for planning and enabling inclusive learning and teaching	4	12	30	(TPPLE)
Total Part 1		60	210	

(*) referred to as groups A, B & D in the PTLLS Guidance. The units have different group titles in CTLLS as well. For example, Group L in DTLLS morphs to group G in CTLLS. (**).

Part 2 (PGCE assessed at level 7)

Unit title	Level	Credit Value	GLH	= or similar to
Group A Continuing personal and professional development	5/7	12	30	(CPPD)
Group A Curriculum development for inclusive practice	5/7	12	30	(CDIP)
Group A Wider professional practice	5/7	12	30	(WPP)
Group L Action Research 'Super module' Research focus chosen by candidate according to needs	5/7	24 (HEI need 60 @ L5)	60	(retain 4 modules in part 2)
Part 2		60	150	
Grand total (Part 1 & Part 2)		120	360	
DTLLS/PGCE Complete				

L Units ('Option Units') = 36 credit requirement

Part 1 UMBLE /Specialist support = 12

Part 2 Action Research = 24

Total = 36 credits

(LSIS L5 requirement of 63 credits, but this can be 60 credits for HEIs)

L units: Part 1 = 42 GLH (30 GLH for 12 credits plus 12 for 3)

Part 2 = 60 GLH (30 GLH for 12 credits, so 60 for 24)

This development process was coordinated by the University, but with input from the college teachers who deliver the courses. Firstly, standard templates were considered and agreed so that all work would be through an agreed approach. Teachers were then organised into cross-college groups to develop individual modules. This development took place through a combination of face-to-face and online meetings. Draft work was then presented to whole team development meetings, with the documents finalised by the University. Now that the awards are being taught, these handbooks continue to be developed in order to address any issues as they occur.

We now have a core University validated programme for the PTLLS, CTLLS and DTLLS qualifications. These are supplemented with several option modules which were selected by the team considering employer and candidate feedback. These include:

- Understanding and Managing Behaviour in the Learning Environment
- Action Research
- Specialist Support for Teaching and Learning of Cognitive learning Difficulties
- Level 3 English ESOL and Maths introductory courses
- Level 5 English, ESOL and Maths subject specialisms

In order to support learning, the colleges already use their own Virtual Learning Environments. However, this is now supplemented by a University VLE which provides access to all of the course documents, online submission and feedback as well as messages relevant to the whole cohort. This development was initially delayed by issues relating to the system being upgraded. However, the first online submission is due on November 11th for PTLLS.

We also looked at our approach to working with employers. For this aspect of the project, four colleges researched their existing practice as well as implemented innovations to their practice. Their findings were fed back to the rest of the team for discussion at our development meetings.

Emerging issues included:

- Out of date marketing materials
- Lack of marketing materials
- Lack of awareness of courses within colleges
- Differing approaches to engaging with employers

Innovations to practice included:

- Developing and piloting an induction/awareness raising video. This will be used at events such as jobs fairs and so on
- Broadening reach of course information and contacts; such as work-based learning, community and specialist providers
- Developing opportunities for employers to feedback to tutors regarding course content and impact on candidates
- Taster sessions to encourage new participants
- Developing tailor made courses to meet employer needs – such as within prison education

All in all, this aspect of the project generated a great deal of interest and ideas from all of the providers with regard to our future development. It showed to us that we have room for development in this aspect of our practice. What is clear is that we now need to establish a more consistent base-line approach to how we engage with employers as well as promoting innovation within the group for our continuing improvement.

1.2 Validated courses

This suite of qualifications now comprises:

A full suite of free standing and interlinked qualifications based on the [LSIS \(2011\) reforms to the 2007 regulations](#)

Candidates can now gain university validated qualifications for Preparing to Teach in the Lifelong Learning Sector, Certificate in Teaching in the Lifelong Learning Sector and Diploma in Teaching in the Lifelong Learning Sector as standalone or interlinked qualifications. CTLLS and DTLLS are comprised of individual modules based on the LSIS (2011) reforms, enabling flexible entry points throughout the course. A PGCE option (Level 7) is also available for graduates.

Candidates are able to use previous qualifications to reduce the number of credits and study duration through Recognition of Prior Learning.

Option units of Understanding and Managing Behaviours in the Learning Environment, Action Research and Specialist Support for Teaching and Learning of Cognitive learning Difficulties have also been created.

Further to this are the English, mathematics and ESOL qualifications:

Level 3 English ESOL and Maths introductory courses

Level 5 English, ESOL and Maths subject specialisms

Delivery methods (curriculum)

The DTLLS/PGCE suite of qualifications is delivered as a two year course, with 'Part One' (LSIS 2011) forming the first year and 'Part Two' forming the second. However, three colleges have also opted to pilot an extended one year course.

The English, Mathematics and ESOL qualifications are all currently delivered at the university (Stafford campus), though there is the opportunity for partner colleges to deliver as well subject to demand.

Delivery is e-supported with classroom instruction as well as practice observations and tutorials. Classroom delivery utilises a wide variety of teaching and learning approaches in order to model differing methods to candidates. Professional discussions, micro-teaches, presentations and group work are all examples of a student based approach to learning used throughout the courses.

Target audience: Recruitment

A key benefit of validating the course along the lines of individual PTLLS, CTLLS and DTLLS qualifications rather than as a traditional 30 credit/4 module university course has been the ability to target differing markets for each course.

Number of students on DTLLS suite of qualifications (as of 26/10/12): 243 learners

English, Mathematics and ESOL teacher training course:

Teaching English (Literacy CPD) in the Lifelong Learning Sector = 15 learners

Teaching Mathematics (Numeracy CPD) in the Lifelong Learning Sector = 10 learners

Level 3 Award in English for Literacy and Language Teaching/Support = 10

Level 3 Award in mathematics for Numeracy teaching = 9

January 2013

Teaching English (ESOL CPD) in the Lifelong learning Sector = 10 learners

February 2013

Teaching English (ESOL CPD) in the Lifelong learning Sector = 15 learners (potential)

Target audience: Widening participation

PTLLS

As this does not have a teaching requirement, we have been able to widen participation in terms of marketing the courses at anyone who expresses an interest in teaching and has a relevant subject qualification and experience.

CTLLS

Assessors/trainers in the associate role are the key target for this course. However, we hope it will also serve the market for trainees inspired by their experience on PTLLS wanting to continue their development and employability within the sector. In this respect, the minimal teaching requirement may prove useful by enabling candidates who are new to the sector to work as volunteers. It provides a useful stepping off point for candidates prior to the move to level 5; enabling time for academic skills development before re-engaging with the course. As well as this, it offers candidates who have lost employment in the sector the opportunity to withdraw from the course with a valid nationally recognised qualification.

DTLLS

This course is targeted at teachers in the full professional role. Candidates have to meet the LSIS requirements for this role and minimum teaching hours. Candidates on the 1 year extended programme have placements in order to meet these requirements. Candidates have the opportunity to progress onto the university's BA Education programme.

PGCE

The PGCE option enables graduates to complete part two of the course (60 credits) at level 7 instead of level 5. By gaining these credits, candidates are able to progress onto the University's Masters programmes.

4. Resources

How is it delivered? (methodology)

These practical work-based awards focus on developing candidates' professional understanding and knowledge through academic study, practice and critical reflection on your experiences. All candidates attend taught sessions, work with peers through online systems and develop practice through teaching observation of themselves and colleagues. Assessment is therefore a blend of critically evaluated professional practice informed by formal academic tasks. This focus on creativity and innovation in the workplace supported by research and reflection is aimed at developing candidates' careers. This therefore ties in with our core university values of the qualities of 'the Staffordshire Graduate': employability, enterprise and entrepreneurialism. The programme requires a high level of commitment to working individually and as a team with peers. All the partners pride take a student-centred approach to learning and teaching and provide support to help meet all candidates' needs.

Teaching and Learning Time

Award Core Modules	Contact Hours	Independent Learning hours
PTLLS		
Roles, responsibilities and relationships in lifelong learning	12	18
Understanding inclusive learning and teaching in lifelong learning	12	18
Using inclusive learning and teaching approaches in lifelong learning	12	18
Principles and practice of assessment in lifelong learning	12	18
PTLLS Total	48	72
CTLLS Core: Planning Inclusive Learning		
Planning to meet the needs of learners	15	15
Delivering lifelong learning	15	15
Using resources for lifelong learning	15	15
Assessing learners in lifelong learning	15	15
CTLLS Option:		
CTLLS Option	42	78
CTLLS (including PTLLS) Total (48+102)	150	210
DTLLS		
Enabling learning through assessment	30	90
Applying theories and principles for planning and enabling inclusive learning and teaching	30	90
Part 1 Total	210	390
Continuing personal and professional development		
Continuing personal and professional development	30	90
Curriculum development for inclusive practice	30	90

Wider professional practice	30	90
DTLLS Option	60	180
Part 2 Total		
	150	450
<i>DTLLS Total</i>	360	840

Resources and technological innovations:

Each module has a module handbook (please see attached exemplar). This includes learning outcomes, assignment guidelines as well as reading lists. The reading lists indicate which books are available online through the library. In order to promote this aspect of our courses, the university comprehensively updated its e-book catalogue for education. These are currently being heavily promoted by the course staff.

Further to this, as a part of this project, all assignments on the DTLLS suite will be submitted online via the University's Virtual Learning Environment, Blackboard. Candidates will also be invited to submit online feedback for each module here as well. We will be using Turnitin software for the first time on this course for each of the modules. This has the benefit of: (i) convenience to the candidate (ii) preventing plagiarism through the software's recognition of use of sources and previously submitted assignments (iii) standardisation. The course VLE contains the key course documents. However, each provider utilises their own VLE tailored to the specific needs of their classes.

All candidates have a workplace mentor in order to help them develop their subject specialism. Candidates' teaching practice is also observed a minimum of once per module, which is followed up with a developmental tutorial professional discussion.

5. Achievement against aims and objectives of project

LSIS Project aims:

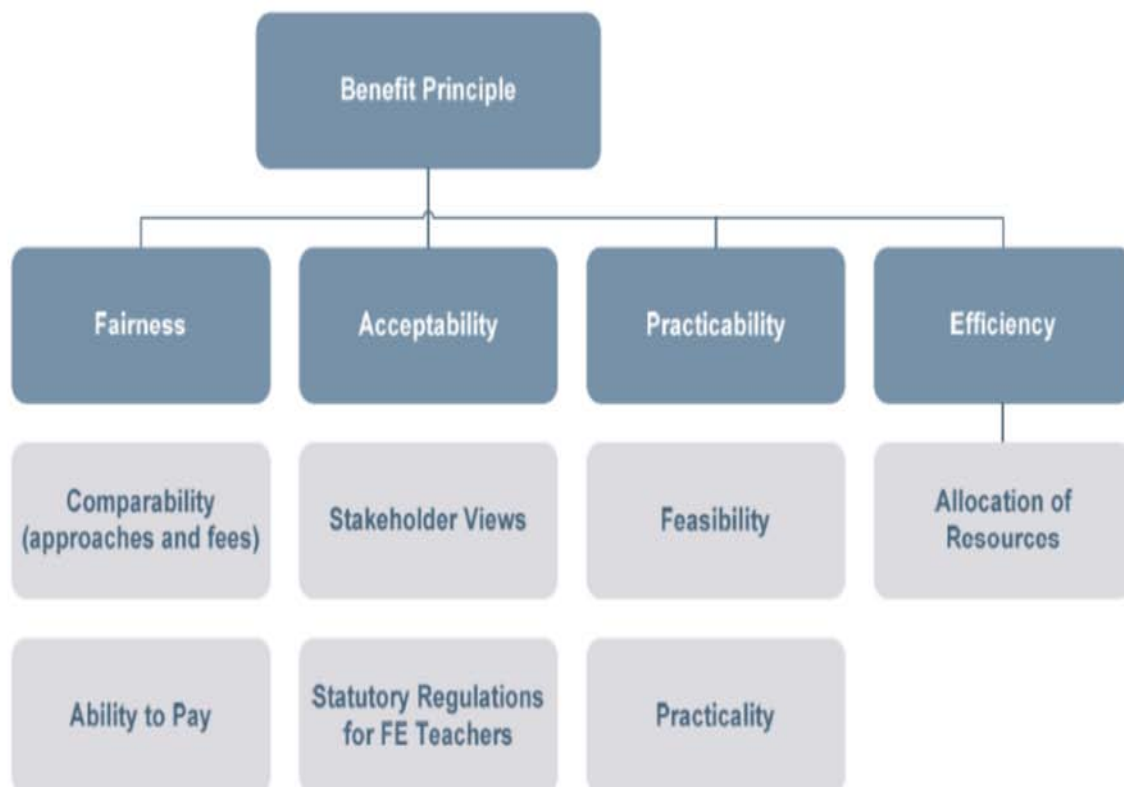
- 1 support providers to develop new and sustainable models of delivery to the highest quality standards
- 2 create efficient models of delivery, while maintaining fitness for purpose, with a focus on creating excellence in teaching and learning
- 3 develop ITE provision which is attractive, and affordable, to new trainees and employers
- 4 stimulate new partnerships and increased co-operation between subject associations, employers and providers.

5.1 Overview of the project in relation to LSIS aims

Aim #	Our Project specific aims	Our Project specific objectives	LSIS aims
1	To develop sustainable employer engagement with providers to create flexible and appropriate delivery approaches to the DTLLS suite of qualifications which meet their training needs.	<ul style="list-style-type: none"> (i) Develop employer feedback to inform creation of appropriate and flexible delivery models which focus on their training needs. This will include blended learning and delivery times to suit the employer (ii) Redesign qualification suite to further enable appropriate Recognition of Prior Learning and credit transfer, in order to reduce training costs and time (iii) Broaden pre-service PTLLS provision to those who have not previously engaged with the course: businesses/public sector bodies/private training providers/prisons (and YOI)/adult community learning/third sector bodies (iv) Engage with employers to encourage employee progression onto CTLLS/DTLLS where appropriate (v) Design bespoke option modules according to employer needs, utilising LSIS option unit guidance 	1&4
2	To develop a flexible programme which enables wider community participation	<ul style="list-style-type: none"> (i) Develop blended learning in order to enable more flexible study patterns (ii) Enable trainees to gain clear Recognition of Prior Learning to help reduce training costs (iii) Design a 1 year pre-service qualification, focusing on graduate recruitment and adult professionals seeking a career change/apprenticeship. This could include professionals retiring from the armed forces, building on our existing relationship with the RAF 	2&3
3	To focus the programme on developing trainee employability skills.	<ul style="list-style-type: none"> (i) Develop content, delivery and assessment to focus on building trainee employability within and outside of the LLS in order to enhance their career prospects (ii) Develop a progression focus throughout the suite of qualifications and towards 	3

		<p>ATLS/QTLS/QTS</p> <p>(iii) Have clear exit/entry points, enabling certification at PTLLS, CTLLS and DTLLS as appropriate to the needs of the trainee and employer</p> <p>(iv) Design bespoke option modules to meet employee needs and aspirations</p> <p>(v) Provide networking opportunities for trainees through the University Business schools connections.</p>	
4	Develop, validate and promote Literacy, Numeracy and ESOL training qualification options.	<p>(i) Develop and Validate Literacy, Numeracy and ESOL revised standalone qualifications in line with the LSIS Qualifications Guidance:</p> <p>To achieve the following qualification structure: Level 5 Diploma in Teaching English: Literacy Level 5 Diploma in Teaching English: ESOL Level 5 Diploma in Teaching English: Literacy and ESOL Level 5 Diploma in Teaching Mathematics: Numeracy</p>	2&3

Following discussions with our LSIS adviser, Rita McNamara, the following analysis of our project's achievements and ongoing issues will be considered in terms of the framework for ITT outlined by Ecorys (2012, p3) *Supporting Initial Teacher Education (ITE) in FE and Skills: Delivery and Funding Models*



Ecorys Principle One: Fairness

Aim 2 of our project was:

To develop a flexible programme which enables wider community participation

The validation of the new suite of qualifications utilised the 2011 LSIS reforms to initial teacher training by simplifying the progression paths, enabling recognition of prior learning throughout as well as broadening the scope of recruitment in line with these changes.

The 2011 reforms provided a clear progression path between PTLLS, CTLLS and DTLLS. Progression from CTLLS to DTLLS had previously not been straightforward due to only partial achievement of DTLLS modules. This had also led to courses being run concurrent but separately, meaning that candidates initially opting for CTLLS were unable to progress onto DTLLS until the next year. By modelling our course on the LSIS 2011 reforms, we have been able to bring in straightforward progression options as well as convenient points for candidates to step off the course; with a PTLLS, CTLLS or DTLLS qualification. This enabled us to fulfil LSIS aim 2:

To create efficient models of delivery, while maintaining fitness for purpose, with a focus on creating excellence in teaching and learning

As well as this, by not following a standard University 30 credit template, candidates have been able to pay according to their needs. For example PTLLS is just 12 credits and CTLLS 36; this is what candidates pay for rather than expensive multiples of 30 or 60 credits respectively. This relates to the need to develop cost effective programmes for employers and employees:

LSIS aim 3: develop ITE provision which is attractive, and affordable, to new trainees and employers

As detailed in the monthly reports, individual colleges have engaged in innovative practice to widen participation in the awards, with the lack of teaching requirement for PTLLS being a key selling point for potential candidates considering entering the sector. One college ran free PTLLS taster sessions in the community, another developed a programme for prison staff and others have engaged in closer coordination with their institution's work based learning and community teams. We have been in discussions with the RAF regarding delivery of the suite of qualifications. However this has been put on hold until it is clear what the new qualifications framework will look like.

In terms of the new proposed framework, our concern is that the new proposed 12 credit introductory qualification would be mainly an in house induction for new staff at an institution. The loss of a pre-service option could make it difficult for those interested in joining the sector; PTLLS as it stands is an ideal option for candidates to reflect on their suitability for working in teaching as well as providing networking opportunities for entering sector.

Reflecting on our own development in this area, this project has helped us to make recognition of prior learning a key part of what we do and so we must take this principle forward if we participate in training under the forthcoming framework.

Ecorys Principle 2: Acceptability

This links to Aim 1 and 3 of our project:

To develop sustainable employer engagement with providers to create flexible and appropriate delivery approaches to the DTLLS suite of qualifications which meet their training needs.

To focus the programme on developing trainee employability skills.

(i) Stakeholder views

Former candidates

Throughout the development of the new course I was able to gain informal feedback from graduates of the former course. Their input was generally positive, noting that format of documents appeared to be user friendly, as was their use of hyperlinks for online viewing. They also provided useful guidance on several specific issues for further development.

College partnership

Ashton-under-Lyme, Burton, Newcastle-under-Lyme, Riverside, Stafford, Stoke-on-Trent, South Staffordshire, Walford and North Shropshire colleges all strongly contributed to course development throughout the project. Teachers delivering the course have been mostly positive about it as well as keen to make suggestions for ongoing developments.

Current candidates

Unfortunately as the courses only started in September, we have not yet gained formal feedback from candidates. This will be initiated on November 11th following submission of the PTLLS module. However, anecdotally the response has been positive so far. In order to capture their experiences systematically, we have devised a new online feedback questionnaire to be completed following each module. This will be powered through the virtual learning environment in for the convenience of the learners as well as making data collection and analysis easier for us. We have used the Ofsted inspection frameworks initial teacher education in both schools and colleges in order to craft a questionnaire which does not just focus on learner experiences, but crucially, the impact of each module on *their* learners.

Employer engagement

What this project has highlighted is that we need to develop a more robust approach to developing employer engagement throughout the partnership in line with LSIS Aim 4:

stimulate new partnerships and increased co-operation between subject associations, employers and providers.

This means we need to continue sharing our practice in this area, but also develop our approaches to raising awareness with potential new employers. For example, Walford and North Shropshire invite employers to comment and approve their self-evaluation review in order to have direct input on developmental ideas for the future. South Staffordshire college regularly send their employers feedback forms. We are now looking at ways of developing such ideas so as to be co-ordinated across the whole partnership. In view of this need, it is now a standing item on all team development meetings and I am compiling our partnership's approaches to employer engagement in order for us to agree a more consistent and robust approach to this.

Statutory regulations

The project aimed to realign our provision with not just the developed curriculum of the LSIS (2011) reforms, but also its underlying ethos. In this respect we changed the programme to allow flexible entry and exit routes as well as awarding PTLLS, CTLLS and DTLLS as standalone qualifications. We also developed our approach to RPL as recommended by LSIS. It is regrettable that our first year of this new framework will also be the last due to the statutory changes which took place since the Lingfield (2012) review.

Ecorys Principle 3: Practicability

This links to the following aims in our project:

2 To develop a flexible programme which enables wider community participation

4 Develop, validate and promote Literacy, Numeracy and ESOL training qualification options.

By following the LSIS (2011) guidelines, the number and credit value of the modules went against the University's move towards standard 30 credit modules. However, throughout validation, the University was supportive of our approach once we were able to use the LSIS guidance to help justify our vision. There have been some administrative issues due to the complexity of the course. However, the administrators have been most supportive in their efforts to overcome them. This was essential as it enables candidates prior learning to be accredited as well as choose pathways such as the English and maths subject specialisms which are most appropriate to their needs

The revocation of the 2007 teaching standards and qualifications means that the course development and delivery progress made thanks to this project's funding are not sustainable in their existing form. The current proposals to reform initial teacher training following the Lingfield review are problematic for several reasons and therefore are leading us to consider our position within the market. Our concerns are as follows:

(i) Sector instability: the proposals represent the third change in guidance in as many years; the end of the 2007 guidance, the LSIS 2011 reform – the mandatory implementation of which was scrapped following the Lingfield review - to the outcomes of the LSIS qualifications review/FE Guild guidance. Implementing each change is proved costly in terms of University and partner staff time and marketing resources, bringing into question the economic feasibility of continuing in the sector. In terms of justifying continuation, we need to be sure that whatever replaces the 2007 standards has a duration to make further realignment viable.

(ii) Guidelines and validation timetable: with the guidelines due to be released in March 2013, designing, validating and marketing the new proposals in time for recruitment and delivery in September 2013 will be difficult.

(iii) The proposed 102 credit framework - including a level 3 preparatory course - do not fit in with standard university courses of 120 credits/4 modules. This project has proven that the University has been willing to be flexible with regard to validating the non-standard 12 and 24 credits of the 2011 DTLLS recommendations. However, while a non-standard credit framework might be possible, when added to the concerns expressed above, it is problematic.

Ecorys Principle 4: Efficiency

Three colleges are piloting extended 1-year DTLLS courses. This enables candidates to achieve the qualification in half the time of the traditional route, enabling them to progress in their careers and academic development quicker.

This relates to LSIS Aim 1:

1 support providers to develop new and sustainable models of delivery to the highest quality standards

Currently the team meet several times a year for standardisation of each module. However, once teachers are more familiar with using the online submission software, Turnitin, and our VLE, Blackboard we could consider holding these meetings online. This could be in the form of synchronous online forum or asynchronous individual analysis of exemplar papers. Face to face meetings could then concentrate on programme quality improvement planning.

Summary and consideration of sustainability

In view of the development that the team have made thanks to their hard work LSIS's facilitation, we want to continue delivering in the sector, if possible. We feel we have learned a great deal from this project which we could take forward into any new qualifications.

Amongst the many development we have made, they could be summarised in terms of the following:

- (i) further development of the core principles of teaching and learning running throughout our new programme: critically informed reflective practice, peer collaboration and professional responsibility.
- (ii) the need to continue developing employability as a key feature of our programmes. Initial responses from PTTLS candidates about our career development skills building through activities such as mock interviews has been very positive.
- (iii) the importance of continually developing marketing, promotion and awareness raising throughout the University, partner colleges and wider community.
- (iv) continuing to develop employer input into our courses through encouraging feedback and engagement with our programmes.
- (iii) the principles of flexibility in delivery to meet candidate and employer needs, including opportunities to recognise prior learning to acknowledge pre-existing knowledge and skills as well as reduce costs wherever possible.

6. Advice to others

This case study will be made available to other providers via the Excellence Gateway. Please outline any advice you would wish to give to others who may be inspired to develop a similar model.

Where possible highlight any resources (publicly available) that may be of use to others.

(i) Communication with LSIS

LSIS have been very supportive throughout this project. This has been true in relation to our support from our LSIS Associate Rita McNamara, project co-ordinator Deborah Moss as well as when sending enquiries using the general contact link. The whole team has benefited from not only the speed but also the clarity and detail of their responses to questions relating to proposed framework, RPL and overall approach to assessment.

In this respect, the most important advice I would suggest is not to be afraid of contacting LSIS if you are unsure about any aspect of the new framework.

(ii) Importance of employer engagement, marketing and awareness raising

This project has motivated us to go beyond our normal focus on teaching, curriculum and resource development and look at the broader aspects of what we do. We have found that employer engagement and marketing/information are areas that we need to develop. We developed a consistent style in our resources; focusing on clarity, simplicity and hyper-links for ease of navigation while reading online. In this respect our guiding principle was 'less is more' – aiming to make each programme document as brief and functional as possible.

However, it is important to also develop a standard approach to working with employers as well as sharing innovations in this area. As well as compiling examples of our best practice, we are making employer engagement a standard item in all meetings and looking to roll out a standard employer feedback mechanism. We have checked how are courses are marketed at the institutions and made corrections where necessary, which will be aided by forthcoming university website/information leaflet for the courses.

(iii) The importance of team work

This has been a team process throughout and this collective effort was commended by the validation board. Small teams of colleagues took initial responsibility for modules, these were then shared and developed by the whole team. Such development is continuing with suggestions for further improvement from the partners. In this respect, flexibility within the course is important rather than rigid prescription of

literature, theories and activities.

(iv) Holistic approach to development

Finally, developing a whole suite of qualifications together has been useful in terms of being able to see the overall picture, as well as formulating and coordinating underlying fundamentals of our programme. In our team's case, these principles related to informed reflective practice, peer collaboration, professionalism and career development. We have considered these throughout, enabling us to develop a programme where they are gradually built upon and developed. In view of the forthcoming changes to initial teacher education, we consider that it is important to keep such fundamental principles of professionalism and learning at the heart of any future programme.

7. Any other comments

Feel free to make comments, express concerns or describe achievements not covered above.

8. Contact information

Please provide contact details for the author of this case study and state whether you are willing to answer queries from others. If you prefer, queries may be directed initially to the ITE Team at LSIS; if this is your preference please indicate this here.

Author: Duncan Hindmarch d.n.hindmarch@staffs.ac.uk

Please direct any queries to the ITE Team at LSIS

Appendix One: Assessment Framework
DTLLS Draft Assessment Framework Version 13/06/2012

Module	Assessment Strategy					
	Evidenced in ILP Portfolio (relevant sections appended in each module)					
	Preparation	Minimum Core	Professional Practice: Observation	Practice based task	Action planning	Assignment
PTLLS	Peer assessment of lesson plan	Minimum Core Aspect B focus	Tutor & Peer Observation (micro-teach)	CV (self-assessed) Interview (peer assessed) <i>Recommend</i> 'Study buddy' role with part two candidate	Professional Discussion recorded on ILP/Tutorial Record & Reflection (in ILP Portfolio) Completed in ILP Portfolio and submitted with each assignment.	Literature review (750 words) Reflective evaluation (750 words)
PTLLS Complete						
PIL: Planning Inclusive Learning	Evaluation of feedback from learners, appropriate literature etc Completed in ILP Portfolio and submitted with each assignment.	Minimum core A1 Focus	Tutor observation and feedback [Unit F = observation of practice & professional discussion]	Select/design/improve own resources Adapt/create scheme of work	The completed ILP Portfolio will be the CPPD assessment Reflective entry into ILP <i>between</i> each module	Learner goals and needs evaluation (700 words) Rationale for revised scheme of work (700 words) Teaching practice evaluation (700 words)
UMBLE completes CTLLS	The completed ILP Portfolio will be the CPPD assessment	See 2 year holistic framework Evidenced in reflections, lesson plans, evaluation and ILP etc	Tutor/mentor observation and feedback (*)	Evidence of practitioner-led experiment Critical incident diary		Lesson plan prefection (500 words) Critically Informed Lesson Evaluation (500 words) Action Plan (500 words)
CTLLS Complete						
ELTA		Evidenced in reflections, lesson plans, evaluation and ILP.	Tutor/mentor observation and feedback (*)	Assessment presentation to peers Design and evaluate an assessment for peers. Assess, give feedback and peer evaluate.	Analysis of learner feedback to inform intervention choice and strategy.	Observation reflection – assessment focus (750 words) Assessment evaluation (750 words)
ATPPIELT (theories)			Tutor /mentor observation and feedback (*) Reflection (Observation booklet)	Professional discussion		Literature review (750 words) Review own practice in relation to theories covered (750 words)

DTLLS Part 1 Complete						
CDIP			Tutor/mentor observation and feedback. Reflection (Observation booklet)	Critical peer feedback on existing SOW Evaluate feedback from learners Create/adapt SOW (& annotate)		Evaluation and justification of new/developed SOW (1500 words)
WPP	Professional discussion to negotiate and agree research project		Tutor/mentor observation and feedback Reflection (Observation booklet)	Small-scale action research project based on development points Peer review of findings.	Professional discussion:	Practitioner led research evaluation (800 words) Course evaluation (1200 words)
Action research supermodule		(project may focus on min core development)	Tutor/mentor observation of intervention and feedback Reflection (Observation booklet)	Presentation of findings to peers	academic approval of action research proposal Investigate opportunities for practitioner as researcher	Abstract Justification of chosen intervention Justification of research methodology Presentation of research Evaluation of findings
CPPD	'viva' – present your learner journey to peers. Reflection including evaluation of feedback from learners and development points from previous modules	Evaluation of progress throughout the course and future development needs (e.g. for career/QTLS)	Tutor summative observation and feedback (minimum 'satisfactory' on Ofsted CIF framework) Reflection (Observation booklet)	<i>Recommend</i> 'Study buddy' role with part one candidate Identify Career/Academic progression options Viva (to peers)	Audit of overall progress. Professional Discussion ILP: review progress over the course Action plan for career/Academic progression options including gaining QTLS	1000 words evaluation of reflective entries. Action plan for personal and professional development (500 words equivalent) Submit completed ILP portfolio
DTLLS Complete: Apply for QTLS, BA/MA Education/L5 subject specialism						