The Diploma in Education and Training
&
Professional Graduate Certificate in Education & Training

With some opportunities for studying on the following:

Diploma in Education and Training with Specialist Pathways for:
ESOL; Literacy; Maths & Teachers of Disabled Learners.
Integrated Specialist Diploma for ESOL or Literacy
University Certificate in Education and Training
University Specialist Certificate for ESOL/Literacy/Maths

Programme Handbook
September 2015

In consortium with our partners at:
Ashford and West Kent College, Barking & Dagenham, Bexhill Sixth Form College, Bromley College, Carshalton College, College of Haringey Enfield & North East London, Ealing Hammersmith and West London College, East Kent College, Greenwich Community College, Hadlow College, Kensington & Chelsea College, Kent Police, Lambeth College, Lewisham & Southwark College, MidKent College, Newham College, Police Service Northern Ireland, Reigate College, South Thames College and The Learning Centre Bexley, Uxbridge College and West Thames College
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1. Introduction

1.1 Welcome

Welcome to the Canterbury Christ Church University suite of programmes for teaching in the Further Education and Skills Sector. Our programme reflects the most recent qualifications released by the Learning & Skills Improvement Service (LSIS) in April 2013. We offer a full suite of short courses, specialist subject pathways and for those who hold a degree there is an opportunity to achieve a Professional Graduate Certificate in Education (PGCE level 6).

The programme aims to develop the knowledge, skills and understanding of teachers in the sector which includes those who teach in Further Education Colleges (FECs), Adult & Community Learning (ACL), and 14-19 units in Schools & Academies, Private Training Organisations and the Public Services such as Police, Paramedics & Fire Service Trainers.

The 2014 Professional Standards for Teachers and Trainers form the basis for professional practice throughout the programme. The Ofsted inspection of Initial Teacher Education is a robust national quality checking process and we are very proud of our outstanding provision across the partnership following the March 2014 inspection of the CCCU PCET provision.

This handbook provides you with an overview of the modules including the mandatory assessment tasks and also offers study support about essay writing and referencing. Additional information, such as the programme overview, resources, interactive tasks, discussion boards, web links, your progress log and other forms required during the programme are all available from our virtual learning environment (VLE), which is regularly updated, so please ensure you use the site to check for current information about the sector and the programme.

The VLE also includes carefully selected advice about appropriate texts to support your research and professional development during your studies. These include books, journals, Government papers and links to online resource materials and video clips from reliable sites such as Teacher’s TV, to ensure you have current, useful information for essays and projects.

We hope that you enjoy the programme.

Chris Lawrence (Programme Director) and the Programme Team  

Summer 2015

A CCCU welcome to students studying at partner institutions:-

The University would like to take this opportunity to welcome you to your studies and to inform you of the many facilities available to you as a student on a Canterbury Christ Church University collaborative programme. As well as any student support services available at your location of study you can access a wide range of learning, support and careers services at the University throughout the duration of your programme. Please do not hesitate to access the support and advice available to ensure you achieve your aims. We hope that you enjoy your studies and your association with Canterbury Christ Church University. If you have any general concerns, please do not hesitate to contact your programme manager, who will be able to help. If you have any queries about Canterbury Christ Church University, its services or procedures then please contact the i-zone by email on i-zone@canterbury.ac.uk or by phone on 01227 782222, or use the online service: Ask the i-zone.

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### Partner Colleges

The programme is validated by Canterbury Christ Church University (CCCU) and delivered by a consortium of partner colleges. Tutors from CCCU share in the teaching of the programme offered by the colleges. The programme is supported by a number of staff from the Post Compulsory Education and Training (PCET) team at CCCU, including link tutors, module leaders, pathway leaders and programme tutors who will be involved in teaching some of your modules. At present, consortia members are:

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<th>CCCU Link Tutor for the College</th>
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<td>Catherine Ashdown</td>
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<td>Barking &amp; Dagenham College</td>
<td>TBC</td>
<td>Graham Topley</td>
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<td>Bexhill Sixth Form College</td>
<td>Louise Davison</td>
<td>John Hann</td>
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<td>Bromley College of F&amp;HE</td>
<td>Jane Burrow</td>
<td>Liz Pichon</td>
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<td>Carshalton College</td>
<td>Julia King</td>
<td>John Hann</td>
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<td>College of Haringey, Enfield and N E London</td>
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<td>Graham Topley</td>
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<td>Ealing, Hammersmith and West London College</td>
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<td>Hadlow College</td>
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<td>Catherine Ashdown</td>
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<tr>
<td>Highbury College, Portsmouth</td>
<td>Susan Andrews</td>
<td>Catherine Ashdown</td>
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<td>Kensington &amp; Chelsea College</td>
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<td>Sabrina Poma</td>
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<td>Lambeth College</td>
<td>Jonathan Brown</td>
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<td>Lewisham College</td>
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<td>Mid Kent College</td>
<td>Jacqui Clark</td>
<td>Noelle Graal</td>
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<td>Jo-Ann Delaney</td>
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<td>Nikki Sowe</td>
<td>Christian Beighton</td>
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<tr>
<td>South Thames College</td>
<td>David McClymont</td>
<td>Ian Jasper</td>
</tr>
<tr>
<td>The Learning Centre Bexley</td>
<td>Janet Evans</td>
<td>Chris Lawrence</td>
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<tr>
<td>Uxbridge College</td>
<td>Marta Knill</td>
<td>Graham Topley</td>
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<tr>
<td>West Thames College</td>
<td>Tracy Jackson</td>
<td>Jo-Ann Delaney</td>
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<tr>
<td>Police Groups</td>
<td>John Hann</td>
<td>John Hann</td>
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1.3 Academic Freedom

Students will be taught by lecturers with a variety of views and who may have distinct and passionately held convictions on a variety of topics. These may or may not conflict with a student's views. Debate and discussion are the norm. Academic soundness and integrity are the only tests of the acceptability of programme content.

The content of the programme and the ideas expressed by tutors and students are governed by the standards of liberal education. Academic Freedom is enshrined within these standards and embodied in law. (e.g.: Statutory Instrument No 1963, Schedule 2, Section 10, The Education (Government of Further Education Corporations) (Former Further Education Colleges) Regulations, 1992) and the Articles and Instruments of Government of Canterbury Christ Church University (24 May 1991) Section 4.2.

The academic content of the programme is, therefore, subject to academic criticism only and falls outside of the remit of any Complaints and Disciplinary procedures.

1.4 Attendance on the programme

Students are required to attend all taught sessions, online activities and individual tutorials, and to maintain the required teaching hours, make observation time available for assessment and to take responsibility for their own learning. Any exceptional issues must be referred to the Programme Co-ordinator. In such cases you will be required to provide evidence and seek authorisation for absence on the programme.

You should always inform the relevant tutor and the Programme Co-ordinator in advance of your absence. Learning is a shared experience and students are expected to play a part in promoting collective understanding.

Attendance is necessary to help to:

- enhance educational development within the area of study;
- receive information about the programme;
- prepare for all assessments;
- undertake any practical work or group work (including working with others in seminars);
- develop as a professional


2. **What you must do!**

2.1 Registration - Activating your computing account, Confirming your details and uploading a photo for a University smartcard

It is an essential requirement that you pre-register with the University online in order to become a fully enrolled student. Failure to confirm your details would affect your funding, eligibility for your award and access to University resources. Please complete all stages detailed in pages 6 to 9 of this handbook at the very beginning of your programme, as this will impact on your access to resources on the VLE if you are not fully registered.
Step 1 - Activate your Student Account

You will be directed to the following web portal URL in your welcome letter, www.canterbury.ac.uk/welcome

You will be asked to activate your computing account in order to go through the pre-registration process.

To activate your computing account you will need your student ID which you will find in your welcome letter.

Please have a pen and some paper handy in order to make a note of your new CCCU username and password whilst activating your account.

Step 2 - Logging in to StudentNET

Please login to StudentNET using the details you obtained in step 1.
Step 3 – Confirm your details

In order for you to register with the University, you are required to confirm your details.

Please note the pre-registration section will open up a new internet window.

By clicking on the confirm your details button within StudentNET, you will be taken to the pre-registration section. You will be asked to complete a number of sections.

Please make sure you complete all the sections and click on the submit button. Once you click on the submit button, you then need to click on the continue button. This will take you back to studentNET and put a green tick in the box under the confirm your details heading.

On completion of confirming your details you will become a fully enrolled student with the University.

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Canterbury Christ Church University
Diploma in Education and Training September 2015

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[Image of StudentNET interface with steps for pre-registration]

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[Image of personal details page in StudentNET]

Step 4 - Upload your Photo for a University smartcard

ALL Diploma/PGCE students require a University smartcard - to get this you MUST upload a photo via StudentNET.

The smartcard enables you to access the E-Library or obtain a University SCONUL card. A University smartcard will also allow you out of hour’s access to the University’s library based at Augustine House.

Below, you will find screenshots demonstrating how to upload and preview your photo. Once you have uploaded a photo, you should receive your smartcard within 5 to 10 working days via your partner college.

Once you have clicked on upload your photo, you will be asked to browse for the electronic photo you have stored on your computer.

You will then be presented with the photo you have chosen ready for either previewing (if it’s the correct size already) or cropping. If the preview button is greyed out then there is a requirement to crop the photo.

If you are required to crop the photo then please drag and expand the small cursors to the required size (standard passport photo).
2.2 Use of the Virtual Learning Environment (VLE) in your programme

Blackboard is used to provide the Virtual Learning Environment (VLE) at Canterbury Christ Church University. It is one of the key systems you will be required to use to support your studies. It provides access to information and learning materials specific to your programme, plus a means of communicating with tutors and other learners through e-mail groups and discussion boards. You will be shown how to access your particular programme and how to use it by your programme staff. You can access the VLE via CLIC Portal: http://clic.canterbury.ac.uk

IMPORTANT - You will need to access the VLE to upload and submit your essays to Turnitin – a software package that will check the originality of your written work. This is a university requirement to have your essays assessed therefore you must ensure you have access to the VLE during the first term.

2.3 e-submission - Turnitin Originality Checking

The University uses Turnitin for electronic submission (e-Submission) of work for assessment. You are required to submit your essays to Turnitin for each module. You upload your work to Turnitin directly through the VLE. Turnitin is then used for Originality Checking to help detect plagiarism in
assessed work. If essays are not submitted to Turnitin they will be considered a fail unless mitigating circumstances are involved.

As well as familiarising yourself with these arrangements, you should refer to the Turnitin Guide for Students which is available on the University’s Turnitin web site at:
www.canterbury.ac.uk/turnitin
This contains an overview of Turnitin, a guide to using Turnitin through the VLE and information relating to copyright and data protection which you must read so that you understand your rights.

3. Legal Requirements and Funding

3.1 Disclosure and Barring Service (DBS) (previously CRB)
It is a requirement before the commencement of the programme that you can produce evidence of your current DBS. Ask your tutor for further guidance.

3.2 Student Fees

3.2.1 UK Border Agency requirements
The University will need to know your Immigration status in order to assess your fee status. You will need to show your passport at Registration (or a British Birth Certificate if you do not hold a passport) in order for your Immigration status/fee status to be checked. If you are not a UK national or EU citizen we will need to see and copy your passport and visa at admission in order to assess your fee status prior to registration. NB Overseas fees are higher.

3.2.2 Guidance for Diploma in Education and Training - Fees and Finance (Home/EU Students)

ESSENTIAL INFORMATION

1. You MUST complete the pre-registration process to enable us to enrol you fully on your course.
2. Once you are enrolled an invoice for your tuition fees will be raised by Canterbury Christ Church University, however, your fees become due as soon as your course starts. Details of payment options are set out below.
3. Please note that if you do not receive an invoice straight away you can still arrange payment by contacting the University Finance Office on 01227 782500.
4. It is essential that you advise Canterbury Christ Church University of any decision to interrupt or withdraw (by completing a University Change of Academic Circumstances Form). Your fee liability will be calculated once your form has been received and processed. Further information regarding withdrawing or interrupting from your course and your fee liability can be found later in this guidance under the section Payment of Fees.

PAYMENT OF FEES
You can pay your tuition fee yourself (Self-funding); or by taking out a Student Loan with the Student Loans Company (depending on your eligibility); or via a Sponsor funding you.

Self-Funding:
If you are paying the tuition fees yourself go to https://payments.canterbury.ac.uk or call finance on 01227 782500 to discuss payment options. You can either pay your tuition fees in full, termly, or you can set up a payment plan of 8 instalments which would start in September with the last payment due in the following April.
Taking out a Student Loan for Diploma in Education and Training Part Time Course:
If you are eligible for a Student Loan, you can apply for a Part-Time Loan either online or by downloading and completing a Loan Form.
You should use a PTL1 Form if you are a new student or a PTLC Form if you are a continuing student.
Applications can be made from early August. Apply at www.gov.uk/student-finance

Please apply as soon as possible to ensure your funding is in place.

PTL1 and PLTC Form pointers:
When asked “what university or college do you plan to study at?” input Canterbury Christ Church University.
When asked “what course will you be studying?” input EDUCATION &TRAINING.

A drop down list of differing locations and course start dates will be displayed and can be selected by clicking on the relevant one. Due to the limited number of location types available, Canterbury Christ Church should be selected except for students at Uxbridge College, West Thames College and Ealing, Hammersmith and West London College who should select their respective location.

Please refer to ‘Tuition Fee Loan application notes’ on the student finance website www.gov.uk/student-finance

Sponsor Funding:
Should you have a Sponsor e.g. your employer, please provide your sponsor details on the relevant section of the pre-registration screen. An invoice for your tuition fee will then be sent to your Sponsor. However, you should note that any arrangement made between you and the Sponsor to pay your tuition fees is between you and the sponsor. If the tuition fees should remain unpaid by the Sponsor the University will invoice you directly and you will be required to set up a self-payment plan.

Withdrawing / Interrupting from your course:
Further information regarding your fees and finance can be found in the University Student Handbook and the document ‘Your Fees Your Responsibilities’ which will be posted on the ‘Study Here’ pages of the University website before the start of the Academic Year. It is essential that you advise Canterbury Christ Church University of any decision to interrupt or withdraw (by completing a University Change of Academic Circumstances Form (COAC)). Your fee liability will be calculated once your form has been received and processed.

In the Term 1:
If you are a new student and you interrupt/withdraw within the first two weeks of your course start date then the University waives the tuition fees and you are not liable for any tuition fee (loan) debt.

If you are a new student and you interrupt/withdraw after two weeks from your course start date, then you are liable for 25% of the annual tuition fee amount, which will be paid to the University by the Student Loans Company (SLC) for SLC-funded students or which will otherwise be a debt that you personally accrue (e.g. if you are self-funding).

If you are a continuing student and you interrupt/withdraw at any point in Term 1, then you are liable for 25% of the annual tuition fee amount, which will be paid to the University by the Student Loans Company (SLC) for SLC-funded students or which will otherwise be a debt that you personally accrue (e.g. if you are self-funding).

In Term 2:
If you are either a new student or a continuing student and you interrupt/withdraw at any point in Term 2, then you are liable for 50% of the annual tuition fee amount, which will be paid to the
University by the SLC for SLC-funded students or which will otherwise be a debt that you personally accrue (e.g. if you are self-funding).

**In Term 3:**
If you are either a new student or a continuing student and you interrupt/withdraw at any point in Term 3, then you are liable for 100% of the annual tuition fee amount, which will be paid to the University by the SLC for SLC-funded students or which will otherwise be a debt that you personally accrue (e.g. if you are self-funding).

**IMPORTANT**
If you should have any queries regarding your fee amount, please contact fees@canterbury.ac.uk. If you receive an invoice for your fees, even if you have a loan or if your sponsor is paying, please contact finance@canterbury.ac.uk or call 01227 782500 immediately.

Please be aware that the Finance team at Canterbury Christ Church University will contact you via your University email address. It is therefore important that you check your University email regularly.

4. Additional Information

4.1 English, Maths and ICT (Minimum Core) for Teachers

As a teacher in the sector you are expected to have good personal skills in English, Mathematics and Information Communication Technology (ICT) as well as being able to embed the development of your learners’ skills in your teaching. Content on this is described as the “minimum core”. There are resources available on the VLE and how you embed English, Maths and ICT in your teaching forms part of the assessment of lesson observations.

The minimum core is not intended to prepare trainee teachers to teach these subjects, but will support you in developing inclusive approaches to learners with literacy, language, numeracy and ICT needs and raise the achievements of learners on their programmes.

Teachers who wish to teach English or Maths (Literacy, Numeracy or ESOL (English to Speakers of Other Languages) should complete a specialist teaching qualification route (see section 4.3).

Requirements for the Diploma

Initial assessment of a trainee teacher’s English, Mathematics and ICT

We assess all students at the start of the programme in order to identify, record and begin to address any needs. Evidence of this will be negotiated with personal tutors and will be recorded in your Progress Log. Trainees who are assessed below level 2, or who are not confident with their own skills, are advised to seek additional support from specialist teachers. If your personal skills in English are below level 3, you will find it very difficult to meet the requirements of the written assessments on the programme.

4.2 Assessment of Attainment

Since September 2008, OfSTED has required all providers of initial teacher training programmes to assess the attainment of trainees. This will be done at the end of your programme using the OfSTED four point scale, ‘Outstanding’, ‘Good’, ‘Requires Improvement’ and ‘Inadequate’. The grading process will contribute to your own progress record and impact upon your overall profile.

In addition to the summative assessment at the end of the programme, there will be an assessment of your progress throughout the programme which is intended to support your own learning and
development. This process is set out in Section C of your Progress Log and involves you assessing your progress against three key aspects:

1) Planning
2) Teaching
3) Knowledge and Understanding.

You will use the Professional Standards for Teachers and Trainers in Education and Training – England to inform your judgement.

You will be asked to provide evidence of your progress, which will be discussed at tutorials and then graded and recorded by your tutor at the following stages:

- For initial assessment at the end of Module 1
- For formative assessment at the end of Module 3
- For summative assessment at the end of Module 6

4.3 Professional Standards

Professional Standards for Teachers and Trainers in Education and Training – England

Please ensure that ALL of your professional practice and studies during the Diploma/PGCE programme is based on the 2014 Professional Standards. The 3 page document may be downloaded from the website and used to reference your assessed course work.

The following is an extract accessed in June 2015 from:
http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/

‘The 2014 Professional Standards:
- set out clear expectations of effective practice in education and training;
- enable teachers and trainers to identify areas for their own professional development;
- support initial teacher education; and,
- provide a national reference point that organisations can use to support the development of their staff’
‘As a professional teacher or trainer you should demonstrate commitment to the following in your professional practice.

**Professional values and attributes**
Develop your own judgement of what works and does not work in your teaching and training
1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners
2. Evaluate and challenge your practice, values and beliefs
3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
4. Be creative and innovative in selecting and adapting strategies to help learners to learn
5. Value and promote social and cultural diversity, equality of opportunity and inclusion
6. Build positive and collaborative relationships with colleagues and learners

**Professional knowledge and understanding**
Develop deep and critically informed knowledge and understanding in theory and practice
7. Maintain and update knowledge of your subject and/or vocational area
8. Maintain and update your knowledge of educational research to develop evidence-based practice
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
10. Evaluate your practice with others and assess its impact on learning
11. Manage and promote positive learner behaviour
12. Understand the teaching and professional role and your responsibilities

**Professional Skills**
Develop your expertise and skills to ensure the best outcomes for learners
13. Motivate and inspire learners to promote achievement and develop their skills to enable progression
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment
15. Promote the benefits of technology and support learners in its use
16. Address the maths and English needs of learners and work creatively to overcome individual barriers to learning
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement
19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers
20. Contribute to organisational development and quality improvement through collaboration with others’

| 4.4 English and Maths / Functional Skills / Skills for Life |

**English and Maths / Functional Skills / Skills for Life**

Functional Skills or Skills for Life are terms used to describe the curriculum areas of Literacy, ESOL (English to Speakers of Other Languages) and Numeracy. Many teachers of English and Maths are also engaged in teaching to GCSE qualifications, as there is now an expectation that all students in the sector will gain at least a grade C in English and Maths.
Teaching in English / Functional Skills

The professional standards for teachers developed by ETF are applied to the teaching of Literacy, Numeracy and ESOL and specialist qualifications were developed (not for ICT). The qualifications have additional content on the subject specialism in recognition of the need for teachers to develop their subject knowledge as well as subject teaching expertise. Anyone wishing to teach Literacy, Numeracy (Functional Skills English or Maths) or ESOL is advised to follow a specialist training route. There are a number of ways you can do this:

**Specialist Pathway Route**
You can study specialist modules in English and Maths as part of your Diploma programme. Modules 1 and 5 are studied in subject specialist groups. In order to do the subject specialist modules you may have to attend a different partner organisation for these modules only. You then return to your own group for the other modules.

**The additional route:**
You may choose to complete a generic Diploma course and then undertake an additional Diploma in Teaching English or Mathematics. These additional Diplomas in English and Mathematics are offered by Canterbury Christ Church University and some of our partner colleges.

**QTLS for Functional Skills / Skills for Life teachers**
If you want to apply for QTLS and are teaching English (ESOL, Literacy) or Mathematics (Numeracy), you must have a subject specialist qualification to be awarded QTLS. That means you have to follow one of the training routes described above.

**Bursaries**
There are government bursaries available to students on the specialist pathway for English and Maths (up to £25,000 for Maths). These are subject to meeting specific criteria.

If you have any further questions about ESOL, Literacy or Numeracy teaching qualifications, contact Jo-Ann Delaney, English and Maths coordinator jo-ann.delaney@canterbury.ac.uk

### 4.5. Progress Log

The Progress Log is an essential element of the Diploma modular programme. It forms part of the overall assessment of the course with section C providing an initial assessment at the end of Module 1 and an overall grade of your progress at the end of each year. The other sections of the Progress Log are also important in providing a personal record of development, much the same as an individual learning plan (ILP). Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc to bring your log to life. Please use it to demonstrate your learning journey and celebrate your achievements and progress.

**IMPORTANT** An electronic copy of the Progress Log should be downloaded from the VLE and updated regularly.

In addition to the progress log you must create a current electronic curriculum vitae (CV) and email this to education.dtlls@canterbury.ac.uk. Please also complete a Pen Portrait; you will be sent a link to a Bristol Online Survey to enable you to create your Pen Portrait. The initial link will be sent Mid October and then at the end of each term for updates. Further guidance is available from your tutor and examples and support are also on the VLE.

### 4.6. Observations and teaching practice

You need to complete an absolute minimum of 100 independent teaching hours over the duration of the Diploma/PGCE programme. This is usually split into a minimum of 40 hours in Year 1 and 60 in Year 2. It is your responsibility to ensure you have sufficient teaching hours to fulfil the
requirements. CCCU/partner colleges are NOT responsible for finding you a teaching placement because this is an In-Service qualification and you MUST have a teaching role in an appropriate learning context BEFORE you start the programme.

You MUST complete teaching practice hours in EACH module across the programme and be observed teaching to at least a minimum pass standard (grade 3 Requires Improvement) ONCE PER MODULE and on at least 4 occasions in each academic year – 2 by Mentor 2 by Tutor 8 in total over the 2 year programme. (NB 8 in one year for Fast track students)

Observation of your teaching is an important part of the Certificate/Diploma/PGCE in service teaching programme, this is a developmental process which also provides an indication of your progress via a grading system.

Observations must be spread across the year to give you the opportunity to develop and progress following feedback and developmental targets from previous observations.

It is YOUR responsibility to agree dates for observations in good time and to submit the required documents in advance of the observation day. Remember your observers are very busy professionals and need you to arrange dates well in advance and to keep to the agreed observation dates wherever possible. Please do not leave observations until late in the year; plan your time well to ensure you are not under pressure by having rushed observations.

Observations represent an opportunity for you to apply what you have learnt in your programme sessions and to demonstrate your teaching skills in the context of your specialist subject and institution. It IS realistic to aim for OUTSTANDING practice by the end of the programme.

An electronic copy of the observation form and an observation handbook can be downloaded from the VLE. The process is fully explained in the observation handbook.

### 4.7. Equality and Diversity

Good practice in promoting the principles of equality and diversity in teaching practice is a core professional value and practical ideas of how this can be achieved run throughout the programme of study. To assist you we have added a folder on the VLE on Equality and Diversity with some useful resources, and will update this folder on a regular basis. Some example areas to consider are:

- dealing with stereotypes/prejudice expressed in the classroom
- responding to potential barriers to learning
- complying with legislation regarding making ‘reasonable adjustments’ for learners with physical disabilities
- working with other agencies to support learners with disabilities

### 4.8 QTLS and Society for Education and Training (SET)

“Qualified Teacher Learning and Skills (QTLS) is a professional status that you can gain by successfully completing professional formation.” ETF website June 2015


The process for applying for QTLS may only be completed AFTER you qualify with a recognised qualification like this Diploma/PGCE programme. However Professional formation sits outside the qualification and CCCU is not involved in the process. Please note the following information from
The Education and Training Foundation website accessed in June 2015; please check the site for current fees, membership information and the process details and dates. [https://set.et-foundation.co.uk/professionalism/gaining-qtls/](https://set.et-foundation.co.uk/professionalism/gaining-qtls/)

“Professional formation is a process that enables you to demonstrate the effective use of skills and knowledge in your professional practice that is required to achieve QTLS status. The Education and Training Foundation is the only organisation that confers QTLS status following the transfer of IfL's legacy in October 2014……

If you are applying for QTLS you are also required to demonstrate numeracy and literacy qualifications at (or above) Level 2. Individuals' SET membership should be up to date..... This includes completing a declaration of suitability when joining SET or renewing membership.

The cost of undertaking professional formation leading to QTLS is £485. You can pay this in two instalments of £100 and £385…. The professional formation process requires you to complete an online workbook in REfLECT+. The time taken to complete this process and achieve QTLS status will be determined by your individual circumstances. For example, level of experience or work commitments. Therefore, SET has taken a flexible approach to professional formation with a number of application windows open each year.”

**Equivalence of QTLS and QTS**

"On 3 March 2011, a ground breaking policy decision was taken ……to accept Professor Wolf’s recommendation …:"To allow qualified further education lecturers to teach in school classrooms on the same basis as qualified school teachers."

Since 1 April 2012, Society for Education and Training (SET), formerly the Institute for Learning (IfL), members with Qualified Teacher Learning and Skills (QTLS) status have been recognised as qualified to teach in schools. Statutory instrument 2012 No. 431, which was laid in parliament on 9 March 2012, amended the 2003 regulations so that holders of QTLS who are SET members may be appointed to permanent positions as qualified teachers, without any further induction requirements. Schools and local authorities remain responsible for decisions on employing QTLS holders, and SET maintains the national register of QTLS holders, including those teaching in schools.
5. Portfolio
5.1 Overview for Year 1 and Year 2 files
(to be combined for the fast track course)

To ensure a consistent approach to all portfolios please organise it in the following way using three main sections for your work. Where an e portfolio is required your College Tutor will advise you about the requirements but all contents below must be presented in the same logical order to show ALL assessment tasks are completed. All marked copies with Tutor feedback must be included in the portfolio to show your progress and development, include first submissions and resubmissions.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front sheet = Portfolio summative comments sheet to show your overall success and progress grades at Module 1 and 3</td>
<td>Front sheet = Portfolio summative comments sheet for Year 1 and Year 2 to show your overall success and progress grades at Module 1, 3 and 6</td>
</tr>
<tr>
<td><strong>Section 1 for all your Year 1 Progress log entries</strong></td>
<td><strong>Section 1 for all your Year 1 and Year 2 Progress log entries</strong></td>
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<tr>
<td>CV</td>
<td>CV</td>
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<tr>
<td>Pen Portrait</td>
<td>Pen Portrait</td>
</tr>
<tr>
<td>A Progress Tracker/Action Plan</td>
<td>A Progress Tracker/Action Plan</td>
</tr>
<tr>
<td>B Specialist subject Log, Reflections + Peer observations</td>
<td>B Specialist subject Log, Reflections + Peer observations</td>
</tr>
<tr>
<td>C Assessment of Progress</td>
<td>C Assessment of Progress</td>
</tr>
</tbody>
</table>

**Section 2 Teaching Practice**

For all your Year 1 observation forms, personal evaluations, lesson plans, scheme of work and resources used during your 4 teaching observations.

+ Signed Log of Teaching Hours

**Section 2 Teaching Practice**

For all your Year 1 and Year 2 observation forms, personal evaluations, lesson plans, scheme of work and resources used during your 8 teaching observations

+ Signed Log of Teaching Hours

**Section 3**

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Module feedback sheet</td>
<td>1 - Module feedback sheet</td>
</tr>
<tr>
<td>2 - Signed plagiarism statement</td>
<td>2 - Signed plagiarism statement</td>
</tr>
<tr>
<td>3 - Micro teach evaluations</td>
<td>3 - Assignment with tutor comments (1st &amp; 2nd Submissions if applicable)</td>
</tr>
<tr>
<td>4 - Assignment with tutor comments (1st &amp; 2nd Submissions if applicable)</td>
<td>4 - turnitin receipt/report</td>
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<td>5 - turnitin receipt/report</td>
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<thead>
<tr>
<th>Module 2</th>
<th>Module 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Module feedback sheet</td>
<td>1 - Module feedback sheet</td>
</tr>
<tr>
<td>2 - Signed plagiarism statement</td>
<td>2 - Signed plagiarism statement</td>
</tr>
<tr>
<td>3 - Assignment with tutor comments (1st &amp; 2nd Submissions if applicable)</td>
<td>3 - Assignment = Group project</td>
</tr>
<tr>
<td>4 - turnitin receipt/report</td>
<td>4 - turnitin receipt/report</td>
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<tr>
<th>Module 3</th>
<th>Module 6</th>
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<tbody>
<tr>
<td>1 - Module feedback sheet</td>
<td>1 - Module feedback sheet</td>
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<tr>
<td>2 - Signed plagiarism statement</td>
<td>2 - Signed plagiarism statement</td>
</tr>
<tr>
<td>3 - Assignment - Essay and Presentation, with tutor comments (1st &amp; 2nd Submissions if applicable)</td>
<td>3 - Assignment with tutor comments (1st &amp; 2nd Submissions if applicable)</td>
</tr>
<tr>
<td>4 - turnitin receipt/report</td>
<td>4 - turnitin receipt/report</td>
</tr>
</tbody>
</table>
5.2 Assignment Plagiarism Statement

You must complete and submit the following assignment plagiarism statement with each completed module (ie 1 per module not per task). See VLE for electronic copy. Include a signed sheet in your portfolio for each module.

Diploma in Education and Training

Assignment Plagiarism Statement

Name: College:

Date of Submission:

Module 1 □ 2 □ 3 □
Diploma Module 4 □ 5 □ 6 □
PGCE Module 4 □ 5 □ 6 □

Faculty Statement on plagiarism

I have read the University’s procedures on plagiarism, available in the Student Procedures Handbook, and accessible on the University website.

I declare that the content of this assignment is original and that it is referenced in accordance with the University’s regulations.

Signed Date

Assignments are expected to be well presented, and should be fluently and coherently written.

Please make a note here if there is anything you particularly wish to draw the marker’s attention to:

6. Programme Modules

On the following pages are outlines of all modules taught on this programme.

On the VLE you will find separate sections for each module with additional materials, resources, readings and example assignments etc provided by the module leaders. It is important that you make full use of these while completing the modules.

Please use a variety of texts from books, journals, Government Policy Papers and online materials to support your professional development and ensure your work is current to reflect the continuing professional developments in the FE and Skills Sector.

We will update the VLE regularly in response to both national and programme developments therefore please check for any changes to the details in this handbook.
## 6.1 Module guide

A guide to the modules you will study depending on the pathway you are following. Please use the colour codes to locate the modules in this handbook.

<table>
<thead>
<tr>
<th>Diploma in E + T and PGCE generic</th>
<th>Dip E+T Specialist pathway Maths</th>
<th>Dip E+T Specialist pathway Teaching Disabled Learners</th>
<th>Dip E+T Specialist pathway English</th>
<th>Integrated Dip E+T English (ESOL or Literacy)</th>
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</thead>
<tbody>
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<td>Colour: XX and XX</td>
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<tr>
<td>Mod 1 Introduction to Teaching and Learning</td>
<td>Mod 1 Numeracy and the Learners</td>
<td>Mod 1 Introduction to Teaching Disabled Learners</td>
<td>ESOL, Literacy and the Learners</td>
<td>ESOL, Literacy and the Learners</td>
</tr>
<tr>
<td>Mod 2 Assessment</td>
<td>Mod 2 Assessment (as per generic)</td>
<td>Mod 2 Assessment (as per generic)</td>
<td>Mod 2 Assessment (as per generic)</td>
<td>Mod 2 Assessment for ESOL or Literacy</td>
</tr>
<tr>
<td>Mod 3 Applying Theory to Practice</td>
<td>Mod 3 Applying Theory to Practice (as per generic but at Level 5) See p. 28</td>
<td>Mod 3 Applying Theory to Practice (as per generic but at Level 5) See p. 28</td>
<td>Mod 3 Applying Theory to Practice (as per generic but at Level 5) See p. 28</td>
<td>Mod 3 Theory and Practice for ESOL and Literacy</td>
</tr>
<tr>
<td>Mod 4 Reflecting on Practice</td>
<td>Mod 4 Reflecting on Practice (as per generic)</td>
<td>Mod 4 Reflecting on Practice (as per generic)</td>
<td>Mod 4 Reflecting on Practice (as per generic)</td>
<td>Mod 4 Reflecting on ESOL or Literacy Practice</td>
</tr>
<tr>
<td>Mod 5 Curriculum</td>
<td>Mod 5 Mathematics: Improving Numeracy Knowledge, Understanding and Practice</td>
<td>Mod 5 Developing Practice in Teaching Disabled Learners</td>
<td>Mod 5 ESOL or Literacy Theories and Frameworks</td>
<td>Mod 5 ESOL or Literacy Theories and Frameworks.</td>
</tr>
<tr>
<td>Mod 6 Policy and Professional Practice</td>
<td>Mod 6 Policy and Professional Practice (as per generic)</td>
<td>Mod 6 Policy and Professional Practice (as per generic)</td>
<td>Mod 6 Policy and Professional Practice (as per generic)</td>
<td>Mod 6 Wider Professional Practice for ESOL and Literacy</td>
</tr>
</tbody>
</table>
1: Introduction to Teaching and Learning (20 credits / NQF level 4)  
Module lead contact: Graham Topley  
Module Code: METLL1TEL

Aims
This first module prepares students to teach in the Further Education and Skills Sector and when successfully completed confers the Introductory Award in Education and Training. The broad aim of the module is to provide a thorough preparation for teachers and trainers working in the Further Education and Skills Sector (FESS) in terms of their knowledge, skills and professional attributes. The module will focus on competent delivery in a range of learning environments, and will encourage participants to explore the nature and diversity of lifelong learners and concentrate on key principles of planning and organisation for effective learning.

Intended Learning Outcomes
By the end of this Module learners should be able to:
1. Demonstrate an understanding of own role, responsibilities and boundaries in relation to teaching.
2. Demonstrate an understanding of how to use and evaluate appropriate teaching and learning approaches and resources in a specialist area.
3. Demonstrate session planning and delivery which motivates inclusive learning.
4. Employ a range of communication skills to deliver inclusive and differentiated sessions which motivate learners.
5. Plan and deliver structured, negotiated, inclusive learning activities, having identified learning needs.

Indicative Content
The module focuses on the key skills and attributes required of an effective teacher as well as identifying the roles of a practitioner. The module will outline basic principles of lesson planning and schemes of work, catalogue a range of teaching strategies, classroom management techniques and evaluation procedures. Establishing a Progress Log and undertaking subject and skills audits is an important element in preparing to teach. Micro-teach sessions will provide the focus for developing and enhancing teachers’ skills and supply classroom activity for evaluative discussion. Participants will be encouraged to evaluate their use of a range of teaching and learning strategies. In response to reflection, self-evaluation and teaching observation participants will examine their own development needs. Building the Progress Log will be a focus of the students’ learning.

Assessment Tasks – Introduction to Teaching and Learning
Completed assignments should be handed in on or before the submission date on your specific college Scheme of Work, with a copy of the signed plagiarism declaration. Requests for extensions for extenuating circumstances must be made prior to the submission date via your course tutor. Learning Outcomes may be evidenced in more than one assessment task. Study skills support is on pages 74-84.

1.1 Progress Log
Progress Logs are an important personal record of your own development, much the same as an individual learning plan (ILP). Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc to bring your log to life. Please use it to demonstrate your learning journey and celebrate your achievements and progress throughout the programme.

- Download the Progress Log from the VLE and complete sections A, B and C electronically you may find it useful to refer to the professional standards
- Section A – English, Maths and ICT - identify areas for development in how you support learners in these three areas and comment on your own skills/qualifications/CPD
- Section B- focus on discussions with and support from
| **Peer Observation** | your mentor/colleagues noting any points of development relating to your subject specialism  
- Section C will be used as an initial assessment at this point in the programme  
- Create a current electronic curriculum vitae (CV) and email this to education.dtlls@canterbury.ac.uk. Please also complete a Pen Portrait; you will be sent a link to a Bristol Online Survey to enable you to create your Pen Portrait. The initial link will be sent Mid October and then at the end of each term for updates.  
- Write a statement introducing your subject and the context in which you teach e.g. College, Adult Education, 14 – 19 etc.  
- At the end of the module email your Progress Log to education.dtlls@canterbury.ac.uk  
Conduct a one hour (minimum) observation of another teacher in a different subject or context to you. Use the peer observation form specific to this module (available on VLE) to help you to reflect specifically on the planning and delivery of the lesson, comparing and contrasting them to your own practice. Include the lesson plan. | 500 words  
Add references to support the comments if you wish. |
| **1.2 Teaching Practice**  
**Micro teach**  
**Joint Tutor & Mentor Observation of your teaching** | Plan and deliver a 15 minute micro-teach in your own subject area, include a lesson plan. Participate, observe and evaluate the micro-teaching sessions of both your own and other group members.  
Arrange a joint Tutor and Mentor observation of your teaching with a specific focus on how you plan your lessons in your specialist subject. This will count for 2 observations and you will receive 2 reports.  
Read the Observation handbook for more detailed guidance and example of a completed observation form  
- Complete all sections of part 1 of the observation form available on the VLE before sending it to your observers in advance of the observation.  
- Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available to the observer during the observation.  
- After the observation add a detailed evaluation to the lesson plan.  
When the completed observation reports are returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback and demonstrate a good level of self-improvement planning and professional practice. Comment upon how you have met the Professional Standards during the observation.  
- Return the report to the observer to add the overall grade  
- Update sections A and C of the Progress Log to record your own progress and development. | Equivalent to 1000 words.  
Add references to support the comments if you wish. |
| **1.3 Module Assignment** | Write a profile for one of your learners. Include in your assignment: | 1500 words. |
- How you carried out initial assessment and identified learning needs and barriers to learning for that specific learner.
- How you differentiate your teaching to accommodate the needs of this learner to ensure an inclusive learning environment.
- An evaluation of the resources you used showing how technology is, or could be, used to support your learner’s progress.

In order to pass the module you MUST upload your essay to the VLE Turnitin tool for an originality feedback report by the due date. Your Tutor will advise you about the process.

Minimum 4 references from different sources using appropriate referencing (see VLE & handbook)

NB References and quotes are not included in the word count

Overall module reflection and feedback
To conclude the module, please complete the feedback survey available as a link from this module on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the module.

Module Reading – Introduction to Teaching and Learning

Core texts helpful for Module 1

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeley-Brown, L.</td>
<td>Training to Teach in the Learning and Skills Sector, from Threshold Award to QTLS</td>
<td>Harlow: Pearson Education</td>
<td>Chapter 4: pp. 45-60</td>
</tr>
<tr>
<td>Tummons, J.</td>
<td>Becoming a Professional Tutor in the Lifelong Learning Sector</td>
<td>2nd edn. Exeter: Learning Matters</td>
<td>Chapter 8: pp. 80-91</td>
</tr>
<tr>
<td>Wilson, L.</td>
<td>Practical Teaching A Guide to PTLLS &amp; CTLLS</td>
<td>Exeter: Learning Matters</td>
<td>Chapter 10 pp. 119-131</td>
</tr>
</tbody>
</table>

All chapters

Additional Reading: The following bibliography lists titles that may be of further interest.

- Keely-Brown, L (2014) "Achieving your Award in Education and Training" Maidenhead: OUP
- Zaidi, N (2015) "Achieving your Award in Education & Training - the comprehensive course comparison" Education & Training Consultants Ltd.
Aims

This module aims to develop an awareness of some of the main assessment theoretical principles and purposes and includes the examination of a range of assessment methods and strategies that can be employed flexibly to support individual students. Implications for funding and management of learning through the evidencing, recording and reporting of assessment data will also be a central theme.

Intended Learning Outcomes

By the end of this Module learners should be able to:
1. Demonstrate a knowledge and understanding of some of the theories, purposes, and principles of assessment planning.
2. Apply different forms and types of assessment in their own teaching and recognise them in others.
3. Compare and contrast the principles that underpin assessment of and assessment for learning and the importance of appropriate feedback in the process.
4. Manage learner expectations and behaviours using a range of effective assessment and feedback strategies.
5. Describe and evaluate the role of assessment data in monitoring and managing learner expectations and behaviour essential to the efficient and effective planning of lessons.

Indicative Content

The aims of the module are to consider some of the key concepts and theories based around why and how we assess, including an exploration of the differences that may be expected between training and teaching. This will include the contrast between assessment of and assessment for learning practices which will be explored along with the need to develop effective questioning and appropriate communication and feedback skills.

Principles of assessment such as validity, reliability, sufficiency and authenticity will be discussed along with forms of assessment such as initial, formative, diagnostic and summative assessments. In addition, types of assessment including criterion-based, competence-based, product and process based assessments will be examined when considering the appropriateness of assessment strategies to respond to individual learning needs.

Finally, the role of assessment data in monitoring and managing learner expectations and behaviour will be considered; essential to the efficient and effective planning of lessons.

Assessment Tasks – Planning and Assessing

Completed assignments should be handed in on or before the submission date on your specific college Scheme of Work, with a copy of the signed plagiarism declaration. Requests for extensions for extenuating circumstances must be made prior to the submission date via your course tutor. Learning Outcomes may be evidenced in more than one assessment task. Study skills support is on pages 74-84.

2.1 Progress Log

Re-visit and update sections A & B of your progress log and focus your thoughts about module 2 – How do you manage your classroom including ideas for room layout and managing the behaviour of learners? Have you had any subject specialist assessment training or qualifications you can add to your log? Set yourself some action points for these areas. Use the Professional Standards to guide you.

Equivalent to 500 words. Add references to support the comments if you wish.
| **Reflection on Peer Observation** | Conduct a one hour (minimum) observation of another teacher in a different subject or context to you. Use the peer observation form specific to this module (available on VLE) to help you to reflect specifically on and the classroom organisation and management of behaviour, comparing and contrasting them to your own practice. Include a copy of the lesson plan. | Equivalent to 500 words. Add references to support the comments if you wish. |
| **2.2 Teaching Practice** | **Log your teaching hours to date**  
- Arrange an observation of your teaching with a specific focus on how you plan for assessment in your teaching.  
- Complete part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.  
- Include your detailed lesson plan (which should use appropriate assessment terminology such as forms and types of assessment) and a copy of the relevant scheme of work in your submission and make them available to the observer during the observation.  
- After the observation add a detailed evaluation to the lesson plan using appropriate assessment terminology such as types and forms of assessment.  
- When the completed observation report is returned complete part 4 of the form, with an emphasis on assessment and how you track student progress to promote learning.  
- Update sections A and C of the Progress Log to record your own progress and development. | Equivalent to 1000 words. Add references to support the comments if you wish. |
| **2.3 Module Assignment** | Reflect on the assessment processes you use in your own teaching. Explain using appropriate assessment terminology and theory:  
- What assessment methods you use and why  
- How you capture and track assessment data  
- How you use assessment data to improve teaching and learning (assessment of and for learning)  
- What feedback/forward strategies you use to manage learner expectations and progress  
Evaluate your assessment practice and determine whether it is fit for purpose and include any changes you would like to implement in your own practice. Include, where appropriate, references to ICT.  
You may wish to include a copy of your scheme of work, course syllabus and a sample of a relevant assessment activity to support your writing as appendices.  
In order to pass the module you MUST upload your essay to the VLE Turnitin tool for an originality feedback report by the due date. | 2000 words. Minimum 6 references from different sources using appropriate referencing (see VLE & handbook) NB References and quotes are not included in the word count |
| **Overall module reflection and feedback** | To conclude the module, please complete the feedback survey available as a link from this module on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the module. |  |
Module Reading – Planning and Assessing

Core texts helpful for Module 2

<table>
<thead>
<tr>
<th>Text</th>
<th>Author(s)</th>
<th>Publication Date</th>
<th>Publisher</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating with Learners in the Lifelong Learning Sector</td>
<td>Appleyard, N. and Appleyard, K.</td>
<td>2010</td>
<td>Learning Matters</td>
<td>Chapter 6: pp. 160-186</td>
</tr>
<tr>
<td>Getting the buggers to behave</td>
<td>Cowley, S.</td>
<td>2001</td>
<td>Continuum</td>
<td>Chapter 6: pp. 160-186</td>
</tr>
</tbody>
</table>

Additional Reading: The following bibliography lists titles that may be of further interest.

### Aims

The aim of the module is to explore and extend knowledge and understanding of a range of theories of learning and communication, relating them to specialist subject practice. Students will be encouraged to evaluate the relevance and usefulness of the module content to their own professional practice.

### Intended Learning Outcomes

By the end of this Module learners should be able to:

1. Describe and evaluate different theories of learning in relation to enhancing teaching/learning experiences in order to develop own subject specialism.
2. Describe and evaluate different theories of communication in relation to enhancing teaching/learning experiences in order to develop own subject specialism.
3. Apply selected aspects of theory to specialised learning environments.

### Indicative Content

Throughout this module students will be encouraged to explore selected aspects of theory and relate them directly to practice. The module will consider a range of historical and contemporary theories, models and principles of learning and look at their application to practice. In addition there will be discussions about the theories, principles and methods of communication which relate to the students’ individual specialist subject practice.

### Assessment Tasks – Applying Theory to Practice

Completed assignments **should be handed in on or before the submission date on your specific college Scheme of Work**, with a copy of the signed plagiarism declaration. Requests for extensions for extenuating circumstances must be made prior to the submission date via your course tutor. Learning Outcomes may be evidenced in more than one assessment task. Study skills support is on pages 74-84.

#### 3.1 Progress Log

| Re-visit and update sections A, B and C of your progress log. focus your thoughts about module 3 – How do you communicate with your learners? Have you had any subject specialist training about teaching methods and best practice you can add to your log? Set yourself some action points for effectively communicating with learners and embedding theories of learning into your teaching. Use the Professional Standards to guide you. NB Your tutor will review your progress with you in a tutorial to award an end of year grade At the end of the module email your updated Progress Log to education.dtls@canterbury.ac.uk | Equivalent to 1000 words. Add references to support the comments if you wish. |

#### 3.2 Teaching Practice

**By the end of modules 1-3 you must have completed and logged a minimum of**

- Arrange an observation of your teaching with a specific focus on how you use communication in your specialist subject.
- Complete part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation. The module focus (number 2 in the general information section) is communication.
- Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available to the observer during the observation.

Equivalent to 1000 words. Add references to support the comments if you wish.
| 40 hours teaching practice | • After the observation add a detailed evaluation to the lesson plan.  
• When the completed observation report is returned complete part 4 of the form, with an emphasis on the learning theories you have used in the lesson.  
• Update sections A and C of the Progress Log to record your own progress and development.  
• At the end of the module email your Progress Log to education.dtlls@canterbury.ac.uk |
|----------------------------|--------------------------------------------------------------------------------------------------|
| And successfully passed 4  | Both of the tasks below MUST be addressed, one as a presentation (1000 word equivalent) and the other as a 1000 word essay. Your tutor will advise you regarding the approach that your group will be taking.  
• Explain and evaluate how you use at least two appropriate communication strategies/theories to enhance teaching/learning experiences in your own subject specialist area. Include, where appropriate, references to ICT.  
• Explain and evaluate how you use at least two appropriate learning theories to enhance teaching/learning experiences in your own subject specialist area. Include, where appropriate, references to ICT. |
<table>
<thead>
<tr>
<th>Teaching observations</th>
<th>In order to pass the module you MUST upload your essay to the VLE Turnitin tool for an originality feedback report by the due date.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Assignment</td>
<td>To conclude the module, please complete the feedback survey available as a link from this course on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the course.</td>
</tr>
</tbody>
</table>
| e-submission via Turnitin | 2000 words overall.  
Minimum 6 references taken from different sources using appropriate referencing  
NB References and quotes are not included in overall word count. |
<table>
<thead>
<tr>
<th>Overall module reflection and feedback</th>
<th>Module Reading – Applying Theory to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Author(s)</td>
<td>Title</td>
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<td>-----------</td>
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</tr>
<tr>
<td>Rogers, J.</td>
<td><em>Adults Learning.</em> 5th edn.</td>
</tr>
<tr>
<td>Wallace, S.</td>
<td><em>Managing Behaviour in the Lifelong Learning Sector.</em></td>
</tr>
<tr>
<td>Wilson, L.</td>
<td><em>Practical Teaching: A guide to PTLLS and CTLLS.</em></td>
</tr>
</tbody>
</table>

**Additional Reading:** The following bibliography lists titles that may be of further interest.


**Journals**
- Journal of Further and Higher Education
- Teaching in Lifelong Learning: a journal to inform and improve practice.
Aims

The aim of the module is to explore and extend knowledge and understanding of a range of theories of learning and communication, relating them to specialist subject practice. Students will be encouraged to evaluate the relevance and usefulness of the module content to their own professional practice.

Intended Learning Outcomes

By the end of this Module learners should be able to:
1. Describe and critically evaluate different theories of learning in relation to enhancing teaching/learning experiences in order to develop own subject specialism.
2. Describe and critically evaluate different theories of communication in relation to enhancing teaching/learning experiences in order to develop own subject specialism.
3. Apply and justify selected aspects of theory to specialised learning environments.

Indicative Content

Throughout this module students will be encouraged to explore selected aspects of theory and relate them directly to practice. The module will consider a range of historical and contemporary theories, models and principles of learning and look at their application to practice. In addition there will be discussions about the theories, principles and methods of communication which relate to the students’ individual specialist subject practice.

Assessment Tasks – Applying Theory to Practice

Completed assignments should be handed in on or before the submission date on your specific college Scheme of Work, with a copy of the signed plagiarism declaration. Requests for extensions for extenuating circumstances must be made prior to the submission date via your course tutor. Learning Outcomes may be evidenced in more than one assessment task. Study skills support is on pages 74-84.

| 3.1 | Progress Log | Re-visit and update sections A, B and C of your progress log. Focus your thoughts about module 3 – How do you communicate with your learners? Have you had any subject specialist training about teaching methods and best practice you can add to your log? Set yourself some action points for effectively communicating with learners and embedding theories of learning into your teaching. Use the Professional Standards to guide you. NB Your tutor will review your progress with you in a tutorial to award an end of year grade. At the end of the module email your updated Progress Log to education.dttlss@canterbury.ac.uk | Equivalent to 1000 words. Add references to support the comments if you wish. |
3.2 Teaching Practice

By the end of modules 1-3 you must have completed and logged a minimum of 40 hours teaching practice. And successfully passed 4 teaching observations.

- Arrange an observation of your teaching with a specific focus on how you use communication in your specialist subject.
- Complete part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.
- Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available to the observer during the observation.
- After the observation add a detailed evaluation to the lesson plan.
- When the completed observation report is returned complete part 4 of the form, with an emphasis on the learning theories you have used in the lesson.
- Update sections A and C of the Progress Log to record your own progress and development.
- At the end of the module email your Progress Log to education.dtlls@canterbury.ac.uk.

3.3 Assignment

Both of the tasks below MUST be addressed, one as a presentation (1000 word equivalent) and the other as a 1000 word essay. Your tutor will advise you regarding the approach that your group will be taking.

- Explain, critically evaluate and justify your use of at least two appropriate communication strategies/theories to enhance teaching/learning experiences in your own subject specialist area. Include, where appropriate, references to ICT.
- Explain, critically evaluate and justify your use of at least two appropriate leaning theories to enhance teaching/learning experiences in your own subject specialist area. Include, where appropriate, references to ICT.

In order to pass the module you MUST upload your essay to the VLE Turnitin tool for an originality feedback report by the due date.

2000 words overall.
Minimum 6 references taken from different sources using appropriate referencing.

NB References and quotes are not included in overall word count.

Overall module reflection and feedback

To conclude the module, please complete the feedback survey available as a link from this course on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the course.
## Module Reading – Applying Theory to Practice

### Core texts helpful for Module 3

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Edition</th>
<th>Publisher</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appleyard, N. and Appleyard, K.</td>
<td>Communicating with Learners in the Lifelong Learning Sector</td>
<td>2nd edn.</td>
<td>Learning Matters</td>
<td>65-83</td>
</tr>
<tr>
<td>Aubrey, K. and Riley, A.</td>
<td>Understanding and Using Educational Theories</td>
<td>London: Sage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harkin, J., Turner, G., and Dawn, T.</td>
<td>Teaching Young Adults</td>
<td>London: Routledge</td>
<td>35-55</td>
<td></td>
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<tr>
<td>Harasam, L.</td>
<td>Learning Theories and Online Technologies</td>
<td>London: Routledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rogers, A. and Horrocks, N.</td>
<td>Teaching Adults</td>
<td>Buckingham: Open University Press</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rogers, J.</td>
<td>Adults Learning</td>
<td>Buckingham: Open University Press</td>
<td>6-42</td>
<td></td>
</tr>
<tr>
<td>Scales, P.</td>
<td>Teaching in the Lifelong Learning Sector</td>
<td>Exeter: Learning Matters Ltd</td>
<td>27-85</td>
<td></td>
</tr>
<tr>
<td>Wallace, S.</td>
<td>Tutoring and Training in the Lifelong Learning Sector</td>
<td>Exeter: Learning Matters Ltd</td>
<td>167-175</td>
<td></td>
</tr>
<tr>
<td>Wallace, S.</td>
<td>Managing Behaviour in the Lifelong Learning Sector</td>
<td>Exeter: Learning Matters Ltd</td>
<td>17-29</td>
<td></td>
</tr>
<tr>
<td>Wilson, L.</td>
<td>Practical Teaching: A guide to PTLLS and CTLLS</td>
<td>Cengage Learning</td>
<td>EMEA Pp52-55</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Reading: The following bibliography lists titles that may be of further interest.


### Journals

- *Journals*
- *Journal of Further and Higher Education*
- *Teaching in Lifelong Learning: a journal to inform and improve practice.*
In Year 2 the emphasis for your studies will be on developing your subject specialist expertise across modules 4, 5 and 6; aspects of each module will form part of an on-going critical study with the focus on evaluating and improving your own subject specialist professional practice.

This will be an opportunity for you to reflect on your practice, research new ways of teaching and learning for your subject area, develop curricula based on your own specialism, and research the ways in which legislation and policy have shaped what and how you now teach.

**Option to take the PGCE route**

In year 2 of the Diploma if you already hold a degree, or equivalent qualification, you can choose to take the Professional Graduate Certificate of Education.

- **YOU** must apply for the ProfGCE option see below for dates.
- Your work across the year 2 modules must be differentiated in terms of the level and depth of critical analysis required at HE level 6.
- If you do take the PGCE route you will then work to that level and **CANNOT** default to the Diploma Award (level 5) should your work not be to ProfGCE standard. Therefore applying for the ProfGCE route is an important decision that should involve an honest discussion between you and your tutor about the standard of your Diploma Year 1 work and your commitment to research and study at level 6 during Year 2.
- Advice and guidance is available on the VLE under the Diploma/ProfGCE button.
- Discuss your decision with your Tutor to benefit from their advice and guidance.

---

**Application for ProfGCE Pathway** *(download this form from the VLE)*

*(Professional Graduate Certificate in Education & Training)*

I wish to register for the ProfGCE Pathway

“I have read and understood the regulations and conditions below”.

Name:

Student ID:

College/Centre:

Signed/Applicant: Signed Link Tutor:

Signed Centre Co-ordinator: Date:

*Please see regulations below

Graduates (i.e. holders of degrees from an HEI, or equivalent) will be able to register for a ProfGCE component as a part of the Diploma in Education & Training. Please read the following information carefully if you are considering this pathway.

Please note that new requirements mean we only offer a Professional Graduate Certificate in Education (Lifelong Learning) qualification. Candidates still need to be graduates but the modules will be assessed at (NQF) L6 and not (NQF) L7.

**IMPORTANT**

Graduates undertaking the part time Diploma in Education and Training must register for the ProfGCE pathway by 31st October.

Graduates undertaking the Fast Track Diploma in Education & Training must register for the ProfGCE pathway by 1st March.

Apply through the Centre Co-Ordinator of the College where you are undertaking the qualification. At this point graduates will be asked to show their degree certificates. Failure to inform the Centre Co-ordinator by this date will result in the student remaining registered for the Diploma in Education & Training at L4&5.

The pathway for PGCE is clearly identified in modules 4, 5 & 6 in this handbook:

*You must undertake all Year 2 modules at NQF L6.*

This pathway, if successfully completed, will result in the award: of ProfGCE = Professional Graduate Certificate in Education & Training.
Module 4: Reflecting on Practice (20 credits / NQF level 5/6)

Module lead contact: Noelle Graal
Module Code: METLL2REP/METLL3REP

Aims

The aim of this module is to explore key theories and models of reflective practice and evaluation. Students will use this knowledge to reflect on their subject specialist teaching to identify areas for development. Students will be encouraged to trial resources including the use of learning technologies to develop innovative and creative approaches in their own practice and to establish and maintain an inclusive environment for teaching learning and assessment.

Intended Learning Outcomes

Diploma (level 5) By the end of the module participants should be able to:
1. Demonstrate knowledge and critical understanding of theories and models of reflective practice and evaluation
2. Analyse own practice and approaches in inclusive teaching and subject specialist teaching to identify areas for development
3. Critically evaluate resources including learning technologies and how they can enhance students’ subject specialist teaching

PGCE (level 6) By the end of this module students should be able to:
1. Demonstrate in-depth knowledge and systematic conceptual understanding of theories and models of reflective practice and evaluation
2. Critically analyse own practice and approaches in inclusive teaching and subject specialist teaching to identify areas for development
3. Critically and systematically evaluate resources including learning technologies and how they can enhance students’ subject specialist teaching

Indicative Content

Students will review some of the key theories and models of reflective practice and evaluation and will be encouraged to analyse the usefulness of each one in their own subject specialist practice. There will be a focus on subject specialist teaching; students will consider a range of approaches and resources, including how learning technologies can be used, and consider how these will enhance their own teaching learning and assessment. In order to extend students’ skills, practical examples of inclusive learning practices will be shared and evaluated.

Assessment Tasks Reflecting on Practice

Completed assignments should be handed in on or before the submission date on your specific college Scheme of Work, with a copy of the signed plagiarism declaration. Requests for extensions for extenuating circumstances must be made prior to the submission date via your course tutor. Learning Outcomes may be evidenced in more than one assessment task. Study skills support is on pages 74-84.

| 4.1 | Progress Log | If you are continuing from year 1 please update all sections of your Progress Log at the end of this module.

If you are joining/starting the Diploma course at Year 2/this module, complete all sections A, B, C of the Progress Log; for initial assessment you will be graded at the end of this module using your responses to section C.

Focus your thoughts about module 4 – How do you reflect on your teaching? Have you had any subject specialist training about

Equivalent to 500 words. Add references to support the comments if you wish. |
| Reflection on Peer Observation. (The mentoring role) | Evaluating teaching methods you can add to your log? Set yourself some action points for effectively reflecting with learners and colleagues about your teaching. Use the Professional Standards to guide you. Use the CPD area of section A as an Action Plan for your ongoing CPD, this will be a full review of your professional development needs, how you identified them and how you will achieve them. Conduct a one hour (minimum) observation of another teacher in a different subject or context to you. Use the peer observation form specific to this module (available on VLE) to help you to reflect specifically: a) On the ways in which Maths, English and ICT are embedded in the subject specialism, b) On the strategies used for teaching the subject specialism, including effective use of resources. In a mentor role, what specific advice would you give your observee in order to help them to develop and extend their practice? Equivalent to 500 words. Include minimum 2 references NB References and quotes are not included in the overall word count. |
| 4.2 Teaching Practice | Log your teaching hours to date  
- Arrange one (or two) observation(s) of your teaching with a specific focus on how you embed inclusive practice in your subject specialist teaching  
- Complete part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.  
- Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available to the observer during the observation.  
- After the observation add a detailed evaluation to the lesson plan.  
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback and demonstrate a good level of self-improvement planning and professional practice.  
- Return the report to the observer to add the overall grade  
Update sections A and C of the Progress Log to record your own progress and development. Equivalent to 1000 words. Add references to support the comments if you wish. |
| 4.3 Module Assignment | Describe and evaluate the principles for effective teaching and learning in your subject specialist area. Based on this evaluation and through reflection on your own practice identify an area you would like to develop in your teaching. As a result of this reflection develop a new approach/activity to engage and challenge your learners and trial it with one group. Evaluate your new activity; explain how you have used 2000 words. Minimum 6 references taken from different sources using appropriate referencing NB References |
| PGCE | Reflective Practice to evaluate the success and limitations of your work. Which theories and principles were useful to you? Make sure that you:
| | a) Include an evaluation of (at least 3) models of reflective practice
| | b) Demonstrate your understanding of the principles of best practice that underpin your teaching
| **e-submission via Turnitin** | Describe and critically evaluate the principles for effective teaching and learning in your subject specialist area. Based on this evaluation and through reflection on your own practice identify an area you would like to develop in your teaching.
| | As a result of this reflection develop a new approach/activity to engage and challenge your learners and trial it with one group.
| | Evaluate your new activity; explain how you have used Reflective Practice to evaluate the success and limitations of your work. Which theories and principles have you engaged with?
| | Make sure that you:
| | 1) Include critical evaluation of (at least 3) models of reflective practice
| | 2) Demonstrate your critical understanding of the pedagogical principles that underpin your teaching
| **Overall module reflection and feedback** | The PGCE essay should demonstrate your critical exploration and understanding of key aspects of reflective practice in the sector. It should demonstrate solid evidence of literature search and review (including any relevant primary research) relating to the notion of professional reflective practice. Further guidance is available on the VLE.
| | Your essay should show evidence of:
| | • A systematic understanding of key aspects of reflective practice.
| | • An ability to use accurately techniques of analysis and enquiry
| | • The ability to describe and comment upon current research in reflective practice in the LLS.
| | In order to pass the module you MUST upload your essay to the VLE Turnitin tool for an originality feedback report by the due date. Your Tutor will advise you about the process.
| | To conclude the module, please complete the feedback survey available as a link from this module on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the module.
Module Reading - Reflecting on Practice

<table>
<thead>
<tr>
<th>Core texts helpful for Module 4</th>
<th></th>
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</table>

Additional Reading: The following bibliography lists titles that may be of further interest.


Please see VLE for links to relevant websites.
Module 5: Curriculum (20 credits / NQF level 5/6)
Module lead contact: Sabrina Poma Module Code: METLL2CUR/METLL3CUR

Aims

This module aims to develop your awareness of the links between theory and practice in the area of curriculum design. It provides an opportunity to reflect on your subject specialism and the trends which influence its delivery. Relevant developments in curriculum will be explored through a group project, involving critical evaluation of curriculum theory and effective engagement with your own professional development.

Learning Outcomes

Diploma (level 5) By the end of this module students should be able to:

1. Demonstrate knowledge and understanding of a range of features of the theory and practice of curriculum in the FE and skills sector
2. Analyse the impact of the social/political/economic context on curriculum development
3. Develop learning programmes within their specialist areas in a reflective and inclusive way.

PGCE (level 6) By the end of this module students should be able to:

1. Demonstrate in-depth knowledge and understanding of a range of features of the theory and practice of curriculum in the FE and skills sector
2. Critically analyse the impact of the social/political/economic context on curriculum development
3. Develop learning programmes within their specialist areas in a critically reflective and inclusive way

Indicative Content

The main focus for the module will be to encourage students to explore the nature of ideologies and how these impact on curriculum models and delivery. This should be related to the issue of quality delivery within the subject specific pedagogies appropriate to their curriculum area. Participants will be encouraged to examine a range of curriculum contexts and subject specialisms.

Assessment Tasks - Curriculum

Completed assignments should be handed in or before the submission date on your specific college Scheme of Work, with a copy of the signed plagiarism declaration. Requests for extensions for extenuating circumstances must be made prior to the submission date via your course tutor. Learning Outcomes may be evidenced in more than one assessment task. Study skills support is on pages 74-84.

5.1 Progress Log

Please update ALL sections of your Progress Log at the end of this module to show your continued development, in particular comment in some detail on the following in relation to meeting the Professional Standards:
- Your key learning points from team working for the course design task
- Review the curriculum offer in your subject specialist area highlighting your role in establishing and developing the curriculum and working professionally with colleagues in your college setting.

Equivalent to 1000 words. Add references to support the comments if you wish.
### 5.2 Teaching Practice

**Log your teaching hours to date**

- Arrange one (or two) observation(s) of your teaching with a specific focus on how you interpret the curriculum in your subject specialist teaching
- Complete part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.
- Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available to the observer during the observation.
- After the observation add a detailed evaluation to the lesson plan.
- When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback and demonstrate a good level of self-improvement planning and professional practice.

Comment upon how you have met the Professional Standards during the observation.

- Return the report to the observer to add the overall grade

Update sections A and C of the Progress Log to record your own progress and development.

---

### 5.3 Module Assignment

**Diploma**

You will undertake a group work activity contributing towards the design of an original course document. Present the new course to a scrutiny panel.

**Individually:** within the presentation you will be required to reflect upon the course design exercise and explain how this will inform your current/future practice. Give precise examples of application.

You will undertake a group work activity contributing towards the design of an original course document. Your contribution must reflect your in-depth knowledge at Level 6. Present the new course to a scrutiny panel.

**Individually:** within the presentation you will be required to critically review the curriculum offer in your subject specialist area highlighting your role in establishing and developing the curriculum and working professionally with colleagues in your college setting. Reflect upon the course design exercise and explain how this will inform your current/future practice. Give precise examples of application.

In order to pass the module elect one member of your group to upload one complete copy of the group project to the VLE Turnitin tool for an originality feedback report by the due date. Your Tutor will advise you about the process.

**Equivalent to 1000 words. Add references to support the comments if you wish.**

---

**PGCE**

**e-submission via Turnitin**

You will undertake a group work activity contributing towards the design of an original course document. Present the new course to a scrutiny panel.

**Individually:** within the presentation you will be required to reflect upon the course design exercise and explain how this will inform your current/future practice. Give precise examples of application.

**2000 word equiv. per person**

**Minimum 10 references per course design document, taken from different sources. Use appropriate referencing to support and strengthen the document & research**

**NB References and quotes are not included in the overall word count.**
Overall module reflection and feedback

To conclude the module, please complete the feedback survey available as a link from this module on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the module.

Module Reading - Curriculum

Core texts helpful for Module 5


Additional Reading: The following bibliography lists titles that may be of further interest.


Please see VLE for links to relevant websites.
Module 6: Professional Practice (20 credits / NQF level 5/6)
Module lead contact: Christian Beighton  Module Code: METLL2PPP/METLL3PPP

Aims:

This module aims to develop your awareness of the links between subject specialisms and contemporary socio-economic and political questions. There will be a particular focus on how this context continues to shape your professional practice. Relevant recent developments in this context will be explored through an individual investigation, involving critical evaluation of current policies and effective engagement with your own professional development.

Intended Learning Outcomes

Diploma (level 5)

By the end of this module students should be able to:

1. Demonstrate knowledge and critical understanding of a range of features of the FE and skills sector
2. Analyse ideas and practices appropriate to their own specialist area, including the issues around access and diversity
3. Critically appraise recent policy in a reflective and inclusive way to learning programmes within their specialist areas.

PGCE (level 6)

By the end of this module students should be able to:

1. Demonstrate in-depth knowledge and systematic conceptual understanding of a range of features of the FE and skills sector
2. Critically analyse ideas and practices appropriate to their own specialist area, including the issues around access and diversity in the light of current research
3. Systematically apply critical appraisals of recent policy and current research in a reflective and inclusive way to learning programmes within their specialist areas.

Indicative Content

This module will help prepare for an individual study of professional practice by examining the development of the wider context of the FE and skills sector. The sector’s aims and accomplishments will be discussed from the perspective of key concepts and organisational issues. A range of initiatives and agendas will be analysed with a view to identifying their implications for individual subject specialist practice and the sector as a whole. Examples of the trends discussed could include:

- the concept of professionalization and its implications
- the effects of marketization and managerialism across the sector
- the notion of professional accountability with regard to QA and QI practices
- personal and professional values and the development of inclusivity in the sector.
<table>
<thead>
<tr>
<th>Assessment Tasks: Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Committed assignments should be handed in on or before the submission date on your specific college Scheme of Work</strong>, with a copy of the signed plagiarism declaration. Requests for extensions for extenuating circumstances must be made prior to the submission date via your course tutor. Learning Outcomes may be evidenced in more than one assessment task. Study skills support is on pages 74-84</td>
</tr>
</tbody>
</table>

| 6.1 Progress Log | Update your CV and the Pen Portrait with the current information including all of the observation grades; NB mentor observations = Pass/IA Tutor observations = Grade IA/R/I/G/O as you complete the Diploma |
| Reflection on your progress over whole programme |
| In section C do a final self-evaluation and discuss your progress with your tutor. Your Tutor will set a final grade. |
| • At the end of the module email your Progress Log to education.dtlls@canterbury.ac.uk. Your pen portrait will need to be updated and this will be via the link to the Bristol Online Survey which will be sent to you. |
| Review your progress over the Diploma/PGCE and consider the impact that it has had on you and your learners. |
| Equivalent to 500 words. Add references to support the comments if you wish. |

| 6.2 Teaching Practice |
| By the end of modules 4-6 you must have completed and logged a minimum of 60 hours teaching practice. 100 hours in total for modules 1-6 And successfully passed 8 Teaching observations |
| • Arrange one (or two) observation(s) of your teaching with a specific focus on how you embed inclusive practice in your subject specialist teaching |
| • Complete part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation. |
| • Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available to the observer during the observation. |
| • After the observation add a detailed evaluation to the lesson plan. |
| • When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback and demonstrate a good level of self-improvement planning and professional practice. |
| • Return the report to the observer to add the overall grade. |
| Update sections A and C of the Progress Log to record your own progress and development. |
| Equivalent to 1000 words. Add references to support the comments if you wish. |

| 6.3 Module Assignment |
| Diploma |
| PGCE |
| Discuss the impact of recent initiatives on your professional practice and specialist area with reference to policy documents and supporting literature Refer to the Learning Outcomes for further guidance about what to include. |
| Critically assess the impact of a recent government policy or report on your subject area and teaching context. |
| 2000 words. Minimum 6 references taken from different sources using appropriate referencing NB References and quotes are |
### Notes:
The PGCE essay should demonstrate your critical exploration and understanding of key aspects of policy in the Further Education and Skills Sector. It should demonstrate solid evidence of literature search and review (including any relevant primary research) relating to the chosen policy. Further guidance is available on the VLE. Refer to the LOs for further guidance.

In order to pass the module you MUST upload your essay to the VLE Turnitin tool for an originality feedback report by the due date.

<table>
<thead>
<tr>
<th>e-submission via Turnitin</th>
<th>Overall module reflection and feedback</th>
</tr>
</thead>
<tbody>
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<td><strong>Notes:</strong> The PGCE essay should demonstrate your critical exploration and understanding of key aspects of policy in the Further Education and Skills Sector. It should demonstrate solid evidence of literature search and review (including any relevant primary research) relating to the chosen policy. Further guidance is available on the VLE. Refer to the LOs for further guidance. In order to pass the module you MUST upload your essay to the VLE Turnitin tool for an originality feedback report by the due date.</td>
<td>To conclude the module, please complete the feedback survey available as a link from this module on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the module.</td>
</tr>
</tbody>
</table>

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### Module Reading – Professional Practice

#### Core texts helpful for Module 6


#### Additional Reading: The following bibliography lists titles that may be of further interest.


Please see VLE for links to relevant websites.
This first module prepares students to teach in the Further Education and Skills Sector and if successfully completed confers the Introductory Award in Education and Training: Maths. This module will be conducted with a discrete group of trainees where the focus is entirely upon the specialist knowledge required for teaching Maths. On completion of this module you will continue to study modules 2, 3 and 4 with the generic Diploma group at your local provider college but your assignment tasks will enable you to focus on your specialist teaching roles. Module 5 will then be conducted as a discrete group with the focus entirely upon teaching Maths. You will return to the generic group at your local provider college for the final module about professional practice.

Module Aims

The module aims to provide students with an understanding of key issues relating to numeracy and numeracy learners. Students will consider the links between popular perceptions of mathematics and their roles within numeracy learning. They will consider how numeracy skills can impact different contexts and subjects and explain how to liaise with others to promote the inclusion of numeracy skills in learning programmes. Students will consider formative assessment processes that enable them to identify common errors and misconceptions in mathematics and consider possible reasons why they occur.

Intended Learning Outcomes

By the end of this module students should be able to:

1. Analyse the links between popular perceptions of mathematics and their roles within numeracy learning
2. Use inclusive approaches, learning support and other professionals to meet the individual needs of numeracy learners
3. Identify how numeracy can impact on different contexts and subjects
4. Analyse assessment processes to identify the skills and aspirations of numeracy learners

Indicative Content

Analyze the role of mathematics and numeracy in society. Evaluate the perceptions of mathematics. Consider personal, social and cultural factors affecting learners’ mathematical development. Enhance numeracy learning through inclusive approaches that meet the individual needs of numeracy learners. Evaluate approaches to mathematics and numeracy formative assessment. Analyse common errors and misconceptions in mathematics and possible reasons why they occur.

Assessment Tasks – Mathematics: Numeracy and the Learners

Completed assignments should be handed in on or before the submission date on your specific college Scheme of Work, with a copy of the signed plagiarism declaration. Requests for extensions for extenuating circumstances must be made prior to the submission date via your course tutor. Learning Outcomes may be evidenced in more than one assessment task. Study skills support is on pages 74-84.

1.1M Progress Log

Progress Logs are an important personal record of your own development, much the same as an individual learning plan (ILP). Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc to bring your log to life. Please use it to demonstrate your learning journey and celebrate your
Reflection on observation of experienced teacher

achievements and progress throughout the programme.

- Download the Progress Log from the VLE and complete sections A, B and C electronically you may find it useful to refer to the professional standards
- Section A – English, Maths and ICT - identify areas for development in how you support learners in these three areas and comment on your own skills/qualifications/CPD
- Section B - focus on discussions with and support from your mentor/colleagues noting any points of development relating to your subject specialism
- Section C will be used as an initial assessment at this point in the programme
- Create a current electronic curriculum vitae (CV) and email this to education.dtlls@canterbury.ac.uk. Please also complete a Pen Portrait; you will be sent a link to a Bristol Online Survey to enable you to create your Pen Portrait. The initial link will be sent Mid October and then at the end of each term for updates.
- Write a statement introducing your subject and the context in which you teach e.g. College, Adult Education, 14 – 19 etc.

At the end of the module email your Progress Log to education.dtlls@canterbury.ac.uk

Observation of experienced teacher

Conduct a one-hour (minimum) observation of an experienced mathematics or numeracy teacher. Use the observation of a experienced teacher form specific to this module (available on VLE) to help you to reflect specifically on the planning and delivery of the lesson, with a focus on mathematical misconceptions. Compare and contrast what you observe to your own practice. Include the lesson plan.

<table>
<thead>
<tr>
<th>1.2M Teaching Practice</th>
<th>Task 1: Micro Teach and Analysis of Mathematical Misconceptions – LO2,4</th>
<th>Equivalent to 2000 words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micro teach</td>
<td>A) Micro Teach (1000 word equivalence) Plan and deliver a 15-minute mini lesson on a maths topic of your choice. Participate, observe and evaluate the micro teaching sessions of both your own and other group members.</td>
<td>Task B: minimum 3 references taken from different sources using appropriate referencing (see VLE &amp; handbook)</td>
</tr>
<tr>
<td>Mathematical misconceptions</td>
<td>B) Mathematical Misconceptions (1000 words) Analyse a range of typical mathematical errors and misconceptions. Consider: - the role of formative assessment in identifying errors - the importance of maths vocabulary, language and literacy - the associated mathematical concepts Explain the strategies you use within teaching to unpick and address student misconceptions. Include references to supporting literature.</td>
<td></td>
</tr>
<tr>
<td>Observation of your teaching</td>
<td><strong>Teaching Observation</strong> Arrange a joint observation of your teaching – this is the first of</td>
<td></td>
</tr>
</tbody>
</table>

NB
Log your teaching hours to date on the teaching log form available to download on the VLE

your assessed observations by your course tutor and mentor and will count as 2 observations with 2 reports. Use the Maths/Numeracy subject specialist form available on the VLE.

The observation must be in a mathematics or numeracy context and your teaching over year 1 and 2 must be with two distinct curriculum levels from Entry, Level 1, Level 2

- Complete all sections of part 1 of the observation form, including targets, before sending it to both of your observers in advance of the observation.
- Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available to the observers during the observation.
- After the observation add a detailed evaluation to the lesson plan.
When the completed observation reports are returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback and demonstrate a good level of self–improvement planning and professional practice. Comment upon how you have met the professional standards during the observation.
- Return the report to the observer to add the overall grade
- Update sections A and C of the Progress Log to record your own progress and development.

| 1.3M | Module Assignment |  
|---|---|---|
| 1.3M | Module Assignment | An analysis of the needs of a group of numeracy learners L0 1-4 |
|  |  | You will need to consider learners’ motivations and aspirations, their perceptions of numeracy and mathematics and the impact of their various backgrounds and maths histories. |
|  |  | - Explain how you use assessment to identify and address learner needs and to plan for differentiation |
|  |  | - Discuss the issues that affect the learning of individuals within the group |
|  |  | - Identify and justify approaches to teaching that you have or could use |
|  |  | - Consider whether popular perceptions of mathematics are consistent with your students’ beliefs and educational experience |
|  |  | In order to pass the module you MUST upload your essay to the VLE Turnitin tool for an originality feedback report by the due date. Your Tutor will advise you about the process. |
| Overall module reflection and feedback |  | To conclude the module, please complete the feedback survey available as a link from this module on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the module. |
| References and quotes are not included in the overall word count. |  | References and quotes are not included in the overall word count. |

An analysis of the needs of a group of numeracy learners L0 1-4

You will need to consider learners’ motivations and aspirations, their perceptions of numeracy and mathematics and the impact of their various backgrounds and maths histories.

- Explain how you use assessment to identify and address learner needs and to plan for differentiation
- Discuss the issues that affect the learning of individuals within the group
- Identify and justify approaches to teaching that you have or could use
- Consider whether popular perceptions of mathematics are consistent with your students’ beliefs and educational experience

In order to pass the module you MUST upload your essay to the VLE Turnitin tool for an originality feedback report by the due date. Your Tutor will advise you about the process.
Module Reading – Mathematics: Numeracy and the Learners

Core texts for Module 1:
DFES (2001) Skills for life: the national strategy on improving adult literacy and numeracy skills.

Additional Reading

Journals
ALM Journal http://www.alm-online.net/
Educational Studies in Mathematics
International Journal for Mathematics Teaching and Learning: Centre for Innovation in Mathematics
Teaching http://www.cimt.plymouth.ac.uk/journal/default.htm
Research in Mathematics Education

Websites
Adults Learning Mathematics http://www.alm-online.org/
Centre for Innovation in Mathematics Teaching http://www.cimt.plymouth.ac.uk/
National Centre for Excellence in the Teaching of Mathematics https://www.ncetm.org.uk/
National Numeracy http://www.nationalnumeracy.org.uk/home/index.html
National Research and Development Centre for Adult Literacy and Numeracy (NRDC) http://www.nrdc.org.uk/index.asp

Other Learning Resources
London Adult Numeracy Professional Development Centre (2003), Study Packs Unpublished
Module Aims

The module aims to enable students to improve their numeracy knowledge, understanding and practice. Students will consider the fundamental attributes of mathematics and numeracy and the characteristics of mathematical procedures. Students will evaluate mathematical research and practice to improve their teaching, considering how the origins and status of mathematics impact on numeracy teaching.

Intended Learning Outcomes

Diploma level 5:
By the end of this module students should be able to:
1. Demonstrate knowledge and understanding of how learning theories and the origins and status of mathematics impact on numeracy teaching
2. Evaluate research and practice to improve numeracy learning and teaching
3. Understand fundamental attributes of mathematics and numeracy
4. Understand the characteristics of procedures within mathematics and numeracy

PGCE level 6:
By the end of this module students should be able to:
1. Demonstrate knowledge and understanding of how learning theories and the origins and status of mathematics impact on numeracy teaching
2. Critically evaluate research and practice to improve numeracy learning and teaching
3. Analyse fundamental attributes of mathematics and numeracy
4. Understand the characteristics of procedures within mathematics and numeracy

Indicative Content

Review the historic and cultural developments of mathematics, analyse the language and concepts associated with number systems. Evaluate current mathematical research and practice, analysing how learning and teaching theories underpin numeracy learning and teaching. Develop personal maths skills, knowledge and understanding to an appropriate depth.

Assessment Tasks – Mathematics: Improving Numeracy Knowledge, Understanding and Practice

Completed assignments should be handed in on or before the submission date on your specific college Scheme of Work, with a copy of the signed plagiarism declaration. Requests for extensions for extenuating circumstances must be made prior to the submission date via your course tutor. Learning Outcomes may be evidenced in more than one assessment task. Study skills support is on pages 74-84

5.1M Progress Log

Please update ALL sections of your Progress Log at the end of this module to show your continued development, in particular comment on the following in relation to meeting the professional standards:
- Your key learning points from this module
- The way you use discussion and collaborative activities to enhance learning
- Developments in your personal maths skills

Observation of experienced teacher

Conduct a one-hour (minimum) observation of an experienced
| Reflection on observation of experienced teacher | mathematics or numeracy teacher, preferably in a different context to your own. Use the peer observation form specific to this module (available on VLE) to help you to reflect specifically on the use of discussion and collaborative activities, comparing and contrasting them to your own practice. Include the lesson plan. |
| 5.2M Teaching Practice | Maths Personal Skills  
A selection of mathematical tasks relating to the four rules, different number systems, algebra, mathematical proof, measurement and data handling. |
| Observation of your teaching | **Teaching Observation**  
The observation must be in a mathematics or numeracy context and your teaching over year 1 and 2 must be with two distinct curriculum levels from Entry, Level 1, Level 2 |
| Please log your teaching hours | • Arrange one (or two) observation(s) of your teaching with a specific focus on discussion and collaborative learning  
• Complete part 1 of the observation form available on the VLE before sending it to your observer in advance of the observation.  
• Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available to the observer during the observation.  
• After the observation add a detailed evaluation to the lesson plan.  
• When the completed observation report is returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback and demonstrate a good level of self – improvement planning and professional practice.  
• Return the report to the observer to add the overall grade  
• Update sections A and C of the Progress Log to record your own progress and development. |
| 5.3M Module Assignment | An investigation into an area of interest developing and extending ideas introduced in the module. |
| Module Assignment e-submission via Turnitin | It is intended that you develop and extend work from the module, using ideas from theory and research into maths teaching and learning and the impact for your practice. Suggested areas might include:  
• mathematics teaching in different cultures  
• classroom discussion and effective questioning  
• teacher beliefs and inconsistencies between belief and practice  
• effective teaching of mathematics  

For PGCE  
You will need to show evidence of an increased level of analysis and evidence of reading from a wide range of sources. In order to pass the module you MUST upload your essay to the VLE Turnitin tool for an originality feedback report by the due date. Your Tutor will advise you about the process. |
| | Equivalent to 2000 words. |
| | 2000 words. |
| | Minimum 6 references from different sources using appropriate referencing (see VLE & handbook) |
| | NB References and quotes are not included in the word count |
**Overall module reflection and feedback**

You are invited to take part in a short, optional and anonymous on-line survey available as a link from this module on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the module.

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**Module Reading – Mathematics: Improving Numeracy Knowledge, Understanding and Practice**

<table>
<thead>
<tr>
<th>Core texts for Module 5:</th>
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**Additional Reading**


**Journals**

- ALM Journal [http://www.alm-online.net/](http://www.alm-online.net/)
- Educational Studies in Mathematics
- *International Journal for Mathematics Teaching and Learning*: Centre for Innovation in Mathematics Teaching [http://www.cimt.plymouth.ac.uk/journal/default.htm](http://www.cimt.plymouth.ac.uk/journal/default.htm)
- *Research in Mathematics Education*

**Websites**

- Adults Learning Mathematics [http://www.alm-online.org/](http://www.alm-online.org/)
- Centre for Innovation in Mathematics Teaching [http://www.cimt.plymouth.ac.uk/](http://www.cimt.plymouth.ac.uk/)
- National Centre for Excellence in the Teaching of Mathematics [https://www.ncetm.org.uk/](https://www.ncetm.org.uk/)
- National Research and Development Centre for Adult Literacy and Numeracy (NRDC) [http://www.nrdc.org.uk/index.asp](http://www.nrdc.org.uk/index.asp)

**Other Learning Resources**

- London Adult Numeracy Professional Development Centre (2003), *Study Packs* Unpublished
This first module prepares students to teach in the Further Education and Skills Sector and when successfully completed confers the Introductory Award in Education and Training with a Specialist Pathway: Teaching Disabled Learners. This module will be conducted with a discrete group of trainees where the focus is entirely upon the specialist knowledge required for teaching disabled learners. On completion of this module you will continue to study modules 2, 3 and 4 with the generic Diploma group at your local provider college but your assignment tasks will enable you to focus on your specialist teaching roles. Module 5 will then be conducted as a discrete group with the focus entirely upon teaching disabled learners. You will return to the generic group at your local provider college for the final module about professional practice.

**Module Aims**

The aims of this module are to prepare students for a teaching role by developing their knowledge, skills and professional attributes related to the needs of disabled learners. The module will focus on competent planning, delivery and assessment techniques, emphasising the facilitation of inclusive learning and understanding of specific impairments and the related support needs of disabled learners. Approaches to communication and language development and planning for personalised learning are key aims of this module.

**Intended Learning Outcomes**

By the end of the module learners should be able to:

1. Analyse the significance of specific impairments and the related support needs of disabled learners.
2. Demonstrate an understanding of the impact of dual or multiple impairments on inclusive practice.
3. Adapt own communication to meet the individual learning needs and skills of learners.
4. Demonstrate an understanding of personalised learning using differentiated approaches, methods, activities and resources to meet the individual learning and support needs of disabled learners, including the effective use of learning support practitioners.
5. Use differentiated assessment approaches to support learning and measure achievement.

**Indicative Content**

This specialist introductory module focuses on the key skills and attributes required of an effective teacher of disabled learners and will identify their roles and responsibilities as a specialist teacher. The module will outline principles for planning personalised, inclusive programmes of learning; explore a range of teaching and communication strategies, classroom management techniques, differentiated assessment and evaluation procedures. The students will establish a personal progress log and deliver a micro teach session to develop teaching skills. They will consider the impact of specific impairments and identify the related support needs of disabled learners within their own area of expertise or special interest; this will include a peer observation of teaching and learning.
## Assessment Tasks – Introduction to Teaching Disabled Learners

Completed assignments **should be handed in on or before the submission date on your specific college Scheme of Work**, with a copy of the signed plagiarism declaration. Requests for extensions for extenuating circumstances must be made prior to the submission date via your course tutor. Learning Outcomes may be evidenced in more than one assessment task. Study skills support is on pages 74-84.

| 1.1 D | Progress Log | Progress Logs are an important personal record of your own development, much the same as an individual learning plan (ILP). Each section has advice and guidance about its purpose and what to include. You may also add photos, video clips, posters, certificates etc to bring your log to life. Please use it to demonstrate your learning journey and celebrate your achievements and progress throughout the programme.  
- Download the Progress Log from the VLE and complete sections A, B and C electronically you may find it useful to refer to the professional standards  
- Section A – **English, Maths and ICT** - identify areas for development in how you support learners in these three areas and comment on your own skills/qualifications/CPD  
- Section B - focus on discussions with and support from your mentor/colleagues noting any points of development relating to your subject specialism  
- Section C will be used as an initial assessment at this point in the programme  
- Create a current electronic curriculum vitae (CV) and email this to education.dtlls@canterbury.ac.uk. Please also complete a Pen Portrait; you will be sent a link to a Bristol Online Survey to enable you to create your Pen Portrait. The initial link will be sent Mid October and then at the end of each term for updates.  
- Write a statement introducing your subject and the context in which you teach e.g. College, Adult Education, 14 – 19 etc.  
- At the end of the module email your Progress Log to education.dtlls@canterbury.ac.uk.  
Conduct a one hour (minimum) observation of another teacher in a different subject or context to you. Use the peer observation form specific to this module (available on VLE) to help you to reflect specifically on the planning and delivery of the lesson, comparing and contrasting them to your own practice. Include the lesson plan. |
| 1.2 D | Teaching Practice | Plan and deliver a 10 minute micro teach using a previously agreed teaching and learning strategy.  
Participate, observe and evaluate the micro teaching sessions of both your own and other group members.  
Arrange a joint Tutor and Mentor observation of your teaching with a specific focus on how you plan your lessons. This will count for 2 observations and you will receive 2 reports.  
Use the Teaching Disabled Learners specialist form available on the VLE and ensure you complete Part 1 of the form before sending it. |
| Please log your teaching hours | to your observers in advance of the observation.  
*The observation must be in a Teaching Disabled Learners context.*  
- Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available to the observers during the observation.  
- After the observation add a detailed evaluation to the lesson plan.  
- When the completed observation reports are returned to you complete part 4 of the form with a detailed reflection of your key learning points from the lesson and observation feedback and demonstrate a good level of self-improvement planning and professional practice.  
- Return the report to the observer to add the overall grade |
| --- | --- |
| **1.3**  
**D**  
**Module Assignment** | Write a profile for one of your disabled learners. Include in your assignment aspects of how you:  
- Carried out initial assessment and identified learning needs and barriers to learning for that specific learner.  
- Differentiate your teaching and communication to accommodate the needs of this learner to ensure an inclusive learning environment.  
- An evaluation of two resources you use with this learner. Show how technology is, or could be, used to support your learner's progress.  
In order to pass the course you **MUST** upload your essay to the VLE Turnitin tool for an originality feedback report by the due date. Your Tutor will advise you about the process.  
1500 words.  
*Minimum 4 references from different sources using appropriate referencing (see VLE & handbook)*  
**NB**  
*References and quotes are not included in the word count* |
| **Overall module reflection and feedback** | You are invited to take part in a short, optional and anonymous on-line survey available as a link from this module on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the module. |
### Module Reading – Introduction to Teaching Disabled Learners

**Teaching orientated:**


**Specialist knowledge example texts depending on context and disability:**


**Sample of on-line links:**

Access for all - [http://rwp.excellencegateway.org.uk/Access%20for%20All/](http://rwp.excellencegateway.org.uk/Access%20for%20All/)  
Readability - [http://shop.niace.org.uk/readability.html](http://shop.niace.org.uk/readability.html)  
Disabled learners - [http://www.niace.org.uk/search/apachesolr_search/disabled%20learners](http://www.niace.org.uk/search/apachesolr_search/disabled%20learners)  
This is the second of the Specialist Pathway: Teaching Disabled Learners modules and will be conducted with a discrete group of trainees where the focus is entirely upon the specialist knowledge required for teaching disabled learners. You will return to the generic group for module 6 Professional Practice after this module.

**Module Aims**

The aims of this module are to explore and apply practical teaching strategies related to the additional and complex needs of disabled learners by focusing on ways to adjust practice for learners with a specific impairment. The social model of disability and its impact on inclusive learning and attitudes to disability are a key focus. Curriculum development that includes networking with other professionals and organisations and maintaining relationships with parents, carers and others with an interest in the learner will further enable students to develop their specialist skills and knowledge.

**Intended Learning Outcomes**

By the end of the module learners should be able to:

**Learning Outcomes Level 5 Diploma**

1. Demonstrate and evaluate the use of a range of established techniques to adjust practice for learners with a specific impairment.
2. Demonstrate knowledge and understanding of the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults.
3. Evaluate the effectiveness of networking with other professionals, organisations, parents, carers and others with an interest in the learner.
4. Develop a curriculum offer that is adapted to the needs of their specific learner group by planning for learning in real life contexts using personalised learning to differentiate methods, activities and resources; including the effective use of learning support practitioners.

**Learning Outcomes Level 6 ProfGCE**

1. Demonstrate and critically evaluate the use of a range of established techniques to adjust practice for learners with a specific impairment.
2. Demonstrate a thorough knowledge and critical understanding of the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults.
3. Analyse the effectiveness of networking with other professionals, organisations, parents, carers and others with an interest in the learner.
4. Develop a curriculum offer that is adapted to the needs of their specific learner group by planning for learning in real life contexts using personalised learning to differentiate methods, activities and resources; including the effective use of learning support practitioners.

**Indicative Content**

This specialist module looks to further develop the practical teaching and communication skills required of an effective teacher of disabled learners. They will build on theory and practices established in previous modules and interpret key aspects involved in liaising with other professionals, parents and carers in their own professional role. The module will
continue to focus on planning personalised, inclusive programmes of learning that explore a range of teaching and communication strategies, classroom management techniques, and differentiated assessment and evaluation procedures. The students will continue with their personal progress log. They will consider the impact of specific impairments and identify the related support needs of disabled learners within their own area of expertise or special their teaching skills will be assessed in their own institution.

### Assessment Tasks – Teaching Disabled Learners – Developing practice

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Instructions</th>
<th>Word Count</th>
<th>Required References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1 D Progress Log</strong></td>
<td>Please update all sections of your Progress Log at the end of this module to show your continued development, in particular comment on the following:</td>
<td>1000 words</td>
<td></td>
</tr>
<tr>
<td>- Your key learning points from this module.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The ways you embed a range of teaching techniques for learners with specific impairments.</td>
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</tr>
<tr>
<td>- The ways you now embed Maths and English in your subject specialist teaching</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>5.2 D Teaching Practice Observation of your teaching</strong></td>
<td>• Arrange one (or two) observation(s) of you teaching disabled learners with a specific focus on how you adjust practice for learners with a specific impairment, embed inclusive practice in your specialist teaching and where appropriate demonstrate how you network with other professionals.</td>
<td>1000 words</td>
<td></td>
</tr>
<tr>
<td>- Complete part 1 of the specialist observation form available on the VLE before sending it to your observer in advance of the observation.</td>
<td></td>
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<tr>
<td>- Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available to the observer during the observation.</td>
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<tr>
<td>- After the observation add a detailed evaluation to the lesson plan.</td>
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<tr>
<td>- When the completed observation report is returned complete part 4 of the form.</td>
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</tr>
<tr>
<td><strong>5.3 D Module Assignment Diploma</strong></td>
<td>You will undertake a group work activity contributing towards the design of an original course document for teaching disabled learners that addresses LO 1-4. (1500 words equivalence per person)</td>
<td>2000 words</td>
<td>Minimum 6 references from different sources using appropriate referencing (see VLE &amp; handbook)</td>
</tr>
<tr>
<td>- Individually: Highlight and justify your individual role within the group project and evaluate the important aspects of curriculum design for your own specialist teaching and professional practice.</td>
<td></td>
<td></td>
<td>NB References and quotes are not included in the word count</td>
</tr>
<tr>
<td>- Please make particular reference to how you would embed the social model of disability into your own role and how other professionals and agencies are involved with your particular learner’s specialist needs. (500 words)</td>
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<tr>
<td><strong>PGCE</strong></td>
<td>You will undertake a group work activity contributing towards the design of an original course document for teaching disabled learners that addresses LO 1-4. Your contribution must reflect your</td>
<td>2000 words</td>
<td>Minimum 6 references from different sources using appropriate referencing (see VLE &amp; handbook)</td>
</tr>
<tr>
<td>- Individually: Highlight and justify your individual role within the group project and evaluate the important aspects of curriculum design for your own specialist teaching and professional practice.</td>
<td></td>
<td></td>
<td>NB References and quotes are not included in the word count</td>
</tr>
<tr>
<td>- Please make particular reference to how you would embed the social model of disability into your own role and how other professionals and agencies are involved with your particular learner’s specialist needs. (500 words)</td>
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</table>
in-depth knowledge at Level 6. (1500 words equivalence per person)

**Individually:** Highlight and justify your individual role within the group project. Critically evaluate the important aspects of curriculum design for your own specialist teaching and professional practice. Please make particular reference to how you would embed the social model of disability into your own role and how other professionals and agencies are involved with your particular learner’s specialist needs. (500 words)

In order to pass the module you MUST upload your individual essay and elect one group member to upload a copy of the group project to the VLE Turnitin tool for an originality feedback report by the due date. Your Tutor will advise you about the process.

**Overall module reflection and feedback**

You are invited to take part in a short, optional and anonymous on-line survey available as a link from this module on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the module.

**Bibliography**

**Module Reading – Teaching Disabled Learners – Developing practice**

**Teaching orientated:**


**Specialist knowledge example texts depending on context and disability:**


Nightingale, C (2007) *Safer Practice, Safer Learning - Our Rights and Responsibilities* (Accessible Leaflet) - Free Download A whole-organisation approach to safeguarding vulnerable adults for the learning and skills sector: NIACE


This first module prepares students to teach in the Further Education and Skills Sector and when successfully completed confers the Introductory Award in Education and Training: English: ESOL, Literacy and the Learners. This module will be conducted with a discrete group of trainees where the focus is entirely upon the specialist knowledge required for teaching English: ESOL, Literacy. On completion of this module you will continue to study modules 2, 3 and 4 with the generic Diploma group at your local provider college but your assignment tasks will enable you to focus on your specialist teaching roles. Module 5 will then be conducted as a discrete group with the focus entirely upon teaching English: ESOL, Literacy learners. You will return to the generic group at your local provider college for the final module about professional practice.

Module Aims
The aims of the module are to provide students with several of the key analytical tools needed for the analysis of language as a background to the development of effective and informed subject pedagogy in ESOL and Literacy teaching. The Module will also seek to explore and develop a critical understanding of the relationship between language, literacy and social processes. Finally, the module will explore both the linguistic and social factors that contribute to the development of literacy and language skills.

Intended Learning Outcomes
By the end of the module learners should be able to:
1. Analyse the significance of language change and language variety for ESOL and Literacy learners.
2. Demonstrate an understanding of the factors which influence literacy and language acquisition, learning and use
3. Apply knowledge of language and language acquisition to learning and teaching of ESOL and literacy
4. Demonstrate an understanding of the relationship between language and social processes

Indicative Content
The module will consider both the analysis of language for teaching purposes and the factors that impact on language and literacy development in the individual. Linguistic characteristics of meaning, form and phonology will be used to describe a range of word and sentence level areas. The impact of social factors on language and literacy learning will be critically evaluated and this knowledge applied to examples from the students’ own experience. Through this exploration, students will gain a better understanding of how language interacts with social processes.

Assessment Tasks – English: ESOL, Literacy and the Learners
Completed assignments should be handed in on or before the submission date on your specific college Scheme of Work, with a copy of the signed plagiarism declaration. Requests for extensions for extenuating circumstances must be made prior to the submission date via your course tutor. Learning Outcomes may be evidenced in more than one assessment task. Study skills support is on pages 74-84

1.1E Progress Log

- Create a current electronic curriculum vitae (CV) and email this to education.dtlls@canterbury.ac.uk. Please also complete a Pen Portrait; you will be sent a link to a Bristol Online Survey to enable you to create your Pen Portrait. The initial link will be sent Mid October.
- Write a statement introducing your subject and the context in which you teach e.g. College, Adult Education, 14 – 19 etc.

Add references to support the comments if you wish.
<table>
<thead>
<tr>
<th>1.2 E</th>
<th><strong>Teaching Practice and language analysis</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Mentor &amp; Tutor observation</td>
<td><strong>Plan and deliver a 15 minute micro teach</strong> on an area of language / literacy. Submit a detailed analysis of form, meaning and phonology of the language area you teach. For ESOL teachers, you will need to use the phonemic script when addressing issues of sound and pronunciation. For Literacy teachers, you will need to use the phonemic script when addressing issues of spelling. Participate, observe and evaluate the micro teaching sessions of both your own and other group members. <strong>Undertake a joint observation</strong> – this is the first of your assessed observations by your course tutor and mentor and will count as 2 observations with 2 reports. Use the ESOL / Literacy subject specialist form available on the VLE and ensure you complete Part 1 of the form before sending it to your observers in advance of the observation. <em>(The observation must be in an ESOL or Literacy context and your teaching over year 1 and 2 must be with two distinct curriculum levels from Entry, Level 1, Level 2)</em> Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available for the observer during the observation. <strong>Observation of experienced teacher</strong> Conduct a one-hour (minimum) observation of an experienced ESOL or Literacy teacher. Use the peer observation form specific to this module (available on VLE) to help you to reflect specifically on the planning and delivery of the lesson, comparing and contrasting them to your own practice. Include the lesson plan.</td>
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</table>

<table>
<thead>
<tr>
<th>1.3 E</th>
<th><strong>Module Assignment</strong></th>
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</thead>
</table>
| | **A needs analysis of an ESOL or Literacy learner with appropriate reference to linguistic features at word, sentence and text level and social factors impacting on acquisition.** This should include: 
- A summary of the learner’s key strengths with *examples* taken from their assessment. (you might find it useful to include their assessment as an appendix and refer to this).
- A summary of your learner’s key areas for development with *examples* taken from their assessment. |

*For the strengths and areas for development you should include aspects related to text, sentence and word level*

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<tr>
<td></td>
<td><strong>Equivalent to 2000 words.</strong></td>
<td><em>Add references to support the comments if you wish.</em></td>
</tr>
<tr>
<td></td>
<td><strong>2000 words.</strong></td>
<td><em>Minimum 6 references taken from different sources using appropriate referencing NB References and quotes are not included in the overall word count.</em></td>
</tr>
</tbody>
</table>
issues.(grammar, lexis, pronunciation, reading, writing, speaking and listening)

- An exploration of potential barriers to learning.
- Suggest TWO differentiated activities you could use with this learner in your lessons to address some of the learner’s identified areas for development.

You MUST upload your essay to the VLE Turnitin tool for an originality feedback report by the due date. Your Tutor will advise you about the process.

Overall module reflection and feedback

You are invited to take part in a short, optional and anonymous on-line survey available as a link from this module on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the module.

Module Reading – English: ESOL, Literacy and the Learners

ESOL / Literacy Subject specific reading

Throughout the course you will need to make reference to reading specifically related to ESOL and Literacy. The titles below will be useful for many of the modules on the course and it is important that you start to refer to them from your first module

Language related titles:

Thornbury, S (2005) Beyond the Sentence, Oxford :Macmillan

ESOL and Literacy pedagogy and wider professional issues:

Burton, M (2011) Phonetics for Phonics Leicester: NIACE
Crystal D 1997The Cambridge encyclopaedia of language Cambridge: CUP
Thornbury, S (2002) How to Teach Vocabulary, Harlow: Longman

Journals English Language Teaching Journal, Language Issues, RaPal Journal, TESOL Quarterly
Websites NATECLA (National Association for Teaching English and other Community Languages to Adults) www.natecla.org.uk
NRDC (National Research and Development Centre for Adult Literacy, Numeracy and ESOL) www.nrdc.org.uk
RaPal (Research and Practice in Adult Literacy http://www.literacy.lancs.ac.uk/rapal/
Talent (Training Adult Literacy ESOL and Numeracy Teachers) www.talent.ac.uk
<table>
<thead>
<tr>
<th>Module Aims</th>
</tr>
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</table>

The aims of the module are to explore some key theories of first and second language acquisition and draw critical conclusions as to the differences between acquisition and learning. The module also aims to give students an in depth understanding of linguistic features of texts. Through this understanding, students will be able to plan and teach lessons that develop their learners’ reading, listening, speaking and writing skills and critically evaluate the effectiveness of their activities.

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
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</thead>
</table>

**Learning Outcomes for ESOL at Level 5 - Diploma**

*By the end of this Module students should be able to*

1. Demonstrate a knowledge and understanding of theories and principles relating to language acquisition, learning and development.
2. Demonstrate a knowledge and understanding of how language can be described and analysed.
3. Demonstrate a knowledge and understanding of the processes involved in listening, reading, speaking and writing.
4. Apply knowledge of skills development to learning and teaching of ESOL.

**Learning Outcomes for ESOL at Level 6 - PGCE**

*By the end of this Module students should be able to*

1. Demonstrate knowledge and a critical understanding of theories and principles relating to language acquisition, learning and development.
2. Demonstrate an in-depth knowledge and understanding of how language can be described and analysed.
3. Demonstrate a thorough knowledge and understanding of the processes involved in listening, reading, speaking and writing.
4. Apply knowledge of skills development to learning and teaching of ESOL.

**Learning Outcomes for Literacy at Level 5 - Diploma**

*By the end of this Module students should be able to*

1. Demonstrate a knowledge and understanding of theories and principles relating to language and literacy acquisition, learning and development.
2. Demonstrate a knowledge and understanding of how language can be described and analysed.
3. Demonstrate a knowledge and understanding of the processes involved in listening, reading, speaking and writing.
4. Apply knowledge of skills development to learning and teaching of Literacy.

**Learning Outcomes for Literacy at Level 6 - PGCE**

*By the end of this Module students should be able to*

1. Demonstrate knowledge and a critical understanding of theories and principles relating to language acquisition, learning and development.
2. Demonstrate an in-depth knowledge and understanding of how language can be described and analysed.
3. Demonstrate a thorough knowledge and understanding of the processes involved in listening, reading, speaking and writing.
4. Apply knowledge of skills development to learning and teaching of Literacy.

**Indicative Content**

In this module students will review some of the key theories that have been proposed to describe how we acquire and learn language. A range of, often contradictory explanations, will be considered to encourage students to arrive at a critical evaluation in relation to their own practice. The students’ subject knowledge will be enhanced through the textual analysis of different genres of written and spoken texts to facilitate their ability to develop resources for the development of reading, writing, speaking and listening skills.

**Assessment Tasks – English ESOL or Literacy theories and frameworks.**

<table>
<thead>
<tr>
<th>5.1 E Progress Log</th>
<th>Update sections A, B and C</th>
<th>Add references to support the comments if you wish.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 E Teaching Practice</td>
<td>Undertake one (or two) observation(s) of your teaching with a specific focus on text level work. Use the ESOL / Literacy subject specialist form available on the VLE and ensure you complete Part 1 of the form before sending it to your observer in advance of the observation. (The observation must be in an ESOL or Literacy context and your teaching over year 1 and 2 must be with two distinct curriculum levels from Entry, Level 1, Level 2) Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available for the observer during the observation.</td>
<td>Equivalent to 500 words. Add references to support the comments if you wish.</td>
</tr>
<tr>
<td>5.3 E Reflection on teaching</td>
<td>Choose one or two lessons in which you developed learners’ receptive skills (reading or listening) and productive skills (writing or speaking). Provide a rationale for the activities you used showing how they developed the skills or sub skills in the learning objectives of the lesson(s). (Lesson plans and materials must be submitted as an appendix.) *If you are an ESOL subject specialist you must choose at least one spoken skill (listening or speaking) and you should use IPA in your rationale for features of sound or connected speech. For PGCE – in addition to the DET requirements. You will need to show a systematic understanding of skills and subskills and the ability to adapt task design to skills development. 2000 words Minimum 6 references taken from different sources using appropriate referencing (see VLE and this handbook).</td>
<td></td>
</tr>
<tr>
<td>5.4 E Module Assignment</td>
<td>Discourse analysis Demonstrate your understanding of language systems by analyzing an authentic text (written or spoken) identifying features of genre and highlighting features of discourse, grammar, lexis (and phonology in a spoken text) that provide cohesion. 1500 words (excluding text to be analyzed)</td>
<td>1500 words. Minimum 6 references taken from different sources using appropriate referencing</td>
</tr>
</tbody>
</table>

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62
For PGCE – in addition to the DET requirements
You will need to show an in depth understanding of how text and sentence level features combine to create cohesion. You should include evidence of reading in the area of genre and discourse.

You MUST upload your essay to the VLE Turnitin tool for an originality feedback report by the due date. Your Tutor will advise you about the process.

<table>
<thead>
<tr>
<th>Overall module reflection and feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are invited to take part in a short, optional and anonymous on-line survey available as a link from this module on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the module.</td>
</tr>
</tbody>
</table>

Bibliography

**Module Reading – English: ESOL or Literacy Theories and Frameworks**

<table>
<thead>
<tr>
<th>Core texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiegel, M and Sunderland, H (2012) Teaching Basic Literacy to ESOL Learners (series) pub. LLU+</td>
</tr>
<tr>
<td>Spiegel, M and Sunderland, H (2012) Teaching Basic Literacy to ESOL Learners (series) pub. LLU+</td>
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<table>
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<tr>
<th>Journals</th>
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</thead>
<tbody>
<tr>
<td>English Language Teaching Journal, Language Issues, RaPal Journal, TESOL Quarterly</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Websites</th>
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</thead>
<tbody>
<tr>
<td>NATECLA (National Association for Teaching English and other Community Languages to Adults) <a href="http://www.natecla.org.uk">www.natecla.org.uk</a></td>
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<tr>
<td>NRDC (National Research and Development Centre for Adult Literacy, Numeracy and ESOL) <a href="http://www.nrdc.org.uk">www.nrdc.org.uk</a></td>
</tr>
<tr>
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</tr>
<tr>
<td>Talent (Training Adult Literacy ESOL and Numeracy Teachers) <a href="http://www.talent.ac.uk">www.talent.ac.uk</a></td>
</tr>
</tbody>
</table>
The following pages are the modules for the Integrated Specialist Diploma for: English – ESOL    English - Literacy

If you are taking the Integrated Specialist Diploma, you will take the following modules:

1E – ESOL, Literacy and the Learners (detailed on page 58)
2E – Assessment for ESOL or Literacy
3E – Theory and Practice for ESOL or Literacy
4E – Reflection on ESOL or Literacy Practice
5E – ESOL or Literacy Theories and Frameworks (detailed on page 61)
6E – Wider Professional Practice for ESOL and Literacy

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**2E Assessment for ESOL or Literacy** (20 credits / NQF level 4)
Module lead contact: Jo-Ann Delaney  Module code = METLL1AEL

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**Module Aims**
This module aims to develop an awareness of some of the main assessment theoretical principles and purposes and includes the examination of a range of assessment methods and strategies in ESOL and Literacy that can be employed flexibly to support individual students. The management of learner expectations and behaviour for learning will also be a central theme.

**Intended Learning Outcomes**
By the end of this Module learners should be able to:

1. Demonstrate a knowledge and understanding of some of the theories, purposes, and principles of assessment planning.
2. Apply different forms and types of assessment in their own teaching and recognise them in others.
3. Demonstrate an understanding of key language and literacy constructs that contribute to making assessment valid.
4. Manage learner expectations and behaviours using a range of effective assessment and feedback strategies.

**Indicative Content**
The aims of the module are to consider some of the key concepts and theories based around why and how we assess. Principles of assessment such as validity, reliability, sufficiency and authenticity will be discussed along with forms of assessment such as initial, formative, diagnostic and summative assessments. Key language and literacy constructs will be explored so that students carry out informed evaluations of their assessment practice in relation to their subject and their learners' needs.

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**Assessment Tasks – Assessment for ESOL or Literacy**
Completed assignments should be handed in on or before the submission date on your specific college Scheme of Work, with a copy of the signed plagiarism declaration. Requests for extensions for extenuating circumstances must be made prior to the submission date via your course tutor. Learning Outcomes may be evidenced in more than one assessment task. Study skills support is on pages 74-84

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| 2.1 E | Progress Log | Re-visit and update your progress log. For those joining the course at this module, you will also need to complete section C. | Equivalent to 500 words. Add references to support the comments if you wish. |
### 2.2E Teaching Practice

**Please log your teaching hours**

Undertake an observation of your teaching with a specific focus on how you plan for assessment in your teaching. Use the ESOL / Literacy subject specialist form available on the VLE and ensure you complete Part 1 of the form before sending it to your observer in advance of the observation.

*(The observation must be in an ESOL or Literacy context and your teaching over year 1 and 2 must be with two distinct curriculum levels from Entry, Level 1, Level 2)*

Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available for the observer during the observation.

**Equivalent to 1000 words.**

Add references to support the comments if you wish.

---

### 2.3E Reflection on Peer Observation

Conduct a one hour (minimum) observation of another teacher in a different subject or context to you. Use the peer observation form (available on the VLE) to help you to reflect specifically on the assessment practices you have witnessed, comparing and contrasting them to your own practice.

**Equivalent to 500 words.**

No referencing required.

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### 2.4E Module Assignment

Select a diagnostic assessment from an ESOL or Literacy course on which you teach. (You may wish to choose the assessment you used in the previous module assignment)

Using appropriate assessment and **linguistic terminology** and relevant theories, critically evaluate the assessment in terms of:

- the overall validity and reliability of the assessment for ESOL or Literacy
- the appropriateness and effectiveness of the assessment methods in relation to language assessment
- how assessment is recorded and used to promote learning
- how inclusivity is maintained

Explain your reasoning using appropriate linguistic concepts and justify any improvements that you would make.

You MUST upload your essay to the VLE Turnitin tool for an originality feedback report by the due date. Your Tutor will advise you about the process.

**2000 words.**

Minimum 6 references taken from different sources using appropriate referencing

NB References and quotes are not included in the overall word count.

---

### Overall module reflection and feedback

You are invited to take part in a short, optional and anonymous on-line survey available as a link from this module on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the module.

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**Core texts for Module: Assessment for ESOL or Literacy**

### Module 3E Theory and Practice for ESOL or Literacy (20 credits / NQF level 5)

**Module lead contact:** Jo-Ann Delaney  **Module code:** METLL2TEL

#### Module Aims

The aim of the module is to explore and extend knowledge and understanding of a range of theories of learning and communication, relating them to the practice of English language and literacy teaching. Students will be encouraged to evaluate the relevance and usefulness of the module content to their own professional practice.

#### Intended Learning Outcomes

By the end of this module students should be able to:

1. Describe and critically evaluate key features of theories of language and literacy acquisition within ESOL and literacy teaching.
2. Apply and justify the use of selected aspects of communication and other learning related theory to ESOL or literacy learning environments.
3. Critically evaluate different theories of language acquisition in relation to enhancing teaching/learning experiences for ESOL and Literacy learners.

#### Indicative Content

Throughout this module students will be encouraged to explore selected aspects of theory and relate them directly to practice. The module will consider a range of historical and contemporary theories, models and principles of learning and look at their application to practice. In addition there will be discussions about the theories principles and methods of communication which relate to the students’ individual practice in ESOL or Literacy.

#### Assessment Tasks – Theory and Practice for ESOL or Literacy

Completed assignments should be handed in on or before the submission date on your specific college Scheme of Work, with a copy of the signed plagiarism declaration. Requests for extensions for extenuating circumstances must be made prior to the submission date via your course tutor. Learning Outcomes may be evidenced in more than one assessment task. Study skills support is on pages 74-84.

| 3.1 E | Progress Log | Re-visit and update sections A, B and C. NB Your tutor will review your progress with you in a tutorial to award an end of year 1 grade.  
- At the end of the module email your Progress Log to education.dtlls@canterbury.ac.uk | Equivalent to 500 words. Add references to support the comments if you wish. |
|-------|--------------|------------------------------------------------------------------------------------------------------------------|
| 3.2 E | Teaching Practice  
By the end of modules 1-3 you must have completed and logged | Undertake an observation of your teaching with a specific focus your subject specialist rationale for teaching strategies. Use the ESOL / Literacy subject specialist form available on the VLE and ensure you complete Part 1 of the form before sending it to your observer in advance of the observation.  
(The observation must be in an ESOL or Literacy | Equivalent to 1000 words. Add references to support the comments if you wish. |
<table>
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<tr>
<th>Module</th>
<th>Assignment Details</th>
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| 3.3 E Reflection on Language Acquisition | Reflect on one of:  
- your own first language acquisition (one or more skills)  
- the first language acquisition of a child you know  
- your own second language acquisition  
How were you taught, which theoretical perspectives have you experienced? |
| 3.4 E Module Assignment | Outline the relevance of theories of language and literacy acquisition and learning to the teaching of literacy or ESOL and demonstrate how they have helped to overcome barriers to learning.  
Take part in a presentation (1000 word equivalent) and write a 1000 word essay. Your tutor will advise you as to what should be included in each element of the assignment.  
The notes for the presentation must be attached as an appendix and show individual /group member's contributions.  
All work, whether written or oral, should be referenced and show real engagement with reading and a reasoned application of theory to practice.  
You MUST upload your essay to the VLE Turnitin tool for an originality feedback report by the due date. Your Tutor will advise you about the process. |

Overall module reflection and feedback
You are invited to take part in a short, optional and anonymous on-line survey available as a link from this module on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the module.

Module Reading – Theory and Practice for ESOL or Literacy
4E Reflecting on ESOL or Literacy Practice (20 credits / NQF level 5 /6)
Module lead contact : Jo-Ann Delaney  Module code = METLL2REL/METLL3REL

Module Aims

The aim of the module is to explore key theories and models of reflective practice and evaluation. Students will use this knowledge to reflect on their subject specialist teaching in ESOL or Literacy to identify areas for development. Students will be encouraged to trial strategies and resources including the use of learning technologies to develop innovative and creative approaches in their own practice and to establish and maintain an inclusive environment for teaching learning and assessment.

Intended Learning Outcomes

Learning Outcomes (level 5) Diploma
By the end of this module students should be able to:

1. Evaluate the main methodological debates in the area of language and literacy methodology and curriculum and explore the implications of these on their classroom practice.
2. Demonstrate knowledge and understanding of theories and models of reflective practice and evaluation
3. Evaluate resources including learning technologies and published resources and how they can enhance the teaching of ESOL or Literacy
4. Apply knowledge of approaches and resources to the planning of lessons and programmes in ESOL and Literacy.

Learning Outcomes (level 6) PGCE
By the end of this module students should be able to:

1. Evaluate the main methodological debates in the area of language and literacy methodology and curriculum and explore the implications of these on their classroom practice.
2. Demonstrate knowledge and critical understanding of theories and models of reflective practice and evaluation
3. Critically evaluate resources including learning technologies and published resources and how they can enhance the teaching of ESOL or Literacy
4. Apply knowledge of approaches and resources to the planning of lessons and programmes in ESOL and Literacy.

Indicative Content

Students will review some of the key theories and models of reflective practice and evaluation and will be encouraged to analyse their usefulness in relation to the teaching of ESOL or Literacy. Students will consider a range of approaches and resources in English language and literacy teaching, including how learning technologies can be used, and
consider how these will enhance their own teaching learning and assessment. They will apply their knowledge of approaches and resources to plan and evaluate inclusive lessons and programmes of learning for ESOL and Literacy.

### Assessment Tasks – Reflecting on ESOL or Literacy Practice

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Word Count</th>
<th>Additional Requirements</th>
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<tbody>
<tr>
<td><strong>4.1 E Progress Log</strong></td>
<td>If you are continuing from year 1 please update all sections of your Progress Log at the end of Module 4, to include an Action Plan for your ongoing CPD. (A review of your professional development needs, how will you achieve them) If you are joining/starting the course at Year 2 complete all sections A-C of the progress log; for initial assessment you will be awarded a grade by your tutor in a tutorial using your responses to section C.</td>
<td>Equivalent to 500 words</td>
<td>Add references to support the comments if you wish.</td>
</tr>
<tr>
<td><strong>4.2 E Teaching Practice</strong></td>
<td>Undertake one (or two) observation(s) of your teaching. Use the ESOL / Literacy subject specialist form available on the VLE and ensure you complete Part 1 of the form before sending it to your observer in advance of the observation. (The observation must be in an ESOL or Literacy context and your teaching over year 1 and 2 must be with two distinct curriculum levels from Entry, Level 1, Level 2) Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available for the observer during the observation. After the observation add a detailed evaluation to the lesson plan and use the Progress Log to record your own progress and development.</td>
<td>Equivalent to 1000 word.</td>
<td>Add references to support the comments if you wish.</td>
</tr>
<tr>
<td><strong>4.3 E Reflection on peer observation</strong></td>
<td>Undertake an observation of a tutor in your subject specialist area with focus on learning resources. Complete the peer observation form on the VLE.</td>
<td>500 words.</td>
<td>Add references to support the comments if you wish.</td>
</tr>
<tr>
<td><strong>4.4 E Module Assignment</strong></td>
<td>Teach a lesson or series of lessons using a new approach. This could be something new for you or something you used with another group and want to try with a new group. Reflect on the lesson(s). Your assignment should contain: - A rationale for your choice of new approach. - An overview of the value of the new approach with reference to language and / or literacy acquisition. - A brief description of how the approach was used. - A critical reflection on the success of the lesson(s) - An evaluation of the models of reflection used. You must include the lesson plan(s) for the lesson(s) that form part of this assignment.</td>
<td>2000 words. Minimum 6 references taken from different sources using appropriate referencing. NB References and quotes are not included in the overall word count.</td>
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</tbody>
</table>

Overall module reflection and You are invited to take part in a short, optional and anonymous on-line survey available as a link from this module on the VLE. This will help you to reflect on...
feedback

| your own learning during this module and will assist your tutors in making future improvements to the module. |

### Bibliography

**Module Reading - Reflecting on ESOL or Literacy Practice**


### Module Aims

**6E Wider professional practice for ESOL and Literacy** (20 credits / NQF level 5/6)

**Module lead contact:** Jo-Ann Delaney  **Module code =** METLL2WPP/METLL3WPP

**Module Aims**

This module aims to develop your awareness of the links between subject specialism and contemporary socio-economic and political questions. There will be a particular focus on how this context continues to shape professional practice. Relevant recent developments in this context will be explored through an individual investigation, involving critical evaluation of current policies and effective engagement with own professional development.

**Intended Learning Outcomes**

**Learning Outcomes at Level 5**

By the end of this module students should be able to:

1. Demonstrate knowledge and critical understanding of a range of features of the FE and skills sector
2. Analyse ideas and practices appropriate to ESOL and Literacy teaching, including the issues around access and diversity
3. Critically appraise recent policy in a reflective and inclusive way to ESOL and Literacy learning programmes.

**Learning Outcomes at Level 6**

By the end of this module students should be able to:

1. Demonstrate in-depth knowledge and systematic conceptual understanding of a range of features of the FE and skills sector
2. Critically analyse ideas and practices appropriate to ESOL and Literacy teaching, including the issues around access and diversity in the light of current research
3. Systematically apply critical appraisals of recent policy and current research in a reflective and inclusive way to ESOL and Literacy learning programmes.
### Indicative Content

This module will help prepare for an individual study of professional practice by examining the development of the wider context of the FE and skills sector. The sector’s aims and accomplishments will be discussed from the perspective of key concepts and organisational issues. A range of initiatives and agendas will be analysed with a view to identifying their implications for individual subject specialist practice and the sector as a whole.

### Assessment Tasks – Wider Professional Practice for ESOL and Literacy

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
</table>
| **6.1** E | **Progress Log**  
Update your CV if appropriate.  
Update sections A, B and C  
- Your tutor will discuss your progress with you in a tutorial and award a summative grade.  
- At the end of the module email your Progress Log to education.dtills@canterbury.ac.uk |
| **6.2** E | **Teaching Practice**  
**By the end of modules 1-6 you must have completed and logged a minimum of 100 hours teaching practice**  
And successfully passed 8 Teaching observations  
Undertake one (or two) observation(s) of your teaching  
Use the ESOL / Literacy subject specialist form available on the VLE and ensure you complete Part 1 of the form before sending it to your observer in advance of the observation.  
*(The observation must be in an ESOL or Literacy context and your teaching over year 1 and 2 must be with two distinct curriculum levels from Entry, Level 1, Level 2)*  
Include your detailed lesson plan and a copy of the relevant scheme of work in your submission and make them available for the observer during the observation.  
After the observation add a detailed evaluation to the lesson plan and use the Progress Log to record your own progress and development. |
| **6.3** E | **Module Reflection**  
Review your progress through the DET programme and consider your future career and professional development |
| **6.4** E | **Module Assignment**  
Identify and critically evaluate significant changes in the sector, with specific reference to the impact of policy on ESOL or Literacy. Explain the impact of these changes on your subject specialist area  
Make sure you include:  
1 Recent developments in the structure and purpose of the sector with reference to ESOL or Literacy.  
2 A discussion of issues related to access and diversity within the sector and specifically within ESOL or Literacy  
3 Reference to government policy documents and supporting literature |
| Overall module reflection and feedback | You are invited to take part in a short, optional and anonymous on-line survey available as a link from this module on the VLE. This will help you to reflect on your own learning during this module and will assist your tutors in making future improvements to the module. |

*Equivalent to 500 words  
Add references to support the comments if you wish.*

*Equivalent to 1000 word.  
Add references to support the comments if you wish.*
### Module Reading – Wider Professional Practice for ESOL and Literacy

**Core texts:** Extracts from the following publications have been scanned to the VLE and can either be downloaded or read on-line.

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hargreaves, A.</td>
<td><em>Teaching in the Knowledge Society</em>, Maidenhead: OUP</td>
<td></td>
</tr>
<tr>
<td>McGiverny, V.</td>
<td><em>Working With Excluded Groups</em>, Leicester: NIACE.</td>
<td></td>
</tr>
<tr>
<td>Tomlinson, S.</td>
<td><em>Education in a Post-Welfare Society</em>, Buckingham: OUP.</td>
<td></td>
</tr>
<tr>
<td>Villeneuve-Smith, F., West, C and Bhinder, B.</td>
<td><em>Rethinking continuing professional development in further education – Eight things you already know about CPD</em>, London: LSN.</td>
<td></td>
</tr>
</tbody>
</table>
Websites and Journals for use across the modules

www.canterbury.ac.uk/student/
http://www.et-foundation.co.uk/
www.dfes.gov.uk - publications, 14 – 19, and education and skills
http://excellence.qia.org.ukwww
www.niace.org.uk - summaries of reports, policy and legislation
http://www.niace.org.uk/publications
www.qca.org.uk - key skills
http://support4learning.org.uk
www.geoffpetty.com
www.teacherstoolbox.co.uk - Cambridge Regional College materials
www.tes.co.uk – Times Higher Education Supplement on line (Fridays)
http://education.guardian.co.uk - Guardian Education on line (Tuesdays)
http://phil-race.co.uk/most-popular-downloads/ Phil Race website
http://www.learningandteaching.info/teaching/assessment.htm Atherton summary of assessment principles
http://www.infed.org/biblio/b-learn.htm#intro
http://www.learningandteaching.info/
http://www.learning-theories.com/
http://stephenbrookfield.com/Dr. Stephen D. Brookfield/Home.html Stephen Brookfield
http://www.leeds.ac.uk/bei/index.html British Education Index-free site with thousands of journals, easy to use search tool
http://www.journeytoexcellence.org.uk/videos/expertspeakers/assessmentforlearningdylanwiliam.asp
TES http://www.tes.co.uk/behaviour-classroom-management-whole-school-teaching-resources/
http://www.infed.org/biblio/b-curric.htm

Useful Journals
All available free through Taylor and Francis on-line e-library for all students who register for a smartcard

Journal of Education and Work
Studies in Continuing Education
Research in Post-Compulsory Education
The Journal of Continuing Higher Education
Journal of Further and Higher Education - UCU / Routledge – Published four times per year
Journal of Vocational Education & Training - Routledge
7. Guidelines for presenting course work

- Use a PC

- Ensure you include:
  - your name
  - module number and module title
  - assignment title
  - date (updated for final submission)
  - page numbers
  - a PGCE level 6 title if appropriate
  - a specialist pathway title where appropriate

- Use font size 12. ‘Arial’ or ‘Verdana’ typeface is preferred

- Use 1½ line spacing except for quotations, which should be single-spaced

- Each paragraph should be clearly separated from the previous paragraph

- Quotations must follow Harvard Referencing standards – see guidance pages 80-82

- Referencing: Failure to provide references may expose you to charges of plagiarism. You need to include references in every assignment. See section 8.9 (pages 80-82) for how references should be listed. See also section 12 (page 87) Reference lists and quotes are not to be included in the word count.

Please ensure that a signed Assignment Plagiarism Statement (page 19) is submitted with every module.

8. Study Support
8.1 Writing Assignments

This course requires you to write a number of assignments. Writing a good assignment can be both a challenge and one of the most rewarding aspects of study. This section looks at some of the skills and stages involved in writing an assignment. Even if you are new to assignment writing, or your writing skills are ‘rusty’, you will find that your writing skills develop significantly as the course progresses.

What is an assignment?
- An assignment is a piece of writing with a particular structure and layout
- It is written in a formal, academic style
- You are expected to keep very strictly to the task set. You are usually given an assignment title: often this is referred to as ‘the question’, even if it isn’t actually worded as a question.

Why write assignments?
Assignments allow you to:
- Explore a topic in detail
- Develop and organise your own ideas through writing
- Develop your writing skills
- Express your views about a topic

Assignments also help you and your tutors to monitor your progress and to assess and develop your work further with feedback and feed forward comments to guide you.
8.2 Planning

It is really important to plan each assignment carefully. Careful planning helps to prevent repetition, clarifies your thinking and helps you to organise your material. Most importantly it keeps you focused on the task so that you won’t waste time on points or ideas that aren’t essential. Your aim is to present your tutor/reader with a piece of work that is well-organised, clear and easy to read.

There are a number of stages in planning and writing an assignment:

1. Initially it is important to read the assignment brief very carefully. If you are unsure about anything you should talk to your tutor to clarify exactly what is required
2. Write down your first thoughts or ‘brainstorm’ your ideas around the assignment title or topic
3. Read, research and take notes to get the information you need
4. Make a list of the key points and assemble them into a logical order
5. Write the first draft of your assignment. Bear in mind that you don’t have to get it right the first time: you can change the order of things if they don’t work in practice
6. Re-read what you have written to make sure you have covered all the points and the writing ‘flows’. It is a good idea to read your assignment aloud at this stage as this will highlight any errors in sentence structure, punctuation, grammar and spelling
7. Check the sources of quotations and add references
8. Proof-read what you have written and keep re-drafting until you are completely happy with the text.

8.3 Essay Structure

Title / Question
Always write the assignment title / question at the start of your assignment. The whole of your assignment must focus on the title.

Introduction (length of introduction: about 10% of the assignment)
- Explain how you interpret the question.
- Identify issues that you are going to explore.
- Give a brief outline of how you will deal with each issue, and in which order.

Paragraph 1
The paragraph covers the first thing your introduction said you would address.
The first sentence introduces the main idea of the paragraph (this is called the ‘topic sentence’).
Other sentences develop the topic of the paragraph. Include relevant examples, details, evidence, quotations and references.
The last sentence leads up to the next paragraph.

Paragraph 2 and other paragraphs
The first sentence, or opening sentence, links the paragraph to the previous paragraph, then introduces the main idea of this paragraph. Other sentences develop the topic of the paragraph, etc.
(There is no definite length for a paragraph but they usually vary between four and eight sentences).
Conclusion (Length of conclusion: about 10% of the assignment)

Your conclusion should contain no new material. Summarise your argument and the main themes. State your general conclusions. Make it clear why those conclusions are important or significant. In your last sentence sum up your argument and link it to the title.

Academic Learning Development offers guidance to enable you to develop your IT and academic skills. [www.canterbury.ac.uk/handbook/academic-learning-development](http://www.canterbury.ac.uk/handbook/academic-learning-development)

8.4 Reading

Getting the feel of a book

You cannot always judge a book by its cover, as the saying goes, but you can tell a lot about a book without having to read it right through. Once you have found a book, journal or other source of information, you need to assess its usefulness. All books and journals have features that allow you to do this – to get a feel for its content, the way it is organised, how up-to-date it is, and so on. Below are some of the features that quickly let you judge how useful a book is likely to be:

- Contents
  - give you a quick overview of the subject matter of the book
  - help you to judge the emphasis of the book: you can see how much space is devoted to different aspects of the topic
- Index pages
  - let you look up subject terms
  - help you find the most relevant pages of the book as quickly as possible
- Back cover text
  - gives a summary of what the book is about, what its standpoint is, etc.
- About the author
  - tells you more about the author’s background, experience and views
- Publisher details and date of publication
  - tell you who the publisher is and lets you know how up-to-date the content of the book is likely to be

It is a good idea to look through magazines and journals in your subject area in case there is an article that would be useful. Photocopy the article in the library if you find something really valuable.

Once you have assembled some literature for an assignment, your primary concern is how to get the most out of it in the limited time available. Ask yourself the following questions before reading to get your mind into gear and focus your reading:

- What am I looking for in this source?
- What do I think I need?
- What is useful or different in this source?

The more you think about what you read, the more likely you are to understand and retain the information. It is always a good idea to have paper and a pen at hand when reading to note down relevant details.

Skimming, rapid reading and scanning

Reading an article or chapter from a book does not have to be a painful struggle. Simple techniques can make it much easier. Think about newspapers: they help us to take in the
essentials of each article by having clear headlines and sub-headings which ‘prepare’ our brain for the content of the passage as we skim over them.

Skimming
  o this involves reading headings, sub-headings and the first and last sentences of paragraphs as well as looking at any illustrations and diagrams. Once you have skimmed through an article or chapter you should have an idea whether or not the information will be of any use. If not, you have not wasted any time by struggling through the whole thing.

Rapid reading
  o assuming you need to know more, the next stage is a rapid read through. This should give you a clearer idea of the main points of the text and what it is about.

Scanning
  o scanning involves reading words and sentences out of order as your eyes scan backwards and forwards through the text searching for specific details.

8.5 Taking notes

Why take notes?
Your own notes can be some of the most useful aids to your study. They can help you to understand what you are learning and to remember it later. You may need to take notes for a number of reasons:

- To help you remember something: you can’t hope to retain a whole lecture, book, web site or discussion permanently in your memory, so instead you make notes of the most important items and use the notes when you write your assignment.

- To keep a permanent record of something: if you attend a lecture or visit somewhere as part of your course, your notes may be your only record of what took place.

- To help with planning: notes can be a good way of starting off a piece of writing. You can note down the main things you need to do, the books you will read, and so on.

- To re-order material: making notes is one of the most useful opportunities for rearranging material in whichever form is most convenient to you.

- To help you understand what you are learning: writing things down yourself forces you to think them through properly and is one of the best ways of remembering them.

- To help you concentrate: if you are listening to someone talking, your mind may easily wander. Making notes helps to keep you active and involved.

Notes are usually a personal learning aid, so the most important thing about them is that they suit your learning style and your reasons for taking them. Above all notes should be:

- Brief and clear: if they are too long, you will find it tedious to wade through them, either to look for a specific point, or to refresh your memory.
• **Easy to read and understand:** if you cannot quickly read through them to refresh your memory, they will fail in their purpose.

• **Organised to suit the way you learn and your reasons for learning:** if they are not relevant to you, you will never look at them again.

**Different types of notes**

There is more than one way to make notes, and it makes sense to choose a method or methods that you feel at ease with and which suits your purpose. Two commonly used methods are ‘sequential notes’ and ‘nuclear notes’ (often referred to as spider diagrams or pattern notes).

**Sequential notes**

Sequential notes involve listing the key points under a series of headings and sub-headings. With this method you can:

- number the points
- emphasise material by underlining, highlighting, using different colours or capital letters
- use abbreviations

**Nuclear notes (spider diagrams, pattern notes)**

Nuclear notes are more visual. With this method you can:

- write the main topic in the centre of the page
- write related ideas around it and link them up to show their relationship to the main idea
- add links around the edges to show relationships

**Remember!** Keep all your notes in a suitable folder (e.g., a ring-binder) and in a logical sequence so that you can easily access them at a later date.

**8.6 Drafting**

Once you have collected the information you need and prepared a plan, you are ready to start writing. Very few writers get it right the first time, and most good writers begin with a first draft which they then revise. Advantages of drafting include:

- You don’t have to get it right first time, and this sometimes makes it easier to start writing.
- You don’t have to start at the beginning – the introduction can be difficult to write, so it might make sense to write it once you know what you are going to introduce.
- You can change the order of things if they don’t work in practice
- You don’t have to worry about getting your style and spelling correct at first – you can come back and correct them later

Using a computer to write assignments has made drafting much easier. You can try out pieces of writing and then edit or re-order them without having to rewrite everything out again. Be careful to write in paragraphs when using the computer; often sentences get separated from the paragraph because of incorrect spacing.
8.7 Paragraphs

At the first draft stage you should aim to write one paragraph (or more) for each of the main points/ideas in your plan. A paragraph is often described as a ‘unit of thought’. Bearing this in mind you should ensure that:

- Each paragraph should contain one main point from your plan
- The first sentence should, if possible, introduce this point (this is called the ‘topic sentence’).
- Other sentences should support the main idea by explaining it more, giving examples/providing evidence and linking it to other paragraphs.
- You don’t introduce a second idea as this will almost certainly confuse the reader.

8.8 Discussion and critical analysis

Students often find when they get their assignment back from their tutor there are comments about it having a ‘weak argument’ or that it ‘lacks critical analysis’ etc. If you are new to writing assignments you may be unsure what these comments mean.

**Argument**

It is important for your assignment/essay to have a logical and coherent argument. Basically, the ‘argument’ of an assignment or essay is the ideas or views that it sets out to assert or prove.

**Discussion**

When writing assignments it is common for students to think that including lots of references and quotations from books and articles is all that is needed for a ‘discussion’. A discussion should flow smoothly from one point to the next, draw upon evidence, and possibly present alternative viewpoints. Discussion might also involve evaluating the quality of the evidence presented to support an argument, not simply describing it.

- Remember! An unconnected list of ‘who said what’ is not a discussion, even if it is littered with authors’ names and dates!

**Critical Analysis**

Although it is important to refer to other published work, merely including the criticisms of other authors in your assignment is not enough to demonstrate ‘critical analysis’. Instead you need to show that you have looked at the material in a critical manner and not just taken it at face value. To do this you will need to weigh up the pros and cons of different positions. It is also a good idea to find original links between different sources or different strands of an argument.

- Remember! The best assignments show originality by presenting new ideas or interpretations based upon the student’s own understanding of the material.
8.9 Quotations, references and avoiding plagiarism

Plagiarism is the process of taking someone else’s work and either knowingly, or unknowingly and attempting to pass it off as your own. Often this is not deliberate, but the consequences can be significant. Reference sources (i.e., books and websites) show evidence of your reading and are used in your assignments to support your thoughts, but to avoid plagiarism, you will need to acknowledge the work of others using the following examples and guidelines. **Note that references and quotations are not included in the word count for an assignment.**

Direct quotations

Sometimes you may find a section of text in a book, newspaper, or journal that you wish to reproduce word for word in your assignment. This is called a direct quotation and if the quotation is **less than three lines long,** it is included in your paragraph but you must include a page number with the year i.e., Wallace, (2015, p.5). The quotation itself is indicated by using quotation marks. **Examples of using direct quotations that are less than three lines long** are:

The lesson aims relate to the teacher’s intentions for the lesson and they usually start with the word ‘To’, for example: To introduce...... To facilitate...... and To re-cap...... According to Scales (2008, p.103), lesson aims “…can be useful to put into a nutshell the purpose and direction of a session for teachers and learners”

This can also be written as:

“….lesson aims can be useful to put into a nutshell the purpose and direction of a session for teachers and learners”, (Scales, 2008, p.105). Lesson aims relate to the teacher’s intentions for the lesson and they usually start with ‘To’, for example, To introduce...... To facilitate...... and To re-cap......

For **quotations of three lines and over,** you need to introduce the author (year and page) but separate the start and the end of the quote from the main text, and indent both sides. Quotation marks are not needed as the act of separating and indenting shows that it is a quotation. Note that this is made much easier if you are justifying your margins (ask your tutor how to do this). See the example below, of separation and indentation for **three or more lines of quotation:**

When considering the role of the teacher and the key purpose and features of good practice, Gravells (2012) states that:

The key purpose of a teacher is to create effective and stimulating and opportunities for learning through high-quality teaching that enables the development and progression of all students. Teachers in the lifelong learning sector should value all students individually and equally, (Gravells, 2012, p.5).

**Note that:**

If a quotation in the original source goes over two pages, then you need to use pp.5-6 rather than just p.5.

If you have two authors, you need to cite **both** of their surnames in the text.

If there are more than two authors, only list the first and then add the phrase et al. which denotes there are more authors e.g., Armitage et al. (2013, p.14) state that...
Indirect Referencing  Sometimes you may wish to summarise or refer to someone else’s work from a book, journal or newspaper without directly quoting them. This is called indirect referencing and no page number is required. For example:

Evershed and Roper (2010) discuss how assessments in Information Technology often lend themselves to e-assessment, but that in order to broaden the assessment process they should not exclusively rely on this single method.

Non-book sources
You are not limited to printed material as sources of referencing. For example you may find an on-line publication or a film or TV programme that you wish to reference in your assignment. If it is clear who the author or organisation is, the year it was written and the page number/s, then you simply follow the same examples as above. However, sometimes these are not obvious and you should really consider whether the source is of the appropriate calibre, especially if there is no author – remember anyone can publish practically anything on line. If you still wish to include it the examples to follow are:

If the Author is known, but the date and page numbers are not, you would put for example:  The IFL (year and page unknown) state that “teachers need to be continually working towards their continuous professional development so that they keep up to date with changes in the sector.”

For an absolute guide to referencing – see Pears & Shields Cite them right: the essential guide to referencing and plagiarism guide. This is available at www.canterbury.ac.uk (click on the Reference tab. Alternatively you can purchase this invaluable book yourself.

Reference List
For each Module assignment that you write, it is essential that you complete a reference list identifying the text and www sources that you have used within your work (whether direct or indirect quotations). The reference list is placed at the end of your work and essentially identifies all the sources you have referred to within your writing. It is important for the reader/assessor of your work to be able to see where you have accessed your information. The reference list is presented in alphabetical order. The DET programme does not require a Bibliography (which is slightly different – see Pears & Shields ‘Cite Them Right’ for the differences).

An example of a reference list follows and includes the formats for a single-author book, a two-author book and a book with more than two authors, a journal article, a government publication, a website and a newspaper. Note that the formatting is a requirement - book titles are in italics; the titles of journal articles are enclosed by single quotation marks; the use of full stops and brackets is essential; a colon is placed between place published and publisher. Also note the space between each reference.

REFERENCES:


In summary:

Books
- list in alphabetical order of author’s surname
- the year of publication (in brackets)
- title of book (in italics)
- the place of publication:
- the publisher

Government Publications
- name of department responsible for the publication – recognised abbreviations are permissible eg: DfEE, DfES, DIUS,
- date in brackets
- title in italics
- if the report is more familiarly known by the name of the chairperson, include this in brackets after the title
- the place of publication:
- the publisher

Journal Articles
- author’s surname and initials
- date of publication
- title or article written in single quotation marks
- name of journal (in italics)
- volume
- issue
- page number(s)

Newspaper Articles
- author’s name and initials
- the year of publication (in brackets)
- title or article written in single quotation marks
- title of newspaper (in italics)
- day and month
- page number(s)

Websites
- author’s name and initials
- year (put no date if date not given in source)
- title (in italics)
- Available at: cite the full web address including the URL
- (Accessed: date of viewing or downloading)

For full details of examples of referencing, see the Cite them right: the essential guide to referencing and plagiarism guide available at www.canterbury.ac.uk and then click on the Reference tab. Alternatively, purchase a copy of this invaluable guide to referencing to keep for yourself and for your students (especially if you are teaching L3 and above)
9. Library

9.1 Using the CCCU campus libraries

Library Services provides the resources, facilities and support to help you with your studies. More detailed information can be found via Blackboard and on the library website at: www.canterbury.ac.uk/library You must be a fully registered student at CCCU and have uploaded your photograph to receive a Smartcard before you can borrow books or access resources via LibrarySearch. The Library will use your CCCU e-mail address to communicate with you so you should check this regularly.

All students can borrow books from Canterbury (Augustine House), Broadstairs Learning Centre and Salomons Library. Students registered at Medway can also borrow from the Drill Hall Library (other students can use this library for reference and may be able to borrow from here using the SCONUL Access scheme – see section below). These libraries contain extensive education books, journals and other useful education resources and you are encouraged to visit these to survey the range of texts which might be relevant to your studies. You can borrow and return books between these different libraries. The libraries also provide quiet and group areas for studying, computers and lap-tops that you can use, wi-fi areas, printing, photocopying and scanning facilities and lots of support from library staff. (Note that resources and services vary at the campus libraries).

Most of the campus libraries are open at evenings and weekends for the majority of the year; check the opening hours on the library website. Many library resources are available online via LibrarySearch which you can access from anywhere 24 hours a day (see below). Your Centre may also have its own library which you can use.

In CCCU libraries you will find books about education are generally shelved at the classmark starting 370, with Adult Education around classmark 374. Books about teaching a specific subject (e.g. teaching tourism) will be shelved with books on that subject (i.e. tourism). Use LibrarySearch to see which books the libraries have and if they are available for you to borrow now. Note that many books are also available as e-books which you can read from off-campus.

9.2 Your Library account

Go to LibrarySearch and Sign In (with your CCCU log-in details), then select “MyLibrarySearch” to check how many books you have out on loan and when they are due back; you can then renew these yourself. You can also do this via the Christ Church Mobile App.

You can renew items that you have out on loan up to six times, as long as they have not been requested by another library user. Remember to renew books to avoid getting library fines. You can also reserve books to collect from any campus library (if all copies are currently out on loan to other users). Note: if you have accrued any library fines then these must be paid in full before you can borrow more books. Fines can be paid at any campus library or over the phone by card; telephone 01227 782352.

9.3 Borrowing from other university libraries

The SCONUL Access scheme is a reciprocal borrowing scheme between UK academic libraries. As a part-time learner you are eligible to join the scheme, which enables you to borrow books from other academic libraries in the UK (note that this includes borrowing from the Drill Hall Library at Medway if you are not registered there).
Read more about the scheme and apply online at: [http://www.sconul.ac.uk/sconul-access](http://www.sconul.ac.uk/sconul-access)
The Library will receive your online application, check your library account, then email you confirmation. You should **take a copy of that e-mail** with you when you go to the library you want to visit, **along with your CCCU Smartcard, then you will be able to borrow books.**

### 9.4 LibrarySearch for online resources

Library Services subscribes to a wide range of e-books, e-journals and other resources that you can access via LibrarySearch – as well as using this system to see what resources are in the CCCU campus libraries. It is recommended that you spend some time familiarising yourself with this system and exploring the academic resources that the library subscribes to online - you will not find these for free on the web.

Find the link to LibrarySearch from the Library Services website or from the portal. Click on **Sign In** and enter your computer username and password, otherwise you will not be able to access and read all the resources. Use the main search box to search for particular items (books/journal articles etc.), or to search for a subject, then use the filter options to refine your results (e.g. limit to “Full Text” to display only the e-books and e-journals that you can read online). You can also choose to search individual specialist databases to extend your research (select “Find Databases”).

For further information, help, guides and short video-tutorials about using LibrarySearch see Blackboard and the library website. This includes a “Tips for reading journal articles off-campus” guide and “Off-campus trouble-shooting advice” which will help if you have trouble accessing anything.

### 9.5 Library help

Please do contact the library if you have any questions or need help:

- See the “Contact us” section on the library website for e-mail form and phone details: [http://www.canterbury.ac.uk/library/contact-us](http://www.canterbury.ac.uk/library/contact-us)  
  Tweet: @ccculibrary
- Contact the i-zone:  
  tel.: 01227 782222  
  e-mail: i-zone@canterbury.ac.uk
- Contact your Faculty Liaison Librarian - Catherine Sherwood  
  email: catherine.sherwood@canterbury.ac.uk  
  Tweet: @EduLib_cccu

### 10. Student Support

Occasionally students will have difficulty meeting the demands of the programme at the required level. We are committed to ensuring we do all we can in order to help you to develop or advise you on the best course of action for you. However, this may mean in some cases counselling you to withdraw from the programme. This is not a decision that is taken lightly by the CCCU team or the student.

In addition to the demands of the programme we are aware that life outside of the programme can also have an impact on your ability to meet the requirements. If you are experiencing any difficulties please contact your personal tutor immediately in the first instance to discuss any issues. These may be professionally related or personally related. Your tutor will discuss the issues with you and offer advice and guidance. In some cases this will have to be discussed with the programme director, your mentor or the organisation co-ordinator.

The University’s Student Support Services offer a wide range of support services for students including:
**Student Support Services**

(Including Student welfare services, counselling, disability and Equal Opportunities, Student Study Support, student health and financial support).

**Careers and Student Development**

(Including the Careers Advisory Service, CV service, BA/BSc and GMS references, Jobshop, Volunteering, Destination of Leavers and Employability services).

Information for student support can be found on [www.canterbury.ac.uk/student-support](http://www.canterbury.ac.uk/student-support)

**Disabled students**

If you are facing (or potentially facing) disabling barriers to higher education the Disability Team can provide support and advice.

In line with the Equality Act 2010, the University makes reasonable adjustments to support disabled students. Alongside invisible disabilities such as dyslexia and depression, this includes students who are disabled due to physical or mental impairment or a medical condition.

For more information visit: [www.canterbury.ac.uk/handbook/disability-advice](http://www.canterbury.ac.uk/handbook/disability-advice)

**Appeals policy**

An Academic Appeal is defined as a request for a review of the decision-making of a body (such as a Board of Examiners, or panel established to investigate plagiarism or other academic misconduct) charged with making academic decisions on progression, assessment, academic conduct or awards. A Fitness to Practise Appeal is defined as a request for a review of the decision-making of a body (such as a fitness to practice panel) charged with making decisions relating to the student’s conduct, competence and capabilities in relation to professional practice, taking into account the requirements of any relevant regulatory or statutory body. Please be aware that you are able to seek the support and representation of the Student Union when making an appeal. The full policy is available from: [www.canterbury.ac.uk/handbook/appeals](http://www.canterbury.ac.uk/handbook/appeals)

Independent advice is available from Christ Church Students’ Union: [ccsu.co.uk/advice/appeals](http://ccsu.co.uk/advice/appeals)

**Equality and diversity**

The University is committed to providing a fair environment in which everyone is treated with dignity and respect. We take a proactive approach to promoting equality and are committed to a range of actions intended to create a welcoming and positive environment for all students, staff and stakeholders. The Equality and Diversity Unit represents and supports students, both Home and International, as well as staff. We work closely with Christ Church Students' Union and Student Support, Health and Wellbeing to promote equality and diversity. For more information or to get involved visit: [www.canterbury.ac.uk/handbook/equality](http://www.canterbury.ac.uk/handbook/equality)

**Dealing with bullying and harassment**

There is guidance available which can be used by students to help put a stop to all forms of bullying and harassment occurring within the context of their studentship, and involving allegations against other members of the University (students or staff). This, together with information about reporting crime (including ‘hate crime’) is available from: [http://www.canterbury.ac.uk/support/student-support-services/counselling/bullying-and-harassment.asp](http://www.canterbury.ac.uk/support/student-support-services/counselling/bullying-and-harassment.asp)
Disciplinary procedures and code of conduct
The Student Disciplinary Procedures provide a framework for the regulation of students’
behaviour, as students of the University, in order to secure the proper working of the
University in the broadest sense. A definition of misconduct and an outline of the student
disciplinary process are given in the link from: http://www.canterbury.ac.uk/student-
support-health-and-wellbeing/policies-and-procedures/policies-and-procedures.aspx

Raising concerns and making complaints
If you are studying at a collaborative partner institution you are required to follow the
complaints process in operation at your location of study if you wish to make a complaint
about your programme. If your complaint is not resolved to your satisfaction using this
process, your complaint should be submitted to the University for consideration using the
University’s Student Complaints Process for students studying at Partner Institutions, which
is available at: http://www.canterbury.ac.uk/student-support-health-and-wellbeing/policies-
and-procedures/policies-and-procedures.aspx

11. Assessment guidance and attendance requirements

11.1 Assessment guidance and procedures
Results will be submitted to CCCU by your course tutors at the end of each module.

ALL your work for each module including teaching hours, observations, reflections
and essays must have been assessed as pass standard before each of these dates or
your work will be recorded as a fail and you will not be able to continue your studies.

The programme complies with the University’s regulations relating to assessment. The
assessment for each module consists of tasks of a maximum total of 4,000 words, and
these are presented for summative assessment in the form of a portfolio; there are no
examinations to sit. Each task is designed to encourage students to link theoretical
considerations with the practical application in their subject pedagogy. Some tasks have
teaching documentation (for example, schemes of work, lesson plans) as part of the
submission, which further encourages students to reflect on the relationship between
theory and practice.

To achieve a Pass grade on each module it is necessary to pass all the tasks within a
module. To successfully complete the programme, it is necessary to achieve a Pass grade in
each of the modules and to have logged the required number of teaching hours.

For level 4 modules, if a student’s work does not reach the required standard on any
module it will be recorded as ‘refer’ and the student will receive one further opportunity to
resubmit the relevant assessment, normally within two weeks of the ‘refer’ mark being
recorded. In the event of an assignment receiving a ‘fail’ mark for the second submission,
the Examination Board will determine whether there is a case for a final resubmission.

For level 5 and 6 modules if a student’s work does not reach the required standard on any
module it will be recorded as ‘Fail’. In the event of an assignment receiving a ‘fail’ mark for
the first submission, the Examination Board will determine whether there is a case for a
final resubmission; this not an automatic entitlement, therefore please ensure your first
submission is the best it can be.

Failure to submit assessment work on time will result in ‘refer’ or ‘fail’ being recorded for
the relevant module. In exceptional circumstances and upon receipt of a written request in
advance of the deadline date, an extension to the assessment deadline may be granted by
the programme director for two weeks and by the Faculty Extenuating Circumstances Panel for anything beyond two weeks.

In line with the emphasis on the development of practical teaching skills, part of the assessment on the programme is the requirement that all students will have observations of their teaching practice, where a written report on a teaching session is produced either by a mentor or the programme tutor. Students will be observed teaching at least eight hours over the programme. All observations must be a “pass”. Where an observation is recorded as achieving less than ‘minimum standard’ there is one opportunity to retake the observation. If the second observation is then recorded as a fail then the student fails the module and the Exam board will determine if there is reason to agree a final assessment opportunity or if the student is required to withdraw from the programme.

Students must complete a Progress Log (PL) over the duration of the programme. The PL will include reflective logs and specific targets for development as well as evidence of progress. The log will act as a cohesive element across the whole programme and will be critically reviewed at tutorials and form part of the portfolio assessment for each module.

11.2 Interruption and Withdrawal

**Change of Academic Circumstances form available on the VLE**

There are various reasons for which participants on the programme may need to take time out of their studies and the programme is supportive of genuine requests of this type. However, it is important that any form of interruption is properly recorded by the University. In situations where you are unable to complete portfolios for submission to the Examination Board, three options are clearly identified:

- **Option 1:** In cases where you are unable to continue on the programme in the academic year of registration you must submit a written request for ‘interruption’ of study using the Change of Academic Circumstances form available on the VLE. If approved this would normally be for one year.

- **Option 2:** In some circumstances it may be the case that you wish to withdraw from the programme. A written statement from you to this effect would be requested using the Change of Academic Circumstances form available on the VLE.

The Examination Board will consider all requests for interruptions beyond the end of each programme year. Requests for concessions beyond a 14 day period will be subject to approval by a university panel these will only be granted where appropriate support evidence is supplied e.g. medical certificates. Subject to approval, dates may be agreed either for re-entry onto the programme or for late submission of outstanding work. Fees will be incurred for study for each term and beyond if notification of interruption or withdrawal is delayed. See finance guidance on pages 10-12 for further detail.

12. Plagiarism Policy

The University is committed to fair assessment procedures for all students. Our Plagiarism Policy is designed to help you in understanding what plagiarism is and how to avoid it in your work. For the policy and guidance on avoiding plagiarism please see: [www.canterbury.ac.uk/plagiarism](http://www.canterbury.ac.uk/plagiarism)

[http://www.midkent.ac.uk/help-advice/higher-education/higher-education-policies-and-procedures/](http://www.midkent.ac.uk/help-advice/higher-education/higher-education-policies-and-procedures/)