

31st October 2010

1. The qualifications and standards

<p>Assessment Team:</p>	<p>Findings:</p> <p>Overall it has been agreed by EVs that centres have had appropriately qualified and experienced staff in place to form a suitable team for the delivery of this suite of qualifications. The checking of CVs and qualifications forms part of this check. CPD and how staff competence is maintained is not regularly commented on. Some centres run regular team and standardisation meetings to update staff and ensure they are all working to the same standard. Often it has been reported that a team member has QTS. Some centres use individual specialised staff to cover specific aspects of the curriculum, for example core curriculum and equality and diversity. The reporting of whether staff have assessment or verification qualifications or what their experience is within this field where the achievement of qualifications are not recorded is not always apparent. The development of team members new to delivering teaching qualifications is taking place in some centres as is a robust training programme for mentors for candidates undertaking the DTTLS.</p>
<p>Resources:</p>	<p>Findings:</p> <p>Some centres have been reported to be using a VLE effectively within the delivery of these qualifications especially where a blended learning model has been adopted. Some centres are investing in video cameras to support the covering of the required number of observations within CTTLS and DTTLS and for use for the micro teach sessions within PTTLS. However numbers are low for centres using a range of technology to support the delivery of these qualifications. The provision of resources to support candidates in the form of books etc varies across centres.</p>

<p>Candidate Support:</p>	<p>Findings:</p> <p>The practice of regular constructive feedback to candidates varies across centres where it has been highlighted as good practice in some centres but has been identified as a weakness in others. The induction process for PTLLS overall is considered good. The monitoring of entry requirements and gaining of mentor data is varied across centres for DTLLS. Some centres are utilising the flexible approach to the assessment strategy and are engaging in a range of assessment methods in demonstrating candidates meet the criteria. Other centres are mainly using written assignments as their main assessment method. Some centres use ILP to monitor individual learner needs and to track required support against progress. Regular feedback to centres from External Verifiers has been with regards to the terminology used within assignments and assessment activities which either do not meet the criteria or do not allow candidates to differentiate between levels. Many centres require candidates to regularly complete a reflective journal which is used to monitor progress. Some centres offer additional tutorials beyond classroom contact time as a support mechanism for candidates. Some centres that use VLEs use discussion forums and on-line contact between tutors and candidates so support is available on a regular basis.</p> <p>An example of good practice identified in supporting candidates in preparing for their micro teach for the PTLLS was the tutor doing a micro teach with mistakes inbuilt in. Candidates were encouraged to provided feedback on the session in order to generate a discussion on points to consider for their own micro teach session.</p>
<p>Assessment and Verification:</p>	<p>Findings:</p> <p>Assessment and internal verification processes varied across centres. Some centres demonstrated effective formative and summative procedures where candidates were assessed regularly with constructive detailed feedback provided. Internal Verification processes varied in the activities completed, the regularity of them and the recording of them. A regular issue highlighted was assessor and internal verifiers not recording judgements clearly on their assessment decision and not stipulating the level an assignment was being passed at for PTLLS. Regular meetings and standardisation is common within some centres but is an area identified to be developed in others. The feedback from the External Verifier visits in the main was shared with the team.</p>

	An example of good practice identified was the quality of feedback provided by assessors on micro teach sessions and observed teaching.
Management Systems and Records:	<p>Findings:</p> <p>Most External Verifiers reported that centres had maintained regular contact with them and kept them informed of any relevant changes. Some centres used various means to evaluate their programmes and utilised this information to improve their programmes. Where senior management support was commented on it was reported to be good with no instances of support from senior management being an issue. Overall requests from External Verifiers were met on the day of the visit with the portfolios requested available along with any staff or candidates to be seen.</p>
Assessment Summary:	<p>Findings:</p> <p>Overall candidates were sampled across all scheme numbers where there were candidates registered. The PTTLS portfolios sampled tended to be at the final stages. CTLLS and DTLLS portfolios were sampled at various stages of candidate's progress. Most assessment methods were covered although e-portfolios were rarely identified as an assessment method sampled. Assessment decisions were agreed within the majority of reports.</p>

2. Sector Developments

The removal of the guaranteed maintenance grant for individuals undertaking the DTLLS could result in various implications. The numbers of individuals embarking on the award as a route into the profession may reduce due to the cost implications. However for individuals choosing to do the qualification they now have a wider choice in where they do their qualification. This means that providers need to consider value for money and provide a delivery style and structure to meet individual needs. This opens up the market in providers devising bespoke packages and effectively using APL/APA in order to ensure learners get a learning programme that suits them. An increase in centres providing a blended learning approach is reflective of this. Also pricing of the qualification is also becoming competitive as is the delivery and assessment method utilised in gaining candidates.

A review is currently taking place by LLUK on the standards and the outcome will have to be monitored.