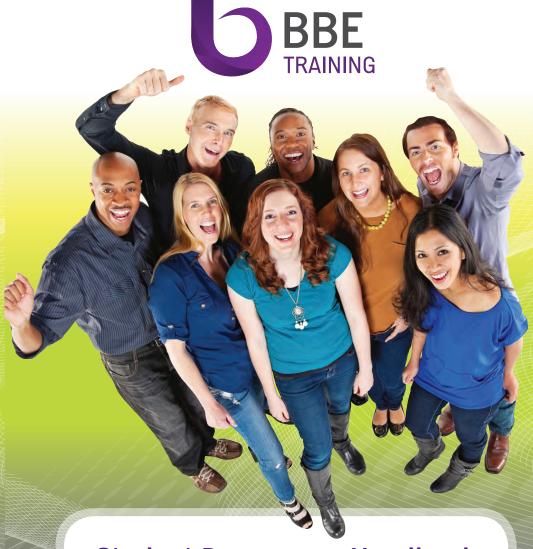b BBE
TRAINING

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TRAINING

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Student Programme Handbook

Student Name...

Starting Date ....

Contents

Contact details

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Welcome to your programme

PROGRAMME LEADER'S WELCOME

Training in any profession is a precious entitlement. Our courses will help you develop your competences and skill sets. We will encourage you to reflect on your learning from both the course and from your own experiences, and help you plan for your future development. With the provision of subject specialist links and mentors, specific focus will be given to your development.

We hope that you will be able to make the most of the opportunities offered, to step back from the immediate demands of the workplace in order to reflect on your profession as well as your job. We hope that you will enjoy the opportunity to learn with colleagues from other organisations and subject areas, and to extend your ideas through reading, research and discussion.

We hope that you will enjoy your own professional development and will consider continuing to further studies, experience and research as part of a professional philosophy of lifelong learning.

We look forward to working with you and wish you success with your studies.

RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning. We will look at areas including the following to assess your prior learning.

- Existing level of academic qualifications
- Current vocational/professional qualifications
- Current level of personal literacy/language and numeracy
- Teaching experience (where appropriate)
- Access to teaching/training opportunities (where appropriate)
- Personal/professional goals and appropriate timescales
- Motivation for undertaking the course
- Potential support needs.

Learners also complete a training needs analysis to identify their strengths and weaknesses.

If you believe you have qualifications or skills which cover some of the requirements of this course you will need to discuss this with your tutor before (or soon after) the course starts. We will then look at the evidence that you can provide for this prior learning and decide if it is sufficient, reliable and valid.

Entry Requirements

ATTENDANCE REQUIREMENTS

Students should attend all scheduled classes and prescribed activities. Where their attendance fails to meet the minimum required to meet the learning outcomes of the module (85%) they may be excluded from the assessment and be deferred on the programme. If they are deferred, they may have the opportunity of retaking the programme.

POLICY ON LATE ARRIVAL

It is the professional responsibility of every student to arrive on time for the sessions, tutorials and mentoring meetings. This will avoid unnecessary and discourteous disruption to the class and members of staff. Students are also expected to stay for the duration of the session.

ASSESSMENT SCHEDULE

Specific details will be provided by the course tutors.

ASSESSMENT SUPPORT

Assessment is an important aspect to your programme but you may find that at times personal circumstances can impact on your studies. Should you have circumstances which mean you need to defer your assessment, please contact your tutor who will guide you through the process.

CAREERS SERVICE

www.nationalcareersservice.gov.uk

Learning, Teaching and Assessment

The Learning, Teaching and Assessment approaches used throughout our various courses and programmes, will encourage you to be actively involved in your learning and to work with other students. We aim to give you prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback.

You will be actively involved in a range of learning, teaching and assessment approaches as part of your course. Such active learning approaches aim to put you at the centre of your learning so you are involved and engaged in all aspects of your learning and its assessment. Your course will probably require your active participation in learning activities and engagement with your fellow students, both individually and collaboratively, working and learning with other students as part of a small group. Learning activities may also occur both within and outside the classroom.

Your learning will also be supported by technology. Increasingly your tutors will be using existing and emerging learning technologies to engage you in e-learning activities. Your programme will be facilitated using a variety of media and online tools (virtual learning environment, podcasts, wikis, etc) which will allow you flexible access to a diverse range of online resources, quizzes and learning materials as well as collaborative tools with which you can engage and learn with your peers. Not confined by time and space, you will be able to take part in online discussions and learning activities from wherever you are studying. Your tutors will provide any support you may need whilst learning online.

BBE is committed to the process of enhancing the quality of learning, teaching and assessment and supporting greater learner autonomy. The programme strategy seeks to enhance the quality of provision through a range of support throughout the full programme. This will include its mentoring programme, tutorial system, module support and observation of teaching by subject specialists and the teacher training team at BBE.

Teaching and learning strategies include:
Formal input in lectures and by guest speakers, discussion, group work, seminars, guided reading, self-guided study and research, teaching and peer observation, specialist links and workshops, case study analysis, personal tutorials and mentoring support and guidance.

ASSESSMENT STRATEGIES INCLUDE:

Initial assessment, diagnostic, formative and summative assessments are the methods used throughout the programme. External assessments for minimum core will be available on line and it is expected that students will complete and pass these during the programme. This will be required to receive full QTLS status (teaching qualifications only).

Assessment is an integral part of learning and you may hear it referred to as formative or summative. Formative assessment is developmental in nature and is designed to give feedback to students on their performance and how it can be improved; therefore you will not receive a grade for formative assessment. Formative assessment is an important part of the learning process, and has been shown to contribute to the enhancement of learning and raising of standards.

Summative assessment is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. The summative component of an assessment task is designed solely to measure achievement of a learning outcome. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

Assessment may also involve self, peer of group approaches. For example, you may be asked to self-assess your own work indicating where you feel you have clearly demonstrated your understanding and also identifying areas where can see you have room to improve. Assessment may also be a peer process where students, individually or as groups, offer feedback on one another's work. Group assessment may also be part of your programme where part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

This programme is bound by the Awarding Body and BBE Regulations. Assessment on the course will be based on the programme syllabus and learning outcomes, which are identified for each module in the course specification. The set criteria for each assignment will be mapped against the learning outcomes of the module of each Assessment Front Sheet and these criteria will be clearly identified. Students will be required to provide satisfactory evidence of the specified knowledge and skills of all the criteria. Assessment strategies for different aspects of the programme are specific and carry unit credits.

Written feedback to students will be given on assessment sheets. Verbal feedback will be given by the Tutors on the return of the assessed work. Feedback will refer to the specific criteria relating to that assignment and students are advised to check these criteria prior to submission. Feedback will specifically address these criteria and offer other general comments on the standard of the work.

At the end of a course or programme, students may be required to produce a portfolio of all the work. This will include all evidence to meet the criteria for their qualification. Support will be provided to complete the portfolio and also to deal with any referred units.

The Assessment Process
• Students submit work for assessment on the agreed date.
• Assessors assess the work and will endeavour to return marked work within 2 weeks.
• Assessed work is internally verified.
• A sample of assessed work is externally examined on behalf of this Awarding Body by the External Examiner.

FURTHER INFORMATION ON ASSESSMENT REQUIREMENTS

In addition to meeting the specific criteria of each assignment, submitted work must meet a professional level of communication skills and presentation.

All work should show the following characteristics:

1. Designation - assignment title, your name and centre, total number of words.
2. Structured and acceptable presentation - introduction, development, conclusion, headings, paragraphing for any piece of continuous prose and page numbering.
3. Evidence of thorough proofreading.
4. Clean and tidy appearance. Do not encase each sheet in a separate plastic folder. However each assignment should be in a robust medium.
5. Professional level of expression - attention to sentence structure, punctuation and spelling.
6. Tables, diagrams and imported text should be appropriately referenced. Substantial amounts of imported text will not be acceptable.
7. The Harvard Referencing System should be used if course level requires.
8. Legible word-processed script.
9. Alternative media e.g. videotape must be annotated to give a context, purpose and interpretation of the data which they carry.
10. Appendices should be numbered.

IN ADDITION

Students MUST keep a copy of submitted work. Tutors will not be responsible for work lost in transit. Work lost prior to assessment must be done again if no copy exists.
Students will receive feedback from tutors on their work on assessment feedback sheets. You must retain this completed sheet until the work has been internally and externally verified i.e. the end of the course.
Students should be aware that their work may be read by the team in your centre, the internal verifier, and the External Examiner. Please maintain confidentiality where appropriate in your writing e.g. removing names of students whom they discuss. Professional titles of personnel, rather than names should be used.
Students must keep to the deadlines proposed by tutors or negotiated. In the case of re-submitted work, ensure that the original submission is included together with the tutor feedback sheet.

The main grades available are Pass, Refer and Fail.

Pass level – Work accepted for a pass should show the following characteristics:

1. It meets the specific criteria laid down by the module tutor/ specification.
2. All components of the assignment must be submitted.
3. It has a clearly stated purpose, reflected in the title, and is developed in line with that purpose.
4. It shows evidence of reading relevant to the purpose; sources are accurately identified.
5. It shows a critical approach to the work of others; their views are examined as well as quoted.
6. The significance of the investigation to the writer's teaching situation is made clear.
7. Arguments are set out logically, critical analysis has taken place, and conclusions are based on findings.

Refer - When an assignment does not meet the specified criteria a referral grade will be awarded. Clear feedback from the Tutor will be given in writing and verbally as to what aspect of the criteria has not been met, and why.

If the Internal Verifier supports the judgement of the original assessor, the student will be given an opportunity to resubmit the work with the changes advised by the Module Tutor. The Module tutor will give a resubmission date. No referred work will be accepted after this date without the approval of the tutor.

If after resubmission the work is still deemed to be unsatisfactory, it will be considered as a fail. All failed work will be reported to the Assessment Board where consideration may be given to a final submission opportunity.

ASSESSMENT FEEDBACK

Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect on your work and to use this feedback as the basis for learning and improvement.

Feedback can take many forms, and may be informal, for example it may be offered and discussed in classroom sessions either

collectively or individually. It may also be more formal and delivered for example in written or audio form from peers or academic staff. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

Receiving feedback on your work is an essential and important part of your learning and therefore all programmes provide regular opportunities for formative assessment. The purpose of this is to get just, detailed feedback (rather than marks) on your performance so that you can get a regular update on how you are developing and to prepare you for any summative assessment (summative assessment counts towards your final grade).

You will normally be provided with feedback within 14 working days of the published coursework component submission date. You will be provided with individual and collective feedback on the assessed work.

Students will be advised of all assessment dates at the beginning of each course.

Feedback on coursework

Students can expect the following forms of feedback whilst on the course:

- verbal feedback on return of any coursework
- written comments on feedback sheets for written coursework
- interim verbal feedback immediately after a teaching observation
- verbal feedback during group sessions
- verbal feedback during individual tutorials and mentoring meetings

Return of coursework

Students are expected to keep a copy of their coursework. (See previous section on the responsibility for coursework) The module tutors will return re-marked coursework to students, either directly or via the personal tutors.

Electronic receipt of coursework

All coursework must be submitted personally to the appropriate tutor. Final versions of coursework will NOT be accepted by electronic delivery.

Marking, second marking and marking moderation
Samples of the assessed coursework are internally and externally verified. Teaching observation reports will also be sampled to ensure consistency of assessment across the programme. On occasion, the Programme Leader/other Personal Tutor and the External Verifier will also accompany a Personal Tutor and /or mentor.

PERSONAL DEVELOPMENT PLANNING (PDP)

Personal Development Planning will provide you with an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It is intended for both undergraduate and postgraduate students. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments, including your studies, part time work, voluntary work and other activities. You will record your reflections and use them to help you think about and plan your future development.

This is an important part of your personal development and reflects the working environment where employers encourage new graduates to assess their own continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

On our validated teacher training programme, reflective practice is embedded within all the modules across the Certificate and the Diploma. CPD should be logged with the IfL (course requirement). In addition to your own personal development on the programme, the college offers access to the staff development programme. Information on this will be available from the course tutors.

PROGRESSING ON YOUR PROGRAMME

Academic Misconduct
Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. In fact, plagiarism extends to cover one's own work

previously assessed or published which is also required to be properly referenced. Taking unfair advantage over other authors, students or oneself in this way is considered by BBE to be a serious offence. Serious action will be taken against any student who plagiarises whether through negligence, foolishness or deliberate intent. Make sure written material, ideas, theories, formulae, etc are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct way of acknowledging work from other sources is available from Moodle.

Appeals
If you are unhappy with the mark or feedback given to you by your tutor you have 14 days to appeal in writing to the internal verifier.

Communication

Assessment outcomes will use both written and verbal feedback. All trainees have individual formal tutorials during the course and can request an informal tutorial when required.

DOCUMENTATION AND LETTER REQUESTS

Details of students' records will be held by the BBE and Personal Tutor. All grades awarded during the programme have interim status until these are confirmed by the internal and external verification process.

DATA PROTECTION AND PRIVACY

The information that you provide at enrolment is held on a computerised database and maintained in accordance with the Data Protection Act. We ensure that the data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so by law.

Support

ACADEMIC SUPPORT

Students are expected to be independent and to take responsibility for their own learning. However, there is help available to them. Your Personal Tutor will provide advice and guidance during the year. Support from other staff who are involved in the programme will also be available.

Students can seek brief advice from staff either after the session or by appointment with either their trainer or the tutor during their office hours.

DISABILITY SUPPORT SERVICE

If a student has a need which they feel is not being met, or experiences difficulties because of the way the programme is organised or conducted, they are advised to contact their Personal Tutor or the trainer.

It is extremely beneficial to both staff and students if particular learning needs and difficulties can be identified. However, we will respect and follow confidentiality procedures if students do not wish to discuss a situation with others.

HEALTH, SAFETY AND WELFARE

BBE has responsibilities under the Equality Act 2010 to ensure that risks to Health and Safety are properly controlled. The Health & Safety policy of the BBE can be found in the centre.

Quality of your Programme and Experience

QUALITY ASSURANCE AND ENHANCEMENT OF YOUR PROGRAMME

To ensure the high standards and quality you also have a very important role in enhancing our programmes by feeding back on a regular basis via student surveys, or other formal and informal mechanisms. Your feedback plays a major role in programme monitoring and review.

EXTERNAL EXAMINERS

External Examiners are a central part of the quality assurance and enhancement of your programme. Their role is to act as independent moderators and to consider student attainment with impartiality. The impartiality of External Examiners is paramount to ensuring equity for students and furthermore to ensuring the fair application of the regulations.

The duties of External Examiners include the following:
- To comment when consulted on the content and form of all assessments.
- To advise on the appropriateness and effectiveness of the internal assessment processes, the relevant assessment regulations and procedures in respect of module assessments, the desirability of any recalibration or (exceptionally) remarking of assessed work, and the appropriateness of the standards against which the assessment process has taken place.

Additionally each External Examiner is required to produce a report at the end of the academic year in which they comment on:
- programme design, content and standards,
- student performance (general comments, no individuals are named),
- assessments: structure, design and marking,
- effectiveness and quality of feedback to students on their work,
- Assessment Boards; organisation and operation,
- role of the External Examiner,
- recommendations or actions for change and
- areas of good practice which should be shared.

SUGGESTIONS, COMPLAINTS & POLICIES

In the first instance, the trainer will aim to address and resolve any student complaints. Your tutor will provide a copy of a complaint form if a student wishes to make a complaint.

To see a full list of policies go to:
www.bbetraining.co.uk