

Accredited Programme Outline

PROGRAMME TITLE: Continuous Professional Development for Tutors
UNIT NO: 1
UNIT TITLE: Planning and recording teaching and learning
LEVEL: 3
ELEMENT NO: 1.1 Planning teaching and learning

Learning Outcomes:	
<i>No</i>	<i>What the candidate must do:</i>
1.1.1	Maintain a tutor course file containing documentation for an adult learning programme you have delivered
1.1.2	Ensure course documentation meets Hampshire Learning's quality standards
1.1.3	Demonstrate how you evaluate learning
1.1.4	Show how findings of evaluation have informed planning
<i>No</i>	<i>What the candidate must know:</i>
1.1.6	How to plan learning
1.1.7	How to use a range of teaching strategies to maintain active interest and engagement of learners with a range of needs.
1.1.8	What is meant by Skills for Life and how to incorporate these into the subject specialism
1.1.9	How to plan for differentiation
1.1.10	How to incorporate e-learning into learning sessions
1.1.11	How to access tutor support materials and resources
1.1.12	Role and responsibilities of the tutor with regard to Equalities & diversity and Health and Safety

Range (explanation of terms used in the learning outcomes):

tutor course file – should contain planning documents including programme information; scheme of work; session plans with evaluations

quality standards – to meet requirements of Common Inspection Framework; RARPA; Hampshire Learning Quality Improvement Framework

evaluate the learning – through session plans; scheme of work; response to learner feedback

planning – through session plans; informing future schemes of work; individual learning plans (where appropriate)

teaching strategies – various approaches to delivering learning to ensure its effectiveness

e-learning - use of a diverse range of information communication technologies to support, deliver, create and enhance learning experiences

Skills for Life – literacy, language and numeracy skills

differentiation – ensuring that learning is accessible to all learners by providing a range of activities and support, and paying attention to learners' literacy, language and numeracy skills

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PROGRAMME TITLE: Continuous Professional Development for Tutors
UNIT NO: 1
UNIT TITLE: Planning and recording teaching and learning
LEVEL: 3
ELEMENT NO: 1.2 Recognise and Record Learners' Progress and Achievement (RARPA)

Learning Outcomes:	
<i>No</i>	<i>What the candidate must do:</i>
1.2.1	Carry out initial assessment of learners and use outcomes to inform subsequent planning
1.2.2	Address individual learners' needs in course and session planning
1.2.3	Carry out assessment of learners' progress and achievement throughout the course
1.2.4	Carry out assessment of achievement for all learners at the end of the course
1.2.5	Create and maintain a system of monitoring and recording learners' progress and achievement
1.2.6	Record final outcomes for all learners
<i>No</i>	<i>What the candidate must know:</i>
1.2.6	The five stages of RARPA and how it is mapped against the Common Inspection Framework
1.2.7	Assessment methods and the need for initial, formative and summative assessment
1.2.8	Tutor responsibilities with regard to equality and diversity and learner confidentiality

Range (explanation of terms used in the learning outcomes):

initial assessment - provides the information needed to decide a learner's starting point. It is the benchmark from which learners' progress and achievement can be measured

individual learners' needs – includes all aspects that will affect learners' success including literacy, language and numeracy skills

final outcomes – full, partial or no achievement should be recorded on course register

RARPA – Recognising and Recording Progress and Achievement

Common Inspection Framework – principles applicable to the inspection of post-16 non-higher education and training carried out by Ofsted

formative assessment – ongoing assessment of learners' progress and achievement

summative assessment – final assessment of learners' achievements

Accredited Programme Outline

PROGRAMME TITLE: Continuous Professional Development for Tutors
UNIT NO: 2
UNIT TITLE: Reflective practice
LEVEL: 3
ELEMENT NO: 2.1 Meet the professional standards

Learning Outcomes:	
<i>No</i>	<i>What the candidate must do:</i>
2.1.1	Carry out a skills audit using the new Professional Standards for Teachers
2.1.2	Create a CPD Action Plan to address areas for improvement identified through the Skills Audit
2.1.3	Reflect on an aspect of your practice
<i>No</i>	<i>What the candidate must know:</i>
2.1.4	The new Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector
2.1.5	IfL requirements for Continuous Professional Development
2.1.6	How to use REfLECT

Range (explanation of terms used in the learning outcomes):
<p>Professional Standards for Teachers – the skills, knowledge and attributes required to perform teaching and training roles in the lifelong learning sector (as defined by LLUK)</p> <p>Continuous Professional Development – IfLCPD model based on reflective practice</p> <p>REfLECT – IfL on-line resource for recording CPD</p> <p>Reflect – Must meet IfL standards for reflective practice</p>

Assessment Guidance for the Unit:

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	Evidence Requirements	Additional Information
Elements 1 and 2	Tutor Course File containing completed documentation itemised in the Tutor Course File checklist.	
Element 3	Skills audit CPD Action Plan Example of reflective practice e.g. Journal or REfLECT print out	