Awards Ceremonies
Awards ceremonies for the Cert. Ed./PGCE, BA in Education and Professional Development and Foundation Degree in Learning Support took place at the University in November 2011. Many of the centres also held their own ceremonies with representatives from the University attending.

See HUDCETT Insert
This issue features - Open Access to Teaching in Lifelong Learning Journal, QTLS and QTS news, Ofsted consultation FETT framework, E&D Conference report, Professional Review and Bursaries, news on various upcoming professional Conference and events, etc.

Mentor Database - monitoring mentor appointments and training
As part of improved monitoring of mentor appointments and mentor training a central database has been developed using SharePoint (a web based system). The database can be accessed by Centre Managers through the member’s area of Consortium website using the normal University login procedures. Mentee (student) details are now transferred from the University’s student record system to the mentor database. Responsibility for inputting and maintaining the data for mentors will sit with Centre Managers/Centre Mentor Co-ordinators. Regular statistical reports will be produced centrally and shared with Centre Managers and DALOs.

Centre Managers will be contacted directly with further details. For queries regarding mentor database please contact Bernard McNicholas (b.mcnicolas@hud.ac.uk) and for access and training please contact Shailesh Appukuttan (s.appukuttan@hud.ac.uk).
Disability Services for Consortium Partners

Diane McClymont, University of Huddersfield
Disability Services here at the University of Huddersfield is part of Student Services. We offer advice to staff and trainees/students undertaking franchised provision at partner colleges in a variety of areas:

- We can liaise with academic staff at the partner colleges about the support needs of disabled trainees/students
- We can arrange dyslexia screening tests and full diagnostic assessments with an Educational Psychologist if required (N.B. these assessments take place at the University of Huddersfield)
- We offer advice on assistive technology/equipment
- We carry out Needs Assessments at the University of Huddersfield in order to identify areas of support for the course. We can, however, put trainees/students in contact with an assessment centre closer to where they live if necessary
- We can put trainees/students in contact with local and national external agencies who offer support and advice to disabled people on specific issues.

We understand that the Disabled Students Allowance (DSA) process may be daunting for some students so below is a step-by-step guide to help them through the process.

Applying for the Disabled Students’ Allowance (DSA)

**Evidence of Disability** (Educational Psychologist’s Report, GP’s letter, Specialist’s letter etc.)

Screenings & Ed Psych appointments will take place at the University of Huddersfield, arranged through Disability Services. **At the point of receiving evidence from Student - College to discuss/implement interim academic support.**

Student to send evidence to their funding body, i.e. Student Finance England/LEA along with a completed DSA1 form. (If you require help in completing the form please contact Disability Services at Huddersfield).

Send a copy of this Letter to Disability Services at the University of Huddersfield

Disability Services will send you forms to complete before the Needs Assessment. **Return the forms to Disability Services** (again, assistance can be given filling in the forms).

These forms ask about your needs and your course. You may need to approach a course tutor for information about the course.

A Needs Assessment will be arranged and carried out by an accredited Assessor from an Access Centre.

A report is produced which makes recommendations for your support. **Following your approval, this is sent to the funding body.**

When approval for funding your academic support is received from the funding body, **Give a copy of your needs assessment and approval letter to the Learning Support Department at your College to implement the academic support that has been recommended.**

If you have any queries about the above or think you may have a student who has dyslexia/SpLd please contact: Diane McClymont, Disability Adviser on 01484 472018 or email: d.l.mcclymont@hud.ac.uk
PTLLS: an E-learning Approach to a Community of Practice
Lead: Julie Garrigan, Accrington & Rossendale College
Following on from the report in the Summer, the team at Accrington has made great progress and has developed (and piloted) a variety of interactive resources to use with their PTLLS students. The VLE welcome page contains ‘Vokis’, representing the members of the Teacher Ed team, as a way of personalising the learning experience. Vokis can be used to provide short verbal explanations and introductions. The images below represent the three team members.

The programme has been divided into units, in accordance to the PTLLS specifications. Each unit is self-contained in a folder. There are also additional folders with useful web-links and resources (for example, reflective practice and Harvard referencing). Within each folder, there is a short introduction to the relevant unit, and a series of sub-folders organised in themes. Each contains a variety of resources, web-links and interactive activities:

- The team is adopting the concept of E-tivity in order to create an interactive approach to learning.
- The system also allows the team to embed web 2.0 content. This will be used widely, for example, to embed videos.

The system will also allow candidates to submit assignments and receive feedback electronically. All submissions will go through the plagiarism filter.

The programme will be launched in February 2012. An initial face to face session will be scheduled in order to provide an induction to the course and the VLE, but also to help create a sense of a community amongst the learners. The PTLLS induction will take place on February the 7th. We are recruiting at the moment and have interviewed 37 people for 2 college classes and the PTLLS; so far 5 have enrolled on the pilot and we are expecting this to rise by the end of January. We are currently tidying up and checking the e-programme to ensure it will run smoothly. The schedule is being finalised. We are quite excited about running it for the first time and I am really proud of how hard everyone has worked on preparing the online materials and activities.
Volunteer trainee tutors

Sandra Rennie (SEQUALS) with Beryl Clark (Tameside College)

This project has been completed and the report is available on the Consortium website (see ‘Current Projects’). The project was established to collect data about the description and analysis of volunteer tutor numbers, distribution across the Consortium partner colleges, the volunteer tutors’ profiles (occupational/profession, age, ethnicity, gender, disability, teaching subject, LLS workbase, previous teaching experience, etc.). We also examined the experiences of these trainees through their perceptions; we interviewed teacher educators and mentors. Some 10% of 1st year trainees were classified as volunteer trainees. It would be incorrect to claim that such trainees were from any particular sector or vocation; they did, however, tend to be slightly younger and the proportion of volunteer tutors reporting a disability was more than double the rate of declaration across the Consortium 1st year trainees at 14.3%. This proportion of 14.3% is nearer what would be expected if trainee recruitment were to reflect disability levels in the general population.

There was also no typical teaching practice placement. They included: placement in the college where the trainee was studying, placements in other colleges, placements with independent training providers, teaching in an independent faith school, a tutor setting up her own leisure classes to satisfy the teaching practice requirement and a teacher who worked unpaid for 20 hours per week for 14 months. The project has been useful in providing a profile of volunteer tutors and highlighting where there may be differences compared to other trainees. Furthermore, being able to provide opportunities for those individuals who want to access FE teacher training but cannot obtain paid work, sustains and improves access to provision.

A recognition of academic activity: an anthology of subject specialist conference papers

Lead: Glenys Richardson, North Lindsey College

This project entitled, ‘A recognition of academic activity: an anthology of subject specialist conference papers’ has been successfully completed and will launch the Anthology of the trainees’ subject specialist papers on 23rd Feb 2012. This is their latest progress report.

All the trainees in the cohort who completed their programme in Summer 2011 were invited to participate in the Anthology Project. The project was explained during class sessions and email reminders were sent out. 15 students decided they would like to participate and submitted their conference papers for inclusion.

A workshop event was held on the evening of 23 November. Only a limited number of trainees were able to attend, but the workshop succeeded in its aims of agreeing the format for the launch event and the participants were keen to take an active part.

The launch event:

- To be held on 23rd February 2012, starting at 6.00 pm. Guest speaker – Dr Denise Robinson, Director of the Consortium for PCET. The anthology will be distributed and the guests will include employers, mentors, specialist tutors, current trainees and others.

- 3 contributors to the Anthology to speak:
  - Ian Staples (motor vehicle) to talk about the process of writing the paper and the impact on his practice
  - Sue Zergi (phlebotomy) to talk about the conference experience
  - Alan Rayment (sports) to talk about the impact of the course and his subsequent role as an Olympic sports maker. Alan is involved in paralympic sport and charity fundraising. He has recently been awarded an Honorary doctorate from the University of York St John for his work.
Inclusive Learning Project: BA Education and Professional Development
Jane Wormald and Rebecca Clare
This project was initiated to develop online interactive resources and activities to support and develop a blended learning delivery of an Intermediate level module: Inclusive Learning. The purpose was to support staff with ideas and activities to use with their students in the exploration of critical aspects of inclusion. These complex and theoretical ideas relating to, for example, communities of inquiry, labelling, belonging, exclusion, historical and political contexts and equality and diversity have been shared at the International Conference of Critical Education, the Consortium Network (all tutors) and the Consortium Conference on Equality and Diversity.

The practical application of these resources including a variety of wikis, blog type platforms and video is of current value in developing new ways of engaging with complex issues and sharing perspectives, whilst students explore their own values relating to educational practices. These are currently being used in 4 consortium centres and sited in and through Unilearn, the University’s VLE. Further developments are being constructed in support of a new module ‘Critical Education’ to begin in September 2012, where many of these ideas are to be employed.

Initial Teacher Training in the Lifelong Learning Sector: a Comparative study of University and awarding body programmes
Dr. Martyn Walker, University of Huddersfield
This project is a comparative study between university-validated ITT (LLS) programmes and those offered by other awarding bodies; it will enable the relative value and merits of different forms of provision to be explored. The findings of this research will be available shortly and will help to provide an evidential base which will enable policymakers, employers, teacher educators and trainee teachers to make informed decisions about ITT programmes, their merits and their utility.

The fieldwork has now been completed. Interviews have all been carried out at four learning sites (2 FE colleges, one work-based learning provider, and one adult and community education provider). Interviews from three of the four sites have been transcribed; data from the fourth site is currently being transcribed. Analysis will commence when the fourth set of transcriptions is completed. The report should be ready and available at the Consortium website http://consortium.hud.ac.uk/projects.