

Consortium Newsletter

Spring 2013-14



Incorporating
HUDCETT and Network News

ASPIRE

We develop teachers
who are:

- Ambitious;
- Student focussed;
- Professional;
- Inspiring and Innovative;
- Reflective; and
- Excellent Practitioners.

Welcome to the Spring 2014 newsletter



Image by gordonplant <http://www.flickr.com/photos/gordonplant/4507050569/> (CC BY 2.0)

Consortium Steering Committee ONLINE!

Consortium Steering Committee had its first meeting of this year online. On 31st January, Jayne Hawley (Northern College), Charlotte Scheffmann (Accrington & Rossendale College), and Mike Saunders (York College) joined the remote meeting from their colleges using Adobe Connect link initiated from University of Huddersfield where the rest of the members were present physically. Despite occasional audio problems the meeting was successfully held fully online.

This issue also features

Profiles of Charlotte Scheffmann, (chair of Consortium Steering Committee), and the Teacher Education team at the City of Liverpool College, and covers the latest news from the Maths Enhancement Programme, the Pre-Service, In-Service, Learning Support and Early Years teams.



Jayne Hawley



Charlotte Scheffmann



Mike Saunders



Other members

e-Newsletter

Consortium for Post Compulsory Education and Training, University of Huddersfield

Maths Enhancement Programme and Maths Education Strategic Hub

Article by **John Barton**, Yorkshire and Humber Regional Maths Leads



The Mathematics Enhancement Programme is being rolled out across the country to help prepare the FE workforce for the widening of participation in retaking GCSE maths for those who have not obtained A*-C during their time in school

So far, almost 2000 teachers, trainers and

assessors have taken advantage of the heavily subsidised programme and have enrolled throughout the country, including more than 200 in Yorkshire and the Humber region. Most of these cohorts of delivery have already started and the feedback is excellent. Here are some of the comments:

"I just wanted to say, and I don't mean it funnily, but we've been sent on so many courses that have been a waste of time. This is just like a breath of fresh air. It's brilliant – just what we need."

"Can I just say that that was the best maths lesson I've ever had in my life - and I'd been wondering whether it was worth coming this morning!"

"Word in and around college on Monday afternoon was that 14 very happy colleagues had emerged from the boardroom grinning from ear to ear."

An unedited video of feedback from some attending the course at Selby College can be found at <https://www.dropbox.com/s/hbg02uoa0hcxpfr/01003.MTS>

If you or other colleagues are interested in joining the programme, there are still a few places left, but you must enrol before 31 March to secure the subsidised rate of £100 for all six days. Contact John Barton by emailing HUDCETTMathsLead@hud.ac.uk to receive more details and an enrolment form.

The idea of MESHs has been introduced not only in FE but it is also being mirrored in the schools sector. Its role is to bring together key partners/stakeholders to

discuss the training requirements of all maths teachers in their area and that they seek to secure appropriate training. Whether you are teaching Functional Maths, Numeracy for adults, GCSE Maths, the new Core Maths, A Level Maths or Further Maths, it is hoped that we will be able to provide something relevant and helpful for you. As part of this, we are hosting a maths day in July where we can meet as a large group, including those who have attended the enhancement programme, with the opportunity to receive input and to network. More details will be available after Easter from <http://consortium.hud.ac.uk>.

Update on the English GCSE enhancement programme

The three pilots for this programme finish at the end of March, and it is expected that the Education and Training Foundation will confirm the model shortly after that. Those involved in the pilot have recommended the programme is rolled out in advance of the launch of the new GCSE in English this September, though it has been suggested that further piloting may take place before the programme is launched 'nationally'.

Review of the Professional Standards for



Teachers and Trainers in England

HUDCETT hosted and acted as the facilitator for one of the regional consultation events for the new standards on Wednesday 29th January. 24 people attended the event and initially heard about the proposed new standards from Miranda Tait of Pye Tait Consulting, and then small groups considered and provided feedback on the proposed standards. One of the key challenges seems to be capturing in words the diversity of the work done by those employed as teachers and trainers in the further education and skills sector. The new standards will be launched on Friday 11th April, we understand.

1. How and why did you become a teacher in a further education college?

I initially trained and worked as a nurse for many years in Danish and later English intensive care units. I enjoyed and did a lot of staff development and skills training in this role and 'fell into' FE teaching through doing an initial teaching qualification.



2. How did you become involved in teacher education?

I took over the area of teacher education and training as a curriculum manager 7 years ago and have never looked back.

3. What does the role of Chair of the Consortium Steering Committee involve? What is your role at Accrington and Rossendale College?

The obvious one is chairing the committee which has been a great experience, also keeping up to date

with ITT in the UK for our sector and ensuring our voice is heard through the work of all the members on the committee. We oversee the health of the finance for the Consortium and ensure sustainability. I can honestly say a credit to all the members we do a good job. One of the important aspects of our 'set-up' is the opportunities to share good practice and discover new.

My role at ACCROSS is Dean of Higher Education and I am one of those who are fortunate as I absolutely love what I do. I thrive on challenge and change so FE (and HE in FE) is absolutely the place to be.

4. What is the value of being part of the Consortium to you as a partner college?

There are many, a superb support for our staff in terms of CPD and support to deliver the ITT to the highest standard. A partnership where you are treated and feel equal and able to collaborate across institutions.

5. What are the key challenges for the Consortium over the next 18 months?

Sustainability, maintaining and improving quality across our network, and perhaps the greatest challenge not losing our ability to support research activity and CPD of our staff across the Consortium.

6. What one policy for the further education and skills sector would you

change/introduce if you replaced Matthew Hancock as Minister of State for Skills and Enterprise tomorrow?

I come from Denmark where education is very well supported and highly prioritised by the state. Therefore, should I ever (in my dreams) get the opportunity; I would remove the burden of cost of upskilling and educating yourself from the individual's purse. In an ideal world/society there really should be no barriers in place to access learning.

7. College based higher education is considered to be part of the government's plans for expansion in higher education, what challenges do colleges face as they seek to develop/expand their HE provision? How might they overcome them?

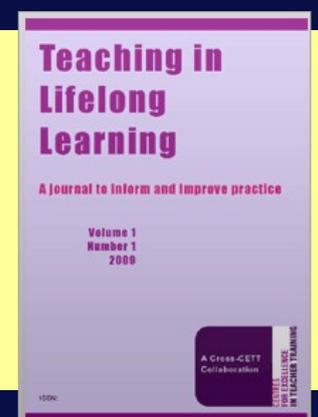
The answer to that is always going to be resource and in this case I mean both finance and staff. A key challenge is building and maintaining a research active group of staff. Teaching HE in FE is a very unique skill and is often challenged by the demands of working within different (though similar) QA frameworks and resource constraints.

8. How do you relax outside work?

Spending time with my kids and family including those further away (Denmark) is a priority. Of course the usual ones reading, theatre, travel and the gym are also high on my free time agenda.

Teaching in Lifelong Learning journal

'The current edition of the Teaching in Lifelong Learning journal is available now. The journal (including all past editions) can be found at the HUDCETT section on the Consortium web site: <http://consortium.hud.ac.uk/journal/>



Profile of City of Liverpool College



From left: Maire Daley, Joel Petrie, Rajiv Khosla, Mark Haldon and Daniel O'Neill

1. Please introduce the teacher education team at Liverpool. Is it true you all follow teams who play in red?

Maire: I have been teaching for 38 years, I worked part time in Bradford and Hull Colleges between 1979-81 and have worked for 33 years in Liverpool. I have been active in NATFHE and UCU throughout this time and held many officer posts including Women's representative on the TUC and chair of the Education Committee of the NEC. (Red – oh yes!)

Rajiv: My background - From Manchester; Retail management and sales; Started teaching in 2001; Specialist teaching area Adult Numeracy; I follow the most successful Premiership team in Red (there are other teams who play in red but have had relatively empty trophy cabinets over the last 20 years!!)

Daniel: I was trained as a history teacher, however I have also taught religious studies and drama. I have lived in London and Sheffield and moved back home to Liverpool relatively recently. I do not really follow football but when I do I support Liverpool.

Joel: I'm also a red, but with more emphasis on politics than football. Like many people I suspect I drifted into work in FE about 20 years ago, first supporting disabled students in class, then as a specialist dyslexia

tutor. I did my Cert Ed in college, and when I finished suggested to my tutors that dedicated sessions about dyslexia should feature. Fine they said, so long as you deliver it, and I've been part of teacher education as well as working in my disability role ever since.

Mark: I help with administration on the programmes and I am studying on an Access to Business programme in the college. (I am a Season ticket holder at Tranmere Rovers who play in Blue!)

2. Why did City of Liverpool College choose to join the Consortium?

Rajiv and Maire had previously attended a Consortium event in summer 2012 and we were very impressed by how the Consortium functions. The research undertaken throughout the network and the CPD opportunities for both staff and students was particularly impressive. We thought that working with a CETT would be beneficial for staff and students. The suite of Teacher Training programmes was also an important factor when choosing Huddersfield University.

3. What Consortium provision are you currently running?

We are running the In-Service Certificate and PGCE this year and from September we will be adding the Pre-Service Certificate and PGCE

together with the BA in Education and Professional Development.

4. What was your most memorable learning experience?

Maire: In 2004 I went on a delegation of trade unionist to Colombia to meet with other teachers and educationalists. What we found while we were there was that teachers were being targeted in the war in Colombia. It was inspiring to meet teachers who persist with their teaching despite death threats, displacement, disappearances, and failed assassination attempts on themselves and successful ones on their colleagues- it made me want to be a 'better' – more dangerous - teacher, trade unionist and citizen in a place where my wellbeing is not under threat, and it put into sharp focus the need to be a 'conscious teacher'.

5. Which authors/books have most shaped your views on teaching and education?

Maire: We have a banner currently on the classroom walls:

Education is not neutral it acts as a process of domestication or Liberation (Paulo Freire 1970): this banner distils the essence of Freire as far as the team is concerned and acts as a reminder to students to be aware of the potential of their role and to take on the role of teacher in a 'conscious' way.

Daniel: I am very keen on writers remote from the often dry, technical and managerial language that infests 'sanctioned' educational discourse in the UK. The early educational writings of Augustine of Hippo, which brim with unrestrained optimism regarding the power of learning, are a big influence. Similarly, Martianus Capella's Ode to Learning The Marriage of Mercury and Philology and Boethius' The Consolation of Philosophy are wonderful creations. The more contemporary writers that I return to when thinking about education are Michael Oakeshott, Hans-Georg Gadamer, Quentin Skinner, John Henry Newman, Walter Benjamin, Paul Standish and Hannah Arendt.

Joel: The writers who have most informed my views on teacher education are dystopian authors like Orwell ("1984") and Huxley ("Brave New World") who demonstrate the dangers we all face as professionals if we do not celebrate the individual and push back against managerialism.

6. Your team have been working with Frank Coffield and Bill Williamson recently. Please tell us about this work.

The college has held an annual research day for many years, coordinated by the College Research Network and including Advanced Lecturers and Teacher Educators. For the 10th anniversary conference Professor Coffield gave a keynote "Prioritising teaching and learning in an age of austerity," and evidence from this event resulted in the college receiving the NFER Research Engaged College award shortly afterwards.

(<https://www.nfer.ac.uk/schools/research-in-schools/col.pdf>). At the subsequent research day the keynote was given by Professor Williamson, who also facilitated Active Narrative breakout sessions. £20,000 of LSIS research funding was later secured for the development of a college wide teaching and strategy, based in part on the concept of Communities of Discovery advocated by Coffield and Williamson, who both contributed to the research process. The 157 Group subsequently published a collated report in 2013 based on this project and several others, including one from York College. (<http://www.157group.co.uk/curriculum-redesign-further-education-colleges-exploring-current-challenges-and-opportunities>).

7. Some of you are working with Kevin Orr at the moment, please tell us about that project.

Two members of the team, Maire Daley and Joel Petrie, are currently co-editing a book for the Institute of Education / Trentham with Dr Kevin Orr from Huddersfield University. Entitled "Further Education and the Twelve Dancing Princesses", all of its essayists have a background at the FE chalk face, and it will be introduced by Frank Coffield. Our hope is that we can challenge the idea that FE is the 'Cinderella' sector – waiting for our prince to come – and to recognise that we are dancing princesses who – one way or another - get to the business of education despite constraints placed upon us.

8. You've expressed concerns about Ofsted and their influence on and involvement in judging the quality of

teacher education. What alternative(s) to Ofsted would you like to see and how might it promote quality enhancement within teacher education?

Maire: Last year Liverpool Community College moved a motion at UCU annual FE conference entitled: Abolish Ofsted – I moved it – it is the first time I have ever got up to speak at a union conference when the title of the motion got a standing ovation! I think the time has come to totally re-think the inspection regime for school and colleges. The professionalism of teaching is currently being undermined by the constant scrutiny that the Ofsted culture has created – both in relation to their own inspection regime and the mirror (or microscope) that colleges and universities adopt in order to ensure they are Ofsted 'compliant'. What also irritates is the generation of an industry with ex inspectors providing insight in to a system that is constructed to snap at the heels of teachers and colleges without providing any real insight into the complexities of our world.

A new approach which would be based on development of collegiality, peer support and communities of practice is urgently needed. This would not be a 'soft' option – rather it might be harder for some to cope with as it would require a handing over of the measuring of the provision to those who truly understand it, and would challenge teachers and managers alike. I think it would result in a maturing of the sector and a building of the professional integrity of every teacher and manager.

The Spring Conference

The focus for this event was on the teaching of mathematics and English in the further education and skills sector. The Conference attracted a good mix of teachers, teacher educators and CPD managers and they heard presentations in the morning from **Mark Kaczmarek** of DBIS and **Karen Adriaanse** of Ofsted. The 52 attendees then worked in critical dialogue spaces to consider what Mark and Karen had said and then had a chance to come back together to establish continue their dialogue with Karen and Mark. The afternoon saw people choosing from a selection of workshops on aspects of teaching mathematics and English and re-joining the critical dialogue space to build on the ideas from the morning. The feedback was very positive, too, with a suggestion by some that they'd have liked more time to discuss and feedback on issues that came up during the day.



Key note speakers for Specialist Conference

Professor Bill Lucas, Steve Baker and Trevor Gordon are our key notes at this year's Specialist Conference on Monday 14th and Tuesday 15th April. Bill's lecture will focus on his recent work on vocational pedagogy, Trevor will once again seek to inspire the audience with his unique take on embedding Equal Opportunity into the curriculum and Steve will be talking about practical classroom management techniques. Trevor's lectures are at 11.15 and 14.40 on Monday, Steve Baker is

speaking at 17.10 on Monday and Bill's lectures are at 11.00 and 13.45 on Tuesday. You are very welcome to join us in CWS/10 for these lectures.

The Summer Conference

The theme for the Summer Conference on Friday 27th June is 'What is Vocational Pedagogy?' Key notes speakers are Professor Ann-Marie Bathmaker and Dr Kevin Orr. Information about the programme and booking for the conference will be available at the Consortium website after Easter.

Developing Specialist Pathways within ITE for Lifelong Learning

Article by **Dr Ron Thompson**, Course Leader for the In-Service programme

From September 2014, we hope to be expanding our initial teacher education offer to include specialist named routes in Mathematics (Numeracy), English (Literacy), English (ESOL) and Teaching Disabled Learners. These named routes will meet the requirements of the May 2013 LSIS framework, and will require trainees to have at least 50 of their 100 hours in the specialist area, and Level 3 personal skills in this area, as well as the normal entry requirements for the ITE programme.

The specialist named routes are to be validated at the University on 8th April, and we will issue guidance to centres wishing to become validated shortly afterwards. The named routes are intended to be available in the Cert Ed, PGCE and PGDipE.

There will be specific requirements for the qualifications and experience of staff teaching on these named routes (as contained in the LSIS guidance). Differentiation between the specialist named routes and the generic qualifications will be largely through the Teaching a Subject Specialist modules, although additional content will need to be delivered in the other modules. We intend that trainees following the specialist named routes can be taught in generic groups for most of the course, but there will be a need for a limited amount of additional specialist input.

Introduction of Early Years Teacher Status

Article by **Sam McMahon**, Course Leader for Early Years provision

In December 2013 the University of Huddersfield was successful in its bid for student numbers on a range of programmes leading to the award of Early Years Teacher Status (EYTS). This new status is the government's latest policy reform to raise the quality of provision in the early year's sector, through professionalisation of the workforce. The EYT will be a specialist teacher working with children from birth to five years and should provide leadership and support to other practitioners. From September 2014 the University will be offering three routes leading to EYTS and the graduate entry routes may be of particular interest to students currently studying on the BA (Hons) Early Years 'top up'. The three routes on offer are:

- Graduate entry-(mainstream): full time 12 month programme which includes placement
- Graduate entry-(employment based): part time 12 month programme which offers the graduate an opportunity for on the job training.
- Undergraduate entry: full time 3 year as part of an undergraduate degree with placements.

Further information about EYTS can be found at <http://www.hud.ac.uk/edu/earlyyearsitt/>

University Campus Barnsley, Calderdale College, University Campus Oldham and Wakefield College are currently validated to run the BA Early Years (Top Up).

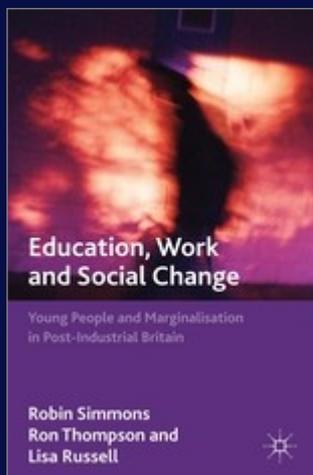
Forthcoming publications

Education, Work, and Social Change

Congratulations to Dr **Robin Simmons**, Dr **Ron Thompson** and Dr **Lisa Russell** on the forthcoming publication (28 May) of their new book which is based on a longitudinal study of the lives of a set of young people in the north of England classified as NEET, or at risk of becoming NEET. Drawing on ethnographic data from over two years of fieldwork funded by The Leverhulme Trust, it looks beyond dominant political and media discourses on NEET young people to provide a rich, detailed account of experiences on the margins of education and employment in post-industrial Britain.

Praise received includes:

"This book is a delight to read. Simmons, Thompson and Russell have produced a text that is both empirically grounded and theoretically informed. The case studies of the young people interviewed provide a moving authenticity. The authors confirm the



message of several previous studies in this area. The problems of youth marginalisation lie in the intersection of the structural and personal. This is sociology at its best, as C. Wright Mills put it, at the junctions of history and biography and of private troubles and public issues. It should be read by all politicians, journalists, youth workers and students seeking to understand some of issues surrounding marginalised young people."

Dr Ian Finlay, Oxford University Department of Education, UK

See <http://www.palgrave.com/products/title.aspx?pid=673616>

Teaching in Lifelong Learning: a guide to theory and practice (2nd ed.)

Given the current Review of Professional Standards for Teachers and Trainers in England process (new standards to be published in April) it has been decided that we shall delay publication of the second edition of this textbook. The new edition will now be available in Summer 2014

Article written by the **Pre-Service Course Team**

This is perhaps an opportune time to review some of the key similarities and differences between In-Service and Pre-Service provision as well as to highlight some of the areas for development. Although both groups share the same modules and outcomes, perhaps the most striking elements of difference are the course length, the teaching practice element and the conference. While Pre-Service trainees are full time and complete the 4 modules in a single academic year between September and May, In-Service trainees undertake the course on a part time basis over 2 years. Pre-Service trainees are dependent on teaching opportunities provided by the sector through a teaching practice placement, while In-Service trainees are either already in employment or have agreed volunteer status prior to starting the course. The Pre-Service Specialist Conference has a different model and timings from the In-Service because of the need for experience of specialist teaching in order to write about pedagogy. Nevertheless, both courses also share the same vision of what makes an outstanding teacher in the sector and what we as teacher educators do to develop outstanding teachers.

Pre-Service Conference

The Pre-Service conference was held on Tuesday 18th February. Over 220 students from Pre-Service courses at Barnsley, East Riding, Huddersfield, Hull, Oldham and York attended a full day at Huddersfield, bringing the sunshine with them. There were over 30 separate workshops for students to select throughout the day facilitated by colleagues in the School of Education, Pre-Service tutors from across the partnership, Pre-Service mentors from placements and former students now working in the sectors. A wide variety of themes were covered, and included 'surviving your NQT year', 'working in a range of contexts' (prison education, community education, supply teaching), 'pedagogical approaches', 'creativity', 'technology' and many others. The keynote lecture was on Education, Creativity and Equality and trainees ended the day in specialist groups

from across all centres considering issues of subject specialist pedagogy in the light of the day's workshops and preparing for the reflective and online follow up activities. There was a real feeling of collegiality throughout the day. Many thanks to all involved.

Teaching Practice Placements

The Pre-Service Teaching Practice Placement element is both the most crucial in enabling Pre-Service trainees to complete the course requirements successfully and also perhaps the trickiest to get right. The Pre-Service team thank colleagues in centres which have been able to support our trainees in placement this year. We would like to work in partnership to cultivate the links further to create more opportunities for Pre-Service trainees both to gain experience of teaching and to develop into outstanding teachers.

FdA and BA Learning Support

Article by **Julie Dalton**, Course Leader for the Learning Support courses

The FdA Learning Support is one of the longest running foundation degrees in the country. Having initially been set up to offer continuous professional development for support staff in the post compulsory sector, it branched out, from its initial intake, to encompass staff in a range of support roles from early years settings through to adult provision in both the public and private sectors. The course provides an obvious progression route for

learners completing their level 3 qualifications and is currently offered by Accrington and Rossendale, Boston, and Nelson and Colne colleges.

At the University the FdA no longer runs and has been replaced by a 4 year, part-time BA Honours programme specifically for Learning Support staff; which is unique in the region. Participants can access student loans and recruitment, so far, has included a greater proportion of FE support staff which means that we are still offering a specific progression opportunity for colleagues in support roles across the Consortium.

Some Key Dates for your diary

Development Days:

- **New Centre Manager Development Days**
 - Mon, 27th Oct, 2014
 - Mon, 23rd Feb, 2015
- **New Tutor Development Days**
 - Tue, 28th Oct, 2014
 - Tue, 24th Feb, 2015

Bookings for both the above event please contact **Anita Crowe** in the Administration Office

Email: a.crowe@hud.ac.uk 01484 478205

Dates of In- and Pre-Service CertEd/PGCE

Network Meetings:

2013-14

- March/April e-newsletter (no meeting)
- Fri, 16th May - Course Committee
- Fri, 27th June - 45 mins prior to start of CPCET Conference

2014-15

- Fri, 5th Sep - Resit CAB and Network meeting at 10:00
- Fri, 17th Oct - Course Committee
- November - e-newsletter (no meeting)
- Fri, 16th Jan - Network meeting
- Fri, 27th Feb - 45 mins prior to start of CPCET Conference
- March/April - e-newsletter (no meeting)
- Fri, 15th May - Course Committee
- Fri, 26th Jun - 45 mins prior to start of CPCET Conference

Dates of BA Education and Professional Development 2013-14:

- Fri, 4th Apr - Moderation and meeting
- Fri, 23rd May - Course Committee
- Wed, 9th Jul - Moderation

Validation/Revalidation Cycle

2013-14

- Thu, 15th May - BA Education and Professional Development at Wakefield

2014-15 - Proposed dates

- Wed, 21st Jan - Kirklees Certs
- Tue, 10th Feb - Wakefield Certs + BA EY top-up + Teaching Skills
- Lit/ESOL* (may be incorporated into the 2014 BA E and PD event)
- Thu, 26th Feb - Northern Certs + BA E and PD
- Tue, 10th Mar - Selby Certs
- Tue, 24th Mar - Accrington and Rossendale Certs + BA E and PD + FdA in Learning Support

Forthcoming cabs and resit cabs

- Tue, 17th Jun 12:00 - BA Early Years and BA Early Years top-up
- Thu, 17th Jul 10:30 - BA Early Years and BA Early Years top-up Resit
- Wed, 2nd Jul 13:30 - BA/FdA Learning Support
- Fri, 5th Sep 10:00 - BA/FdA Learning Support Resit
- Thu, 10th Jul 10:15 - In-Service CertEd/PGCE
- Fri, 5 Sep 10:15 - In-Service CertEd/PGCE Resit (and Network Meeting)
- Thu, 10 Jul 13:15 - Pre-Service CertEd/PGCE
- Fri, 5 Sep 11:00 - Pre-Service CertEd/PGCE Resit
- Thu, 10 Jul 14:00 - BA Education and Professional Development
- Fri, 5 Sep 13:15 - BA Education and Professional Development Resit

Submission and Internal Moderation Dates

2013-14

- Submission dates – see Handbooks
- Thu, 19th or Fri, 20th Jun - In-Service CertEd/PGCE Moderation (regional events to be negotiated with regional chairs within these two dates)
- Wed, 9th Jul - Pre-Service CertEd/PGCE Moderation at the University
- Wed, 9th Jul - BA Education and Professional Development at the University

Ofsted Themes

Ofsted have indicated some inspection ITE in FE inspection themes

for 2013-14. These will be:

How well trainees are prepared for the implications of the raising of the age of compulsory participation;
Changes to qualifications and the 16-19 Study Programmes (including Traineeships and Supported Internships) introduced in September 2013;
How well prepared are trainees to develop post-16 learners' skills in literacy and numeracy through their specialist/subject teaching?

Please note that the Minimum Core is embedded in our curriculum but it is important that all centres ensure that this is fully reflected in sessions.

The Scope of Ofsted Inspections

Ofsted's 'September letter' stated:

"All FE and skills providers have received a letter from Matthew Coffey, National Director for FE and Skills during the summer. This indicates that SSA 13 (Education and Training) will now be routinely inspected as part of college and sixth form college inspections. These inspections will not look at teacher training provision validated by HEIs which remains within the remit of Ofsted's ITE inspections."

Tuition Support for tutors and Project Bids

This year the Consortium is providing tuition support for 4 staff studying at Master's level and 8 pursuing doctorates. We are also supporting three projects at the moment: a project to develop Consortium staff to support 'Students as Researchers', a project looking at collaborative teaching and modelling in further education colleges, and a project on the experience of trainee teachers in voluntary teaching posts and the implications of this for course tutors. Anyone wishing to apply for tuition support or making a project bid for 2014-15 should use the appropriate application form from the Consortium website and submit this to Elaine Eastwood in the first instance. If you wish to discuss any ideas or proposals before you apply, please contact David Powell.

Publicity

As you prepare publicity for 'next season' (hard copy and web), please ensure that this is approved by your DALO.



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