



Canterbury Christ Church University Case Study Strand 2 Additional Diploma Experience

Context of the ITT provider, including its ethos

The full-time one year 14-19 PGCE is taught by Canterbury Christ Church University in partnership with schools and FE colleges in Kent, Medway, South-East London, Sussex and Surrey. The Strand 2 Additional Diploma Experience (ADE) has created more diverse partnerships focusing on related sector skills for the Diplomas in Society, Health and Development and the Creative and Media industries.

The 14-19 PGCE was designed to respond to the continuing government policy initiatives on 14-19 education specifically with applied learning in mind. Its development started with a one option pathway with 15 places available for Applied Art and Design trainees. Building on this success, other curriculum areas were introduced to reflect other vocational pathways: Applied Business Studies and Leisure and Tourism. The most recent additional pathways have seen the introduction of Psychology as a discipline and highly popular learner choice at 14-19, and the introduction of one of the Government's first 5 Diploma lines – Society, Health and Development. The introduction of the Strand 3 migration of existing curriculum areas will enable the above subjects to convert to Business Administration and Finance, Travel and Tourism, Sport and Active Leisure and Humanities and Social Sciences.

The further education and the schools sectors have both individual and overlapping histories which have involved a great deal of competition between them. The ethos of the programme is concerned with addressing the wider student choice of school or college based programmes – or programmes which straddle both as part of recent developments in consortia working and programme delivery.

The partnership between the University, Schools and FE colleges seeks to ensure that student teachers experience an integrated programme in which the 47 days spent in University and the 123 days spent in placements, complement each other effectively: this includes a 22 day additional placement experience in May. Some placement-based mentors contribute to University teaching with the sessions in schools and FE colleges led by University-based tutors. University teaching is supported by

curriculum-related tasks linked to placements with student teachers sharing the outcomes with their peers at the University. Student teachers are expected to show that they know, understand and can reflect on the theory underpinning effective practice through their journal entries and teaching files. The assessment criteria for written assignments also require student teachers to relate theory to their own practice.

A fundamental aim of this unique, innovative programme is for the partnership to produce teachers who have the professional competencies, values and academic skills to meet, and in many cases, exceed both the Professional Standards for Qualified Teacher Status and QTLS (Qualified Teacher Learning & Skills) Standards. In addition, it enables student teachers to operate as independent, innovative and reflective professionals who can enquire into, analyse and change both their own practice and that of others. The PGCE is not an end in itself: it is the start of a professional development journey which we hope student teachers will be stimulated, during this formative year, to seek to sustain throughout their careers.

This successful integrated programme also relies on effective communication of the programme's structure and its procedures. The outline of the programme structure and assessment procedures have been generated by the partnership, partly through long experience of initial teacher education, and partly in response to statutory requirements, especially those defined in *Qualifying to Teach* and the QTLS standards.

Identification of diploma lines offered and numbers recruited

Diploma lines offered as part of Strand 2 for 2008/09 consisted of 10 Society, Health and Development and 15 Creative and Media places. The trainees to be offered Additional Diploma Experience within these lines were recruited from the Psychology cohort of 11 trainees for Society, Health and Development. The numbers for Creative and Media were recruited through the Art and Design cohort of which there were 4. In order to effectively utilise the Alternative Teaching Placement of 22 days within the PGCE programme, the introduction of a new Psychology cohort meant that a group of suitable trainees were identified and places allocated. Trainees were involved in initial discussions about additional placements and were keen to be part of the project. Despite not being eligible for bursary support, Strand 3 Society, Health and Development trainees were eager to participate and support this experience to share and to enhance their own curriculum knowledge and understanding.

These trainees were the first of their kind and their experience and emerging expertise was highly valued and considered a rich and valuable resource. This approach meant that the knowledge and experience of real Diploma education in both school and FE contexts was used effectively and supported the further development of Diploma specific expertise of trainees.

15 trainees were in receipt of bursaries and 5 participated as part of their own training programme.

Description of Strand 2 delivery, including timing and structure of delivery, methods of delivery and rationale for approaching Strand 2 delivery in the described way

The PGCE runs from September to June. The delivery of Strand 2 took place late in the PGCE Programme in May during the Additional Teaching Placement (ATP). The PGCE programme structure means that there are 22 days built into the student experience which, prior to the Strand options, meant that trainees could either continue in their placements or develop something more specific to meet their own professional development needs.

Partnerships were sought to support understanding of sector related workforces and occupational currency. Of the four sectors for Society, Health and Development (The Children’s Workforce, Skills for Health, the Adult Care sector and the Community Justice sector), partnerships were sought to support an increased understanding of The Children’s Workforce and the Community Justice sectors. Trainees for SHD were also participated in this experience (as part of the ATP) and have been considered a beneficial resource and ambassadors for the Diploma.

Partnerships for the Creative and Media experience drew upon existing links with the Museums, Libraries and Archives Council and placements for Art and Design trainees were linked to this.

The 22 days were separated into a three stage experience across a 4 week period:

Stage 1 - Week 1 - Preparation

Trainees were required to write their own learning outcomes after completing a subject audit for the relevant learning line. At this point, trainees were allocated to one of five groups – each of the 4 SHD groups included a Society Health and Development Trainee.

Group	Line of Learning	Sector Focus and placement	Participant breakdown	Placement Locations
1	SHD	Children’s Workforce (Skills Active and Children’s Services)	3 Trainees	<i>Wincheap Foundation Primary School. Thanington Neighbourhood Community Centre</i>

2	SHD	Community Justice 1	5 Trainees	<i>(Category C) Elmley Prison</i>
3	SHD	Community Justice 2	4 Trainees	<i>Standford Prison (Category D)</i>
4	SHD	Community Justice 3	4 Trainees	<i>Swaleside Prison (Category B)</i>
5	C&M	Museums, Libraries and Archives	4 Trainees	<i>QUEX Park Royal Engineers</i>

Table 1.

Stage 2 - Weeks 2 and 3 – The Placement Experience

Day one of the HMPS placement required a security briefing. The briefing included supporting University tutors and newly employed prison personnel.

Placement experiences included teaching across a range of prison provision (with The Manchester College) from Adult Basic Skills to Preparation for Life and Work programmes. In the preparatory Stage 1, trainees were able to research, prepare and link these areas with Diploma construction, for example, with Key Skills, Functional Skills and PLTS – an example is provided ([Appendix 1](#)). Trainees were also able to observe art classes and some were included in behaviour management programmes. Prison tutors were familiar with the LLUK elements of the PGCE programme and were able to observe trainees and focus feedback on achievements and target setting for the QTLS standards. This experience also meant that teaching staff in prisons were able to contribute to their own continuing professional development as mentors and record this on Reflect – the online mechanism for the Institute for Learning.

The primary school placement enabled the trainees to gain knowledge and understanding of how extended schools provision supports families and young children. This was further enhanced by the off-site, out-of-school activities in the Neighbourhood Resource Centre. Experiences on the school site ranged from a breakfast club, specialist language unit, on site nursery and a local authority Children’s Centre with Adult Education provision. Participation in the walking bus service to the local Neighbourhood Resource Centre, the afterschool club and the evening youth club presented a broad picture for them of the provision in a real life community.

In the Museums, Libraries and Archives placements, the trainees were able to work with education departments to create exhibitions to support the curriculum in schools. An example of this was when the military uniform collection was displayed, using one trainee’s past experience as a costume designer for the BBC, thus making effective links to the curriculum and the world of work. Networking was also considered to be a positive benefit to trainees and personnel for future working.

Communication with trainees and mentors during the placement period was maintained by email and telephone. Trainees were also able to participate in discussions with peers using the University VLE, Blackboard.

Stage 3 - Week 4 – Consolidation and Evaluation

After revisiting the learning line subject audits, trainees were reallocated to 5 groups with 4 led by their peers from the SHD cohort and 1 for Creative and Media. As the practitioners with real experience of delivering diploma education, SHD trainees were able to contextualise the Additional Diploma Experience and lead on the creation of careers Information Advice and Guidance materials (IAG) that could be used by teachers to inform young people studying the Diplomas. Examples are provided ([Appendix 2](#), [3](#), [4](#) and [5](#)) One group created a short film using Movie Maker to support possible career choice into the children's workforce – this has been transferred to a booklet ([Appendix 6](#)). The three remaining groups designed a range of posters using available technology. One group trialled their poster on a 14 year old learner and made alterations based on questions and feedback.

A short film displaying photographs of the experience is provided ([Appendix 7](#))

Collaboration with partners, to include illustrations as to which partners are involved and how the partnerships function

All partners were sent a short partnership agreement from the University outlining the placement expectations and links to the website for quality assurance information ([Appendix 8](#)). Trainees were also required to share their learning outcomes with key personnel in their placements. An example is provided ([Appendix 9](#))

The partnership with the prison service began with conversations about potential placements for trainees within the education department. This process involved working with one Education Manager who liaised with managers across the cluster. This also included allocating a mentor to each trainee on placement. Prior to the start of the placement, there were security clearance checks carried out on each trainee. This involved a similar process to CRB enhanced disclosure with general information sent to the prison manager by the Programme Director. Trainees were then contacted individually via post with necessary paperwork which was completed and prison passes allocated.

Communication was maintained with the Education Manager and mentors throughout the placement.

Trainees placed in the primary school setting with children's services provision and the Neighbourhood Resource Centre, visited the placements with the Programme

Director and Curriculum Tutor prior to the start of the 2 week block to introduce themselves to key personnel.

The Head of Department, Programme Director and Curriculum Tutors met with key personnel for the Museums, Libraries and Archives placements. This event took place within the University and information was shared about the nature and purpose of the Diploma in Creative and Media.

Remuneration to partners was based on the schools and FE payments process using BACS.

Evaluation of the impact and effectiveness of delivery approach and future commitment to delivery. This should be any lessons learned and modifications to future delivery approach

The impact and effectiveness of the delivery approach is most powerfully measured by the trainees' testimonies. The subject audits and stakeholders' feedback also highlight the positive value of this experience.. Another measure of the effectiveness of the approach taken is the quality of the work produced by the trainees for the purpose of IAG. Some trainees chose to keep diaries and have shared them with peers and university tutors. This was not a requirement but used as a mechanism to capture private thoughts and ideas.

In future, it would be more useful to set tasks for some placements so trainees were able to focus on specific questions and areas of interest: for example, interviewing key members of staff at the Neighbourhood Resource Centre about their roles and how these posts emerged. Trainees would be able to gain further insight into communities and community cohesion.

Additional Diploma Experience 2009 - 2010

The University is committed to future delivery, and approaches for 2009-2010 include an online application process to support wider applications across secondary training programmes. As a result, the approach will be modified and will include a Project Manager and Administrator to support the Programme Director. The start of the Additional Diploma Experience involves the DCSF in an interactive pod set up and takes place in the University in February. Saturday sessions have been included in order to accommodate the range of participants and Diploma NQTs have been invited and agreed to contribute to the first Saturday.

With the wider allocation of places, there will be an increase in the breadth of placements building firstly, on existing partnerships. Placements have so far been secured, for example, in a local building firm (Construction), Social Services (SHD), a local environment centre (Land Based and Environment), an orphanage in Malawi (SHD, Travel and Tourism, Land Based and Environment, IT). A Ning (networking site) has been developed to support trainees participating in the Additional Diploma

Experience. This site is restricted to invitees only and all trainees, partners and mentors will be invited to join. Evaluation processes will be built into this site.

Examples illustrating individual experiences of students, providers of ITT and employers involved in Strand 2 delivery, including direct quotations from key stakeholders

As one of the tutors leading on the Additional Diploma Experience, I have found it to be a very rewarding and creative experience. The positive experience from the students' perspective and their commitment to the Diplomas will, I feel, have a positive impact on their future careers as practitioners in schools and colleges. The excellent feedback from the placement providers clearly showed how valuable working in this way is both to personnel in the placements, placement users and the local communities in which they are based. The students worked very hard and were completely committed to the project. The changes in many of them in terms of maturity and professionalism were clear to see. In working in their groups with their diploma leads, they were able to discuss ideas and create resources for future use and further develop their skills as curriculum innovators and developers.

ADE – Leading a Diploma Experience – SHD Trainee

“During the Additional Diploma Experience we were set an assignment to produce information and guidance materials for learners, parents or educators which would enhance their knowledge of the diploma and could potentially encourage learners to study the Diploma. As I have been studying towards a PGCE in the Society, Health and Development Diploma I led a group of fellow PGCE students in this task in order to give them an additional diploma experience. While we were brainstorming ideas for our IAG materials it was my role to describe the different components of the Diploma to my peers so that we could produce materials which were informative but also so that we could really market the strengths of the Diploma. As such I outlined not only the basic academic make up of the Diploma but also the structure of the different levels of the Diploma. Furthermore, I outlined the role of Functional Skills, Personal Learning and Thinking Skills, vocational learning and the extended project within the diploma and explained how these skills fit into not only the Diploma but also how these qualifications can be compared with traditional academic qualifications and how they can translate to UCAS points and higher or further education. Covering these topics with my peers allowed me to reinforce and enhance my own subject knowledge and understanding of the diplomas. Also, the final IAG materials which we produced highlighted our understanding and expertise in that we were able to narrow down the many components of the Diploma and produce clear materials which would support and guide learners and their parents.”

Additional Diploma Experience – Psychology Trainee 1

The purpose of the placement was to learn about the Children’s Workforce Sector, with an emphasis on the Society Health and Development Diplomas. The Additional Diploma Experience provided an opportunity to work with a wide variety of children and young people in different environments, in particular outside of school. It allowed me to gain further experience of working with and communicating with children and young people. The placement was extremely valuable, as I had very little prior experience of out of school activities.

Psychology Trainee 2

Having arrived at the security briefing with barely any expectations I did not feel anxious. Being asked to spend two weeks in the prison environment to be competent in delivering the Community Justice unit on the Society, Health and Development Diploma seemed a logical and unintimidating request. It was only when driving past what I now know to be Swaleside Prison- faced with a huge wall, a wall bigger and thicker than any wall I had ever seen before that it struck me that I will be spending the next two weeks in an actual prison... My knowledge of the Justice system and my ability to speak competently about it from personal experience will undoubtedly be invaluable when teaching the Community Justice unit on the Society Health and Development Diploma.

Psychology Trainee 3

This two week experience has demonstrated how effective a work placement within the Diploma can be. I feel I have learnt so much more from being in the institution than I ever would in a classroom and this would be valuable to students studying the Diploma. We finished off the placement by creating Information, Advice and Guidance (IAG) materials for the Society, Health and Development Diploma. This was very helpful to me as it helped me realise how the Diploma can be used for a variety of career and education paths, as did the whole Additional Diploma Experience.

I Prison education manager

“I think the experience was a positive one for all concerned and we would be very happy to be involved again next year.”

Prison tutor

"I was very impressed with all the students in the group, who demonstrated an excellent level of professionalism and commitment. It was a pleasure to have them here with us."

Psychology Trainee

"I feel that the experience has helped me to develop an understanding of elements relating to the SHD Diploma, including the purpose and presentation of Functional Skills along with the benefits of completing a two week work experience placement, there is certainly no way that I could have learnt all that I did had someone simply spoken to me about it. Creating the IAG materials strengthened this understanding further. From completing the materials I quickly came to realise the options available to a student should they take the SHD Diploma and developed a greater appreciation for the Diploma as a whole."

SHD Trainee

"During these past four weeks, my professional and personal development has benefited. Teaching in a prison environment is a unique experience. It requires a great deal of skill and knowledge to motivate the learners. Only about 32% of the prison population sign up for education courses. Most of who are foreign nationals. I find this lack of participation very disturbing; Tutors should not have to scramble round to enrol offenders on their courses. This should be done automatically. Teaching a learner who has murdered his partner is something I never envisaged. Throughout this placement I have been subjected to many situations in which I have learnt a lot about myself. I hope this link continues and becomes embedded in the 14-19 Programme. As I have highlighted throughout this diary and based upon my session observations, trainee teachers gain so much from this experience. It is very demanding but worth it."

The case study was commissioned in collaboration with the Training and Development Agency for Schools (TDA). However all information, data and assets remain the property of Canterbury Christ Church University, and the TDA does not accept any responsibility for the content of external websites.

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