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A STUDY OF TECHNICAL TEACHER TRAINING IN THE SUDAN
AND IN ENGLAND AND WALES

by

ABUELGASIM ABDELGADIR SALIH

A MASTER'S THESIS

Submitted in partial fulfilment of the requirements
for the award of
The Degree of Master of Philosophy of the
Loughborough University of Technology
July 1984

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A STUDY OF TECHNICAL TEACHER TRAINING IN THE SUDAN
AND IN ENGLAND AND WALES

by A.A. SALIH

ABSTRACT

The study starts by providing a brief historical background on the development of education in Sudan and examines in particular the development of technical education.

It focuses attention upon the provision of training for teachers of technical subjects in technical high secondary schools. In so doing the study highlights some of the current problems in the training of such teachers in Sudan.

In looking for solutions to some of these problems the study examines, in Chapter 4, the provision of teacher training for the Further Education sector in England and Wales, together with the reports of various committees on the supply and training of technical teachers.

The study concentrates, in Chapter 5, on the study of initial teacher training courses provided for both intending and serving technical teachers by five pioneer centres in England and Wales. These are Bolton Institute of Higher Education, Huddersfield Polytechnic, Garnett College (Technical), Wolverhampton Polytechnic and the course provided jointly by the University College Cardiff and the University of Wales Institute of Science and Technology at the Department of Education of University College Cardiff.

The study provides, in Chapters 6 and 7, an analytical view of initial technical teacher training courses at these institutions, and makes a comparative analysis of initial teacher training courses in the Sudan and in England and Wales.

Finally, the study suggests ways of fostering recruitment and ensuring well trained and highly motivated teachers, outlines the financial implications and the role of the Ministry of Education, and examines in detail a proposed new structure and curriculum for the initial training of technical teachers in Sudan.
To my wife Zainab, and our children:
Mohamed, Abd Elgadir, Sumaya, Ammar, Walied
and Muzafar.
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I wish to thank the Sudan Government who gave me the opportunity to study technical teacher training in Sudan and in England and Wales.

Special acknowledgements are due to my supervisor Mr J. Linehan. His friendly kindness, advice and guidance together with his constructive criticisms, his patience and enthusiasm were invaluable, and did a great deal to bring this study to a logical conclusion.

Special thanks are due to Professor L.M. Cantor, Schofield Professor of Education and Dean of the School of Education and Humanities who encouraged me to come to Loughborough, and who has been a source of continuous help and advice.

Acknowledgements are due to the following educationists in England and Wales for their warm welcome, patience in interviews, and their permission to use the material gathered during the field work:

Dr J.W. Hurlow, Pre-service Course Leader at the University College Cardiff.
Mr S.T. Appleton, Associate Vice Principal Garnett College (Technical).
Mr K. Dixon, Head of Department of Pre-service Teacher Education of Bolton Institute of Higher Education.
Mr J. Aitken, Head of Business Studies at Bolton Institute of Higher Education.
Mr V. Wright, the North Western Regional Scheme Organiser.
Mr E. Twigg, Head of School of Education of the Huddersfield Polytechnic.
Mr J. Pratley, Course Tutor of the Certificate in Education at Wolverhampton Polytechnic.

Special thanks to Dr Khanji, Head of the Education Department of the Khartoum Polytechnic, and Mr M.I. Rahama the Premier Sudanese technical teacher trainer, for their co-operation and for providing me with back-
ground information on the technical teacher training system in the Sudan.

Special thanks to Miss Mona McKay of the Pilkington Library at Loughborough University, who made invaluable comments at the manuscript stage. I do appreciate her great help and kindness.

Thanks are also due to Mrs M. Salsbury, who typed this thesis.

Lastly but not least special acknowledgements are due to my wife Zainab for her encouragement and continuous help.

In accordance with the regulation for higher degrees by research, I hereby declare that this work is a result of my own investigation except where it is acknowledged and it has not been accepted by nor submitted to this University or any other Institution for a higher degree.

A.A. Salih
April, 1984
CHAPTER ONE

INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

1.2 METHODOLOGY AND DATA GATHERING
1.1 STATEMENT OF THE PROBLEM

There is no doubt that the amount as well as the kind and quality of education demanded in any nation is related to the totality of social forms, to the cultural pattern as a whole of that nation. One aspect of this pattern is, of course, the economic: the way by which material goods are produced, distributed, exchanged, and maintained. There are relationships between the education and the economic aspect of the total patterns. These patterns are sustained by a national economy which is capable of providing almost any level of material well-being, provided that apparatus at hand is used intelligently, forcefully and skilfully. The well-being of the economy ensured at least to some degree by education, is an important factor in enabling the people of any country to aspire to a way of life rich in cultural, moral, and spiritual values as well as in things material.

The extent to which people will make use of available education depends on their individual and collective beliefs, aims and objectives. These objectives are determined in part by the economic capacity of a country, in part by the values accepted by the people of the country.

Recently education planners in many advanced and semi-developed countries used a manpower-requirement approach to assess educational requirements, attempting to forecast the future occupational structure of the country and to match that to its educational structure. Thus it was hoped that the requisite members of personnel with the appropriate skills and qualifications would be available for the future needs of the society.

Sudan, like some other countries of the third world, inherited a system of education from the condominium period and developed it through
the years with the aim of spreading education among the mass of the people. The numbers of pupils enrolled at primary level greatly increased, junior secondary schools expanded to meet the social demand for education, secondary schools were established in the urban areas, and parents saw schools as the instruments by which their children may be given a chance to get better paid and more prestigious jobs than themselves.

In accordance with this view, parents expect their children who have enrolled at primary level, to proceed up the educational ladder successfully to tertiary education and after graduation to hold a government "white collar" post. But the expectations of parents fall down under the reality of the selective system which is based on a national examination at the end of each educational level, selecting a limited number of students to proceed to the next level. As a result huge numbers of school leavers face life without adequate preparation, and young men and women realize that their education in academic schools has provided them with no skill that would enable them to earn a living and no sense of responsibility to the society they must now enter.

There is a continuous struggle in Sudan to provide universal education at the primary level, and to improve education, making it more responsive to national needs and more closely connected with the economic and technological development of the country.

The Sudan is faced with mass unemployment among academic school leavers, and there is at the same time an acute shortage of craftsmen and technicians. There is an increasing awareness that there is something wrong in the existing schools for they tend to produce young men and women who find themselves unable to fit into any particular field of life, owing to the fact that the school curriculum lacks direction
or purpose. In recognising this problem the Sudanese Government has decided upon a change in educational policy. There is now a tendency to expand technical education by increasing the number of high secondary technical schools, by adding technical branches to the existing high secondary academic schools to make them bilateral or multi-lateral, and by introducing technical subjects at junior secondary level and senior grades of primary schools. In addition to that, National Handicrafts Centres have been established in large cities throughout the country to provide vocational training for those whose school education has been minimal.

There is no doubt that the success of such policies depends in part upon the possibilities of recruiting enough technical and vocational teachers to staff schools at all levels. It is also contingent on the provision of adequate facilities and appropriate programmes of technical teacher training and re-training to enable technical teachers to keep pace with rapid technological changes.

It was as a result of the recognition of these two problems that a Party representing Loughborough University of Technology visited Sudan in January 1981, at the invitation of the Sudan Ministry of Education and Guidance, to study Sudanese technical education. The Party stated the problems of the existing technical education system and suggested lines of attack, highlighting the importance of providing training for technical teachers both in teaching methods and in skill and subject improvement, as well as providing management training to help both head teachers and department heads to make optimum use of resources.

The Loughborough University of Technology Party's Report went on to say:
"The establishment of a Training Institute for Technical Teachers in the Sudan is recommended. The Institute should be separate from other establishments to emphasise its importance to the economy of the Sudan and to ensure that its activities receive adequate funding without competition from other sections of any parent institution. The Institute should train technical teachers and craft instructors with opportunities for craft instructors who show promise to transfer to technical teacher training. The Institute should offer as a specialisation the training of technicians for agriculture service. The urgency of the situation in the Sudan requires that the Institute should be operational as soon as possible within two years, building having started within one year should be that target." (1)

Technical teachers in the Sudanese context means those teachers giving theoretical and practical instruction in industrial, agricultural, commercial, or home economics subjects.

Teachers of industrial subjects in the Sudan are not homogeneous either in their qualifications or their teacher experiences. Some of them were recruited from the old Khartoum Secondary Technical School, some of them were recruited to the teaching profession before they completed their courses at Khartoum Technical Institute, some of them had qualified in Khartoum Technical Institute, some of them had qualified in Khartoum Senior Trade School, and some of them had qualified in Egyptian Institutions of Technicians.

Teachers of commercial subjects were usually recruited from the Faculty of Commerce of Khartoum Branch of Cairo University, or from the High Institute of Commerce.

All teachers of agricultural subjects are Egyptians except three Sudanese university graduates who are teaching agricultural subjects.

Different methods of training had been tried out to upgrade the level of industrial subjects teachers in the past, before the establishment of the Higher Technical Teacher Training Institute (HTTTI) at Khartoum.

In 1971 HTTTI was established to provide:

a) Technical and vocational training for potential and existing teachers to enable them to acquire the appropriate degree of expertise and skills,

b) Pedagogical training to enable all teachers to become efficient in their teaching; and

c) Development of research activities in curriculum development, teaching materials, etc. (2)

The HTTTI limited its work in the field of industrial teacher training for historical reasons and later extended its work to include one year pedagogical training course for teachers of commercial subjects. However, no training programme exists for agricultural teachers in the Sudan.

The International Labour Organisation and the United Nation Development Programme (ILO/UNDP) Employment Mission in 1975, stated that:

"The HTTTI has adopted an irrelevant recruitment policy; practical training is carried out exclusively within the Institute and has little relation to

industrial practice, and the equipment, which has been inherited from the Khartoum Technical Institute, is old, obsolete, and lacking in spare parts. Training material is often missing. One must express the fear that if the graduates of HTTTI become the future teachers of upper secondary technical institutes, the latter will produce poorly trained junior technicians." (3)

Consequently the subject of this research is "A Study of Technical Teacher Training in the Sudan and in England and Wales".

It has been undertaken with a view to producing guidelines for the training and education of technical teachers in the Sudan in order to improve their quality and increase their numbers.

The following assertions will be examined in the study:

A. That the Higher Technical Teacher Training Institute in the Sudan fails to fulfil the requirements of the nation. In this sense it is unsuccessful.

B. That a more efficient technical teacher education and appropriate provision of training are necessary for the success of an educational policy aimed at expanding technical education. This means that technical education cannot fulfil the requirements of the nation unless sufficient means and adequate facilities are provided to supply schools with qualified teachers, and appropriate provision of technical teacher training is made available.

C. That neither the amount nor the nature of training at present available is adequate to fulfil the technical education requirements of the Sudan.

D. That although assertion (B) is generally true, the combination of an inside view with maximum objectivity when evaluating technical teacher training in other advanced countries is important. Realistic proposals for improvement in the Sudan circumstances should then be possible. Other countries have learned by long, and expensive, experience where they have gone wrong. Sudan may learn from their mistakes.

It is the intention also of this research to concentrate primarily on the study of:

(1) Pre-service teacher training courses provided for persons intending to teach in further education establishments at levels of Certificate and Postgraduate Certificate in Education (Further Education) in England and Wales, and

(2) To examine more briefly the provision of in-service teacher training courses provided for teachers in further education in England and Wales.

1.2 METHODOLOGY AND DATA GATHERING

There are four specialised centres for the training of technical teachers in England and one in Wales. These are:

Bolton Institute of Higher Education
Garnett College (Technical)
Huddersfield Polytechnic
Wolverhampton Polytechnic
University College, Cardiff.
In Sudan there is only the Khartoum Polytechnic which is the sole provider of technical teacher training. Many courses are provided by these six institutions for technical teachers. This study will concentrate primarily on the pre-service training courses, but in-service training courses will also be briefly considered.

Data Gathering

1. Letters were sent to all of these institutions requesting a copy of the brochure which outlines the courses provided by each institution in the field of technical teacher training.

2. A second letter was sent to each institution requesting a copy of the detailed syllabuses of the postgraduate Certificate in Education, Certificate in Education (Further Education), and in-service training courses (Further Education). (See Appendix 1).

3. After these documents were examined a list of persons involved in the field was drawn up for face-to-face interview and this proved to be very satisfactory in that everyone listed was interviewed. Personal visits were made to Khartoum Polytechnic in Sudan, the Director of Technical Education in Sudan, the Bolton Institute of Higher Education, Garnett College of Education (Technical) in London, the Faculty of Education of the Huddersfield Polytechnic at Hollybank, the Department of Education at Wolverhampton Polytechnic at Dudley, and the Faculty of Education of the University College, Cardiff, at Cardiff in Wales.

4. The survey instrument used in the research was an interview schedule which formed the basis of discussion in three areas: Entry requirements, Course structure and Assessment, and the supervised teaching experience. The questions which formed
the basis of discussion during the interviews, are given in
Appendix 2.

Every effort was made to ensure that these questions would elicit
the required information about the teacher training institutions
and their courses, and to obtain the best possible response.

It was also regarded as important that the interviews should be
conducted in accordance with a fairly strict procedure, while
allowing enough flexibility to depart from structured questions,
if necessary, and avoiding as much as possible the intrusion of
personal opinions into factual matters.

5. The interviews themselves were tape recorded. This procedure
proved very effective, since it automatically eliminated copious
note taking during the interview. The procedure facilitated the
accurate editing of the valuable information obtained to complete
the resources required to undertake the study.

6. Of course, it is the normal practice to thank the interviewee,
and so letters were sent later to all those interviewed and to
those who supplied written documents.

7. In addition a number of sessions with students enrolled on
teacher training courses at some of the teacher training
institutions were attended.

Limitation of the Study

This study is limited, in that it considers only two of the major
aspects of teacher training programmes, namely, the pre-service full-
time postgraduate Certificate in Education, and Certificate in
Education (Further Education), and examines only briefly the in-
service courses. The most urgent need in the Sudan at the present
time is to develop new pre-service teacher training courses as rapidly as possible. While in-service courses are recognised as important and desirable, it seems likely that their development in Sudan will of necessity wait until a slightly later date.
CHAPTER TWO

HISTORICAL BACKGROUND TO THE PROBLEM AND TECHNICAL EDUCATION DEVELOPMENT

2.1 INTRODUCTION

2.2 LOCATION OF THE SUDAN

2.3 POPULATION OF THE SUDAN

2.4 SOCIO-ECONOMIC FEATURES OF THE SUDAN

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2.5.15 The Educational Revolution
2.5.15A Help from International Agencies
2.5.16 The Education Sector Review 1975

2.6 TECHNICAL EDUCATION AFTER THE EDUCATIONAL REVOLUTION AND THE EDUCATION SECTOR REVIEW
2.1 **INTRODUCTION**

This Chapter introduces the Sudan from a geographical point of view, gives a brief account of its population, then shows the special characteristics of the Sudanese socio-economic conditions within which technical education has to function. The Chapter goes on to record the historical background of the educational system in the Sudan with special attention to technical education and its place in the Sudanese educational system. Policies for the expansion of technical education and introduction of vocational subjects from fourth grade of the primary school onwards throughout all educational levels are also examined.

The Chapter briefly discusses the impact of the "Educational Revolution" and the "Education Sector Review" on technical education, giving evidence of the present inequality of distribution of technical education among the different provinces of the Sudan. Finally, the Chapter presents data of technical schools, students and technical teachers in different fields of technical education in the Sudan, highlighting the need for technical teacher training, dealt with in the following Chapter.

2.2 **LOCATION OF THE SUDAN**

The Democratic Republic of the Sudan is an under-developed country, located in north-east Africa, and has common boundaries with eight other countries; in the north with the Arab Republic of Egypt, in the north-west with the Libyan Arab Jamahiriya, in the west with Chad and the Central Africa Republic, in the south with Zaire, Uganda and Kenya, in the east with Ethiopia and, across the Red Sea, Saudi Arabia.

The Sudan is the largest country in Africa and occupies 8.3 per
SUDAN
POPULATION DENSITY

The map shows the population density in Sudan, with different colors representing various density ranges. The map includes regions such as A.R. Egypt, Libya, Chad, and other parts of Africa. The map also indicates the Nile River and its major tributaries, providing a geographical context for the population distribution.
cent of the African Continent with an area of 967,500 square miles. The Red Sea coastline of the Democratic Republic of the Sudan extends for 540 miles.

"A large part of the country is desert, semi-desert or low rainfall Savanna Woodland. The Northern region has little rainfall to support agriculture. The Central and Southern regions have considerable scope for equatorial cultivation. Most of the country is flat, but there are a few mountains - the Marra range in the far West and the Imatong mountains in the far South - which rise to over 3,000 metres above sea level." (1)

The scant rainfall in most parts of the Sudan is compensated for by the White Nile which originates in Uganda and flows northward for about eight hundred miles to Khartoum, the Blue Nile which originates in the Ethiopian high lands, and several small rivers. The Blue Nile and the White Nile join in Khartoum to form the River Nile which flows northward through the entire length of the country to Egypt and the Mediterranean Sea.

The Sudan is the meeting place between the Arab World and Tropical Africa.

2.3 POPULATION OF THE SUDAN

The first Population Census in the Sudan was made in 1955/1956. The total number of the population at that time was 10,262,536 persons with a fertility rate of 52 per thousand and mortality rate of 19 per thousand, thus giving a net annual demographic increase of 3.3 per cent. But in 1975 the United Nations estimates put the average annual birth rate at 45.5 per thousand and the average death rate at 20.2 per thousand,

(1) Bickas, C. Saynal and El Samani A. Yacoup, "Higher Education and Employment in the Sudan", p.27
giving a net annual demographic increase of 2.53 per cent. However, the forecast adopted by the Ministry of Education for the increase in population of school age up to the year 1992 was based on the rate of 3 per cent, and the population was estimated in 1982 to be "18.73 millions".\(^{(2)}\)

The demographic increase is of the greatest importance for the educational system,

"influencing not only the numbers coming forward for schooling and the number of teachers available to educate them but also the age structure of the society and the manner in which the family and other institutions perform educational functions." \(^{(3)}\)

About 71 per cent of the population live in rural areas, 18 per cent in urban and semi-urban areas and the remaining 11 per cent are nomadic. The population is concentrated in Khartoum Province and the Central region where population densities are respectively 55 and 25 per square km, compared with 3.6 to 6.8 elsewhere. The population's low density causes serious difficulties in gathering together sufficient numbers of children in many areas to operate schools, and as a result a large percentage of the expenditure is consumed by boarding school education.

The population of the Sudan lacks homogeneity. It is composed of Arab, Bega, Nuba, Nubiyiu, Nuir, Dinka, Shulluk, and a small percentage of foreigners of many races. Over one hundred local languages are spoken but Arabic is spoken by half of the population.


\(^{(3)}\) William Taylor, "Sociology and the Education of Teachers", p.18
2.4 SOCIO-ECONOMIC FEATURES OF THE SUDAN

(i) Agriculture

Sudan has an economy based on agriculture and agricultural products. Agriculture contributes nearly 40 per cent of the Gross Domestic Product, while 80 per cent of the population depends for its subsistence on agriculture and related activities.

"Agriculture is the major source of exportable commodities, accounting for over 90 per cent of the country's foreign exchanges." (4)

The most important agricultural products for export are cotton, groundnuts, gum arabic, oil cakes and meal, oil seeds, skin, leather, livestock and Sorghum (Dura).

Bickas and El Samani A. Yacoup in their book "Higher Education and Employment in the Sudan" argue that:

"The country's agriculture resources are not well utilized ... the production of crops can be stepped up through the use of good quality seed, increased technical know-how ... Mechanical farming could reduce the season shortage of labour for cotton picking ... with increased animal care through the development of veterinary science the livestock can be developed ... Lack of research on agricultural crops ... and shortage of trained personnel are some of the main obstacles for a rapid transformation of agricultural development in the Sudan." (5)

(ii) Mineral Resources

The Sudan is rich in its mineral resources. Iron ore, copper, gypsum and chromite are exported in their crude forms. Recently, oil


(5) Bickas, C. Sanyal and El Samani A. Yacoup, op.cit. pp.33-34
has been discovered in the south-western part of the Sudan, and is now under exploration. Many companies have got licences to exploit oil resources in other parts of the country. But even now the mineral resources are not fully exploited due to the lack of qualified staff in this field and poor means of communication. Training needs are evident in the exploration and exploitation of the country's mineral resources.

(iii) Transport and Commerce

One of the major problems in the Sudan hindering development of the economy is the lack of communications. The Sudan has a system of transport consisting only of 5,492 kms of a single narrow gauge railway, 3,500 kms of presently active river services and about 20,000 kms of roads and tracks. In addition, the Sudan Airways operates internal and international services, and the Sudan Shipping Line operates international services only.

During the rainy season, the unasphalted roads become impassable and the train services are interrupted. The railway is the principal means of transportation and is likely to remain so, for the transfer of imported goods from Port Sudan (the only sea port in the Sudan) to various parts of the country, and the transfer of exported products from production areas to the sea port.

The railways, airlines and river transport are state owned in addition to approximately 30 per cent of road transport.

The government is the largest employer in the country, employing approximately 16 per cent of the labour force. The commercial sector employs about 4 per cent of the labour force and contributes 19 per cent to NDP.
2.5 THE DEVELOPMENT OF EDUCATION IN THE SUDAN

2.5.1 The Period up to World War One

Formal education in Sudan started in the sixteenth century with the establishment of a small religious schools known as "Khalwas", when Islam spread in Sudan and people felt the demand to learn the Holy Book "Quran" to practice their religious duties. Khalwas were the oldest institutions with deep roots in the history of culture and education in the country and in the consciousness of the people. They were centres of spiritual, cultural and academic influence and their traditions have continued without a break for four centuries.

Children entering Khalwas at the age of four or five years old were taught the Arabic alphabet letters as a means of learning the Holy Book "Quran". Teaching consisted mainly of writing, memorizing and recitation of the Quran. The pupils would study for a certain period of time and then go out to work, subsequently returning in order to complete their studies. "The system in fact was something like what is now strongly advocated as an innovation under the title of long-life continuing education." (6)

Education as it is known today came into existence in 1863 when the Turkish government established a few elementary schools, followed by a few vocational schools in 1870, to provide for those desiring education from among the children of local leaders and privileged people, so that they might be employed by the government as clerks and junior officials.

Modern education was stopped during Mahadyia Period (1881-1898) and resumed again at the beginning of this century during the early years of the Condominium Rule (1898-1956).

Two primary schools were set up in 1900 and 1901 respectively to offer courses of four years duration. The Sharia training course in law of five years duration and the teacher training school were attached to one of these two schools in the same year.

The admission requirement for both primary schools was at first advanced instruction in Khalwas, later modified to attendance at the government elementary schools.

In 1903 the two primary schools were transferred to the Gordon Memorial College which was established in 1902 at Khartoum. In 1905 two secondary courses were started in the College, one of four years duration to train assistant engineers, and the other of two years duration to train land surveyors. In the same year a military school was established to offer a course of three years, and in 1906 a four year teacher training course was started in the college to train school teachers. Thus within the first decade of the Condominium Rule, the foundation of the government system of education embracing elementary, primary, secondary, military, and primary teacher training was established.

Parallel to the government education system there was Elmahad Elilmi (an Islamic Religious establishment) which awarded its own certificates at three levels, Elebtidayia (Primary), Elthanawia (Secondary), and Elalamia (Higher). Meanwhile, Christian missionary education also spread in the Northern provinces of the Sudan to provide primary and secondary education.

Before the first World War, therefore, three system of education (government, Islamic religious and missionary) each with its own objectives, were developed side by side in the Northern provinces of the Sudan, while education in the Southern provinces was slow, objectives
were varied, and the language of instruction was English. All these variations widened the gap between the North and Southern provinces of the Sudan.

2.5.2 World War One to the End of the Condominium

After the First World War, the objectives of education were modified on the basis of Milner's Report in 1921 which advocated the training of Sudanese for employment in agriculture, commerce and industry. There were, sadly, still no adequately qualified and trained Sudanese to hold posts in these technical fields. As a result the government formulated and introduced new policy in the North, and implemented a comprehensive scheme for the expansion of education in the South in co-operation with mission authorities.

As a result, education was expanded and the enrolment to the Gordon Memorial College was increased. But the supply of manpower still fell far short of the demand, growing rapidly as a result of the completion of the Sinnar Dam, expansion of the railway network, and replacement of the Egyptians in the official junior posts. Table One shows the supply and demand for the Sudanese technicians in the period 1925-1928.

Table 1: Supply and Demand of Qualified Sudanese Technicians

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Number of Vacant Posts</th>
<th>Graduates available from Gordon Memorial College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1925</td>
<td>101</td>
<td>50</td>
</tr>
<tr>
<td>1926</td>
<td>103</td>
<td>42</td>
</tr>
<tr>
<td>1927</td>
<td>129</td>
<td>53</td>
</tr>
<tr>
<td>1928</td>
<td>145</td>
<td>62</td>
</tr>
</tbody>
</table>

(7) Elkoussy, A.H. op.cit., p.4
Another major development took place when the Kitchener School of Medicine was established in 1924. All primary schools moved out of the Gordon Memorial College to make room for post-primary courses, mainly vocational, and to enable the college to supply students to enter the Kitchener School of Medicine.

The educational system received great attention during the 1930's. Various Committees and Commissions were appointed to look into the problems of education and to recommend and advise on its reformation.

2.5.3 The G.G. Scott Committee 1932

"Both Sudanese and British opinion had become more critical of the educational system in the country. Many people who worked in the educational field realised that the educational system was not serving the interests of the Sudanese in town or country." (8)

As a result, G.G. Scott the Chief Inspector of Education in the Sudan, was appointed as a Chairman of the first committee within the Condominium rule in 1932 to make a full survey of lower education and to look into the problem of over-production of academically educated boys whose only prospects lay in government employment.

The Scott Committee emphasised the needs for reforming elementary school curriculum, and recommended among other things, the establishment of elementary teacher training colleges, improvement of condition of service of teachers, establishment of an agriculture school to improve the methods of farming, the introduction of adult education, and establishment of post elementary school to supply the future native administrators.

2.5.4 The R.K. Winter Committee 1932

The R.K. Winter Committee was appointed in November 1932.

"(a) to review the educational system of the schools of North Sudan, (b) to suggest what steps if any were necessary to ensure that the system and training were adopted to the political needs of the country, (c) to consider what steps would and should be taken in the immediate future to provide training for Sudanese in the administrative and technical departments of the government in order to increase their usefulness and provide openings for their gradual advancement." (9)

The Committee recommended that, the curriculum of elementary schools should be reviewed to meet the practical needs of the country, the educational output should not exceed the employment possibilities; intermediate schools should change their role from that of preparing boys for Gordon Memorial College to that of supplying a qualified manpower for minor provincial posts and the requirement of agriculture and commerce, handicrafts work should be introduced in the elementary teacher training and agriculture training should be emphasised.

As a result of the recommendations of the Scott and Winter Committee's, Bakht El Ruda the first elementary teacher training college in the Sudan, was established at Elduieim in 1935 as the first step to reforming the Sudanese educational system, and to relate school work to the needs of the local community. This was the first teacher training college in the Sudan to operate as a separate specialised institution, unlike the previous system of training undertaken within the Gordon Memorial College. Bakh El Ruda activities extended to include curriculum development, provision of text books for schools, and professional guidance. Its work was limited to the elementary

(9) ibid. p.10
level for another decade before it was extended to the general secondary level.

2.5.5 The G.N. Loggin Committee 1935

When the government decided to substitute the non-Sudanese officials by Sudanese in the government senior posts, the demands for the provision of training facilities became more urgent and the attention was focused primarily on the deployment of secondary and post-secondary education to provide the qualified manpower. Accordingly, in 1935 G.N. Loggin, the Director of Public Work Department in the Sudan was appointed as a Chairman of a Committee to advise on the employment and training of Sudanese to fill more responsible government posts.

The Committee arrived at the conclusion that the existing educational aims, which were defined by Kitchener in 1899, were no longer relevant to conditions in the Sudan. A new system of general and technical education should be devised to produce Sudanese personnel qualified to carry out their new responsibilities. The Committee also recommended that technical education should be removed from the Gordon Memorial College and return to the various government departments.

2.5.6 The De-La-Warr Commission 1937

In 1937, the Sudan Government invited Lord De-La-Warr as a Chairman of a Commission with nine British members to "enquire and report on the curriculum, staff, and organisation of the Gordon Memorial College at Khartoum, and to review the methods and organisation of the elementary and intermediate school system in relation to the elementary teacher training college at Elduiem, and one or two selected schools."(10)

This was perhaps the most important Commission in the history of education in the Sudan. It laid down the foundation for the development of higher education in the country. Among its important recommendations were the following:

(1) Elementary schools should be in close contact with agriculture and should therefore have a rural basis.

(2) Technical education should be expanded.

(3) The Education Department should approach one of the British Examination bodies in order that its examinations should be adapted to Sudan conditions and requirements.

(4) A University granting degrees of recognised validity should be established.

(5) New Schools of Arts and Commerce should be added to the college. These two were to form, together with the existing Schools of Medicine, Engineering, Agriculture and Veterinary Science, the future University College, and ultimately the University of Khartoum.

It is noticeable, and perhaps even significant that in this major report by the De-La-Warr Commission, the opportunity was totally missed to include the training of secondary and technical teachers. The Bakht El Ruda at Elduiem remained the sole training institution in the Sudan.

2.5.7 The Educational Plan 1938-1946

In the light of these Reports and recommendations of Committees and Commissions, together with improvement in the financial condition of the country at that time, a first educational plan to cover the years 1938-1946 was drawn up in 1938 and approved by the government. The Plan was based on the main principles that (1) the need for urgent
expansion of higher and secondary education should be based on the progress of lower levels of education and that (2) the expansion of higher and secondary education should not be at the expense of elementary education which was the only educational opportunity for the majority of the Sudanese. The main objectives of the Plan were:

1. Improvement and expansion of education in both low and high level.
2. Establishment of a two year and a three year incomplete elementary school. (Later known as village and sub-grade schools respectively.)
3. Emphasising the importance of teacher training.
4. Establishment of girls' and development of adult education.
5. The control of admission to the secondary schools should be based on the estimated absorptive capacity of the country.
6. Consolidation and organisation of education in the south under missionary control and improvement of the missionary teaching force.

The difficulty in obtaining building material due to the Second World War and rising costs of both material and labour led to an increase in the recurrent cost of the Plan and decreased the achievement target.

The period of stagnation and lack of government education expansion during the 1940's provided a good opportunity for the growth and movement of non-government education. The number of intermediate schools founded under the auspices of the "Sudanese Graduate Conference" within ten years, which was staffed by untrained volunteer teachers exceeded all that the government had established by then.
2.5.8 The Second Educational Plan 1946-1956

Education again received much attention during the last decade of Condominium Rule (1946-1956) due to demands created by economic, political, and administrative changes. A second Educational Plan was prepared to cover the period 1946-1956. The Plan (known as the Brown Plan) aimed at the expansion of elementary education, suggested a restructured educational ladder, putting less emphasis on secondary and higher education.

The Brown Plan was criticised by Sudanese both in the Advisory Council and outside it for two reasons:

(a) that the Plan did not emphasise the urgent need for higher education, and

(b) it projected the enrolment of only a small percentage of children at elementary level by 1956, whereas people expected enough schools by the end of these ten years to educate all children of elementary school age.

Consequently, the Brown Plan was rejected and instead of it, two separate educational plans for the North and South of the Sudan were approved by the legislation in 1949.

2.5.9 The Educational Plans of 1949

As a result of these two Plans a number of industrial schools were established in some provincial capitals in 1949 and were staffed by Sudanese personnel who completed the high section of Omdurman industrial school without having professional training. Khartoum Technical Institute was established in 1950 and staffed by British teachers. A secondary technical school and the high section of Omdurman Industrial school were attached to Khartoum Technical Institute in 1952. Three branches of Bakt El Ruda College of Education were set
up at Dulon, Shandi, and Maridi to train elementary school teachers. By 1956, 103,577 children were attending elementary schools, 15,963 boys and girls were in intermediate schools, and 1,965 students of both sexes were in secondary schools.

Although education spread considerably during that period, the official government policy of replacing foreigners by Sudanese in government posts (known as Sudanisation) resulted in the recruitment of the large percentage of qualified and experienced teachers to other government departments and to the Gazira Scheme for cotton growing as field inspectors.

The resignation of the expatriate teachers from the secondary schools and educational administration led to the transfer of intermediate school teachers to work at the secondary level. The graduates of University College preferred other lucrative jobs. Non-government education - which had greatly increased - had no adequate courses of training and employed unqualified teachers. In the national mood of achieving independence, students became more involved in political actions and strikes. All these created difficult problems in the educational process and lowered the standard of the education in Sudan.

The successive Reports and Plans of the last twenty years had failed to solve the country's problems: perhaps their continued failure to give emphasis to the need for an adequate teaching profession was not the least significant factor in their failure.

Indeed, it became evident that there was an urgent need to review the system of education as a whole, and the secondary level in particular, to improve the situation and to lay the foundation of a new system of education, to suit the latest circumstances and to be responsive to the future needs of social, political and economic development of the independent Sudan.
In 1954 an International Commission whose members were: three from Britain, two from Egypt, one from India and one from Sudan, was invited by the government to investigate the causes of the low standard of secondary schools, the content of the curriculum and methods of selection at lower stages and how they affected this standard, and the inter-relationship of different types of secondary education.

The Commission reported that:

"There would be much wastage and maladjustment in any system of secondary schooling which does not adequately allow for the differences of aptitudes in children nor take into account the variety of social needs and occupations into which they will have to adjust." (11)

The Report went on to point out that:

The Sudan was at a stage of economic and technical development, when its future was at least as much in the hands of people who will work with their hands - craftsmen, foremen, technicians, skilled workers - as those who work as officers, administrators and in other "white collar jobs".

The Commission realised that the secondary schools were not making sufficient contributions to the training of persons of the former category and that it was essential that gradually their outlook as well as their organisation should be so oriented that they would also meet that need.

Any school system, according to the Commission which "was confined within narrow limits and cut itself adrift from vitalizing contacts with practical and
productive work, which sustains and enrich life, was at least lopsided and was in danger of becoming snobbish and social reactionary." (12)

Among the most important recommendations of the Commission were

(1) that practical studies in agriculture, commerce, engineering, arts and trades should be introduced and emphasised at secondary level.

(2) that Arabic should be adopted as the medium of instruction in both North and South of the Sudan, with English remaining as the main foreign language.

(3) that a concrete effort should be made at national level to make the teaching profession more attractive.

(4) steps should be taken towards the establishment of an institute of education for postgraduate teacher training within the university or any other suitable postgraduate institution.

The Commission emphasised the need for a system of education which would help unification of the country, enhance equality of an opportunity among the masses, and eradicate customs and traditions which are reactionary or out of harmony with the new shape of things. It advocated that an advisory council for technical education, largely industrial but representing all the interests concerned, should be appointed to advise the Director of Education on this branch of education. No specific mention was made of the training of technical teachers.

The Ministry of Education received the International Commission's report in February 1955 but no action was taken at that time. However, all the official education documents in the Sudan maintain that the

(12) ibid., p.3
report of the International Commission in 1955 constituted a landmark in the history of education in the Sudan, paving the way for the overall planning committees which were formed later.

2.5.11 Independence: 1956

With the achievement of full Independence in 1956, or even during the previous two years (Self-government period), the Sudan government inherited two different educational systems. The system in the North was based on a ladder of four years elementary, four years intermediate (technical or academic), and four years secondary schools (only one technical). At the end of each stage a competitive examination was held to choose those to be admitted to the next stage. The other system of education was in the South which was largely under the Mission authorities and far from the government control. Even in the North, there was religious education, non-government education, Mission education and government education. The literacy rate was less than 10 per cent and only one in eight or ten children of school age was enrolled in elementary education, so the Sudan government gave education priority and the Ministry of Education became preoccupied with the more difficult task of taking over the Missionary schools in the southern provinces, and became aware of the importance of remodelling the whole system of education to suit the new social changes. The Director of Education summarized that need for the changes as follows:

"It is time for us to review the whole of our educational system, with the intention of adapting it to the needs of the independent Sudan. The type of school that produces the white-collar worker is no longer adequate. The country needs
the young men and women who can use their hands as well as their brains and provide the tiller of the land, the grazer, the artisan and the engineer, we have therefore, to bid a halt to rapid multiplication of the existing type of school, consolidate and then plan on an entirely new basis. This is what we hope to do in the coming ten years." (13)

As a result, four post-intermediate schools were attached to Omdurman, Atbara, Madani and Elobaid intermediate industrial schools, to provide courses of three years' duration of machine shop, automobile engineering, electricity, building, carpentry and plumbing at the intermediate level of City and Guilds of London Institute. Teachers of technical subjects in these schools were recruited from those who completed an engineering course at the Khartoum Technical Institute without having any professional training; and some were appointed as teachers of technical subjects even before completing the Khartoum Technical Institute course.

2.5.12 The Akrawi Report: 1959

During the General Aboud Military regime (1958-1969), in 1958 the Ministry of Education invited a leading Arab educator and a UNESCO expert, Professor Mutta Akrawi, to investigate and advise on the Sudanese education. Professor Akrawi headed a carefully selected committee of twelve. The Committee produced its Report in 1959. The Report defined the main outline of a five year educational development plan, set out the ideal objectives of education in the Sudan and advocated a ladder of six years primary, three years junior secondary and three years academic senior secondary, or four years

technical senior secondary or primary teacher education.

The Akrawi proposals were subjected to a full review by Professor Abd Ehamid Kadhim, the UNESCO expert, who was invited by the Sudan government in 1960. Professor Kadhim made an alternative suggestions for the educational structure but preserved the main aspects of the plan.

2.5.13 The Ministry of Education Scheme: 1961

The Ministry of Education drew up a plan in 1961 in which a new educational ladder was suggested, the main features of this were:

(a) Six years primary education in which practical subjects should be introduced from the third grade.

(b) Four years general secondary education. This should provide three types of programmes:

(1) Vocational - academic for boys, in which a balanced curriculum containing practical and academic subjects should be used.

(2) Technical schools for boys (industrial).

(3) Secondary schools for girls in which household and handicrafts subjects should be taught in addition to the academic subjects.

(c) Four years senior secondary which should include:

(1) Academic secondary schools for boys and girls.

(2) Technical secondary schools for boys (industrial).

(3) Vocational senior secondary education which should include agriculture, and commerce for boys and home economics for girls.

(d) Establishment of two institutions to provide teacher training
for secondary school teachers, one for teachers of academic subjects and the other for teachers of technical subjects.

The plan suggested enrolment of children at the age of six years old to primary level, and selection to general and senior secondary levels would be based on competitive examinations at the ages of 12 and 16 respectively. The first two years of senior secondary school should lead to an ordinary level of the secondary school certificate, and the next two years lead to an advanced level of the secondary school certificate which qualifies for admission to the higher education. But before the full implementation of the plan, the General Aboud regime fell on 21st October 1964 as a result of the "October People's Revolution".

2.5.14 Technical Education 1960-1969

Although Khartoum Senior Trade School was established in 1960 to recruit the successful post-Intermediate Technical Secondary school leavers for advanced courses in different trades, and a technical education ladder took shape, the 1960's were the decade of degeneration for technical education. Thus, the only secondary technical school, which was set up in 1952, was phased out in 1967 and converted to academic secondary. The liquidation of the twenty-five intermediate industrial schools also began in 1967 as a result of the recommendations of the International Committee which was invited by the Sudan government in 1966 to advise on technical education and training, and also due to the pressure exerted by the Technical Teachers Union and pupils of the intermediate industrial schools.

The advice of the International Committee was to unify the base
of education at the intermediate level, which in the view of the Committee, should be academic because pupils at the age of eleven are too immature to take up practical training. In fact, all the recommendations of the International Committee, of 1966, concerning technical education (intermediate, post-intermediate or senior trade) were designed to convert technical education institutions into vocational training centres.

The opinion of the Technical Teachers Union was that,

"the pupils were too young at that age to study any kind of vocational and technical education as it is dealing with operating machines which could be dangerous to their health." (14)

In fact, from October 1964 until 25th May 1969 the Sudan had a succession of civilian governments and no fewer than four Ministers of Education during that short period. This political instability minimised the chance of any serious attempt to implement a major development programme of education. Figure 1 shows the system of education in the Sudan until 1970.

2.5.15 The Educational Revolution 1969

On 25th May 1969 the unstable government was overthrown by the May Revolution regime, and revolutionary decisions followed in all aspects of Sudanese life.

In the field of education, the Ministry of Education convened a national conference in October 1969 attended by 105 Sudanese educators.

The Sudanese National Educational System
until 1970
As a result of the Conference recommendations the Educational Revolution began. The structure of inherited educational ladder (4-4-4) was immediately changed into 6 primary, 3 junior secondary and 3 academic higher secondary, or 4 technical higher secondary or primary teacher training. These categories would henceforth replace elementary, intermediate and secondary with reference to the first three named.

Technical education was diversified to include agricultural, commercial and home economic studies besides industrial education.

All Sudanese donated money and materials, and shared work in a "self-help programme" to build up the required classrooms for primary schools throughout the country.

All students who succeeded in the competitive examination at any level were accepted into the next level. A sound foundation was laid down for vocational and national handicrafts centres to absorb some of the pupils who failed in the terminal examinations of primary and junior secondary level.

1,261 teachers in the primary and secondary schools, including head teachers, had been retrained by December 1970 by means of short courses (on a temporary basis). The capacity of Higher Teacher Training and Primary Teacher Training Institutes was increased permanently to supply schools with appropriate numbers of teachers.

A four year course after obtaining the junior secondary certificate at the age of 16 is gradually replacing the former two year course in primary teacher training institutes. The Intermediate Teacher Training Institutes were upgraded with the objective of recruiting teachers to the junior secondary level from universities and higher institutes graduates. Figure 2 shows the new educational ladder of 1971.
Help from International Agencies

A World Bank's Project was initiated for the expansion and improvement of the training of teachers for junior and higher secondary stages.

A UNESCO and United Nations Development Programme Project was launched in 1971 for the establishment of Higher Technical Teacher Training Institute and the training of laboratory technicians.

A UNICEF Second Project for the training of 12,510 primary school teachers between 1972 and 1975 was implemented, together with the establishment of a Correspondence Teacher Training Institute.

Arabic became the only medium of instruction, English remained a compulsory subject as the first foreign language and French was introduced as a second foreign language.

Elkoussy, A.H., the UNESCO expert, stated that:

"Ten years after Independence, it (the Sudan) had only achieved an enrolment ratio of less than 30 per cent in the first six years of school. To try to expand education by ordinary methods would have been hopeless. The only solution was a revolution concentrating on a reformed educational ladder and employing the self-help method. No such effort was ever made before, and the switch to a new ladder was made in unprecedentedly short time." (15)

Before discussing the impact of the educational revolution on technical education, it is perhaps desirable to state the terms of reference, objectives and some of the recommendations of the Education Sector Review Commission to complete the picture of the educational reform in the Sudan.

2.5.16 The Education Sector Review Commission 1975

After six years of the Educational Revolution, an Education Sector Review Commission was appointed on December 1st 1975 by the Republican Decree Number 703 for two purposes:

(a) to study the future of education in the Sudan during the coming twenty five years, and

(b) to recommend a methodology of tackling the educational problems on practical considerations.

Its terms of reference as laid down by the Minister of Education were:

(1) To analyse the educational system and related activities to assess the system capacity and effectiveness in realising the objectives of general education and development in its economic, social and cultural aspects.

(2) To formulate proposals for an implementable strategy of educational development through the expansion (or contraction) of the training programmes to serve the needs of overall development.

(3) To determine priorities for educational investment at the present stage of development. (16)

The Commission Report came out in 1977 under the title of "Sudanese Education: An Appraisal and Strategy for Action". The main objectives of the Report were to increase educational efficiency, lower the cost of education, direct education to the satisfaction of development needs at both local and national levels, and to utilise education as an effective instrument to instil a sense of the good citizenship and responsibility to the Sudanese nation.

The Report was approved by the Council of Ministers on 5th June 1977 to constitute an objective and comprehensive framework of educational policy to the year 2000.

The Commission summarised its recommendations on the first pages of the Report in 39 paragraphs. The most important recommendations relevant to this work are:

(1) The continuation of the present structure of the education ladder of 6-3-3, with the school entrance age remaining at 7 years.
(2) Introduction of the practical studies (rural, industrial, arts and home economics) from the fourth grade in primary education and continuing throughout secondary schools.
(3) Technical education should be expanded at the expense of academic education, and comprehensive or multi-lateral schools be introduced. The period of study in technical education and teacher training should be reduced to three years instead of four.
(4) Expansion of the Higher Institute of Technology to supply technicians and assistant technicians who are highly in demand and to rectify the imbalance in manpower.
(5) Directing self-help to contribute towards primary and senior technical and vocational education.
(6) Provision of semi-formal education through extension of the vocational training programme for those who complete the primary and junior secondary stages but fail to proceed to the next level.
(7) Methods of measurement and evaluation should be reviewed in such a way as to make the practical subjects a determining factor in the selection for enrolment in the higher level courses.

(17) Comprehensive school in Sudanese context means secondary school containing technical branches as well as academic.
(8) Arabic language should remain the only language of instruction at all levels of general education.

(9) Teacher training programmes should contain subjects which help teachers to contribute to and participate effectively in general civic and social life.

(10) The Institute of Technological Colleges will be responsible for the training of teachers for technical schools.

(11) Admittance to teacher training institutes must be subjected to other considerations besides academic qualifications - namely, character, general cultural standard, ability of expression, freedom from such disabilities as may hamper proper performance, and a genuine desire to join the teaching profession.

(12) To take into consideration the policy of teachers loans to sister and friendly countries when making programmes of teacher training and retraining.

(13) In accord with the stage of development through which education is passing and in view of the attempts to keep up with philosophical, social, and economic changes and to overcome the shortcomings which crop up in the meantime, it is necessary to widen the basis of teacher qualification to enable the teacher:

(a) to understand and apply the theories of education in such fields as pre-primary education, adult education, social development, social service, and statistics and library science.

(b) To teach three or more subjects as a contribution to overcoming present shortages.

(14) To prepare the teacher to accept in-service training in stages, the first being before teaching and the rest to follow, each one extending, for example, to two months during three or four years.
2.6 TECHNICAL EDUCATION AFTER THE EDUCATIONAL REVOLUTION AND EDUCATION SECTOR REVIEW

Both the Educational Revolution and the Education Sector Review Commission stated the aims of technical education in each branch, which may be summarised in general as follows:

A - To prepare and train junior technicians who can participate effectively in overall development and production.

B - To enable candidates to proceed to higher education.

It is also agreed that only successful junior secondary school leavers may compete for admission to higher secondary technical schools.

To achieve these two aims of technical education, the Educational Revolution decision was to extend the study period at technical higher secondary schools to four years. Dr. B.A. Fisher was invited to advise on secondary education in Sudan in 1979, stated that:

"The thinking behind this extra year was not based on the amount of time needed to provide these students with a sound theoretical and practical education in their chosen specialisms but to make it possible for them to compete on equal terms, in the academic subjects of the curriculum with students from the academic secondary schools, in the Higher Secondary School Certificate Examination organised centrally by the Ministry of Education which alone gave entry to University and other institutes of higher education." (18)

Consequently subjects taught in technical higher secondary schools were classified as compulsory, optional and auxiliary subjects.

There are five compulsory subjects: Religion, Arabic Language and English are the compulsory subjects common to all technical students. The other two compulsory subjects are varied according to the specialisms. Technical drawing and workshop practice are the two compulsory subjects for the industrial students. Agriculture students take Agriculture and Animal Production. Commercial students take Commerce and Accountancy, while girls take Technical drawing (clothes) or stitching and Technology, or Fine Art Design (Practical) and History of Fine Arts, or Cookery and Nutrition, according to their specialism.

Optional subjects are varied also from one specialisation to another. Chemistry, Physics, Elementary Mathematics, Workshop Technology and Additional Mathematics are the optional subjects for the industrial students. Horticulture, Food Processing, Physics, Chemistry and Biology are the optional subjects for the agriculture students. Finance, Taxes, Arabic and English Typing, Geography and Elementary Mathematics are the optional subjects for commercial students. The optional subjects for the girls are Chemistry or Biology, French Language, Geography, History, Elementary Mathematics, Drawing and Colouring, or Hotel and Corporation Administration.

Auxiliary subjects are generally taught in the first and second years only.

At the end of the fourth year, technical students are required to sit for the "Sudanese School Certificate (Technical)" examination. Each student is required to take the five compulsory subjects and at least two from the optional subjects.

A technical candidate may be awarded the Sudanese School Certificate (Technical) if he fulfils one of the following three conditions:
(1) If the candidate passes in the five compulsory subjects and one optional.

(2) If the candidate passes in Arabic Language, three other compulsory subjects, one of which must be technical, and two optionals.

(3) If the candidate passes in Arabic Language, the two technical compulsory subjects and two other optional subjects.

The final percentage awarded to a candidate is calculated on the basis of the five compulsory subjects and the best two of optionals, Arabic Language plus two other compulsory technical subjects together with two optional subjects, one of which must be technical.

A technical candidate who would like to compete for entrance to university faces two problems: he should obtain the Sudanese School Certificate with five credits; the Boxing system of admission to universities, which calculates the marks on the basis of the best three of four subjects (specified by each faculty separately). Unfortunately, none of these is technical.

Although the number of places in higher education is limited the way is paved for the academic candidate more than for the technical one. This is because the chance for technical candidates to enrol in universities is limited by the nature of their specialisms, but the Credit and Boxing systems narrow this chance further.

This inequality of access of candidates to higher education together with the length of period of study in technical schools, make the successful junior school leavers prefer academic higher secondary schools to technical education.

In recognition of these two facts, the Education Sector Review Commission suggested the reduction of the period of study in technical
education to three years instead of four, as well as reviewing the methods of measurement and evaluation in such a way as to make the practical subjects a determining factor in the selection for enrolment in higher education.

Both the Educational Revolution and Education Sector Review Commission advocated that the Arabic Language should be the language of instruction at all levels of general education. As a result, all instructions in technical subjects, as in other subjects, were Arabanised.

Text books for academic subjects were prepared in the Arabic language and distributed to all higher secondary schools including technical schools. These books were prepared by the Department of Curriculum and Books in the Ministry of Education which unfortunately did not have teachers of technical subjects. In consequence, no Arabic text books in technical fields were prepared at that time. The Technical Education Administration at that time did not even have a Curriculum and Books Department. This caused a problem for students and teachers equally.

Within a few years, and by individual initiative of some school teachers, some text books in business studies and agricultural studies were prepared and printed under the aegis of Technical Education Administration then distributed to the agricultural and commercial schools. But little was done in the industrial field. Chapter Three will show that this problem even now is not solved.

From what has just been said, it is clear that in the Sudan throughout the history of education, there has been a continuous effort to make education more responsive to the Sudanese needs and more closely related to the economy of the country. The major issue in all of this
is to introduce an integrated programme of technical education starting from senior grade of primary level throughout the system. This was obvious in the recommendations of the different Commissions and Committees appointed to investigate the education problems in the Sudan, whether it was a local committee or an international one.

But it is true also that enrolment in technical education represents not more than 10 per cent of the total enrolment at secondary level. Table 2 shows the enrolment at different kinds of technical education in 1980-81.

Table 2: Enrolment of different kinds of schools of Technical Education

<table>
<thead>
<tr>
<th>Type of School</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial</td>
<td>2267</td>
<td>2280</td>
<td>1646</td>
<td>1205</td>
<td>7398</td>
</tr>
<tr>
<td>Industrial</td>
<td>1492</td>
<td>1348</td>
<td>1258</td>
<td>1222</td>
<td>5320</td>
</tr>
<tr>
<td>Agriculture</td>
<td>419</td>
<td>453</td>
<td>362</td>
<td>357</td>
<td>1573</td>
</tr>
<tr>
<td>Home Economics</td>
<td>222</td>
<td>197</td>
<td>321</td>
<td>272</td>
<td>1012</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4400</strong></td>
<td><strong>4260</strong></td>
<td><strong>3587</strong></td>
<td><strong>3056</strong></td>
<td><strong>15303</strong></td>
</tr>
</tbody>
</table>

From the above Table it is clear that there is not an even distribution of students among different types of technical schools. The majority of students are enrolled in commercial education, then industrial education, then agricultural, and home economics (girls' technical education) come at the bottom of the list.

Although commercial education became part of technical education in 1970-71 when there was only one government school, there are now 8 government commercial schools, 15 government-aided schools and 5 private commercial schools, as shown in Table 3.
Table 3: Commercial schools enrolment, 1980-81

<table>
<thead>
<tr>
<th>Type of School</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government Schools:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KHARTOUM</td>
<td>243</td>
<td>230</td>
<td>209</td>
<td>213</td>
<td>895</td>
</tr>
<tr>
<td>JUBA</td>
<td>269</td>
<td>279</td>
<td>372</td>
<td>309</td>
<td>1229</td>
</tr>
<tr>
<td>PORT SUDAN</td>
<td>65</td>
<td>74</td>
<td>68</td>
<td>95</td>
<td>302</td>
</tr>
<tr>
<td>NIYALA</td>
<td>55</td>
<td>53</td>
<td>46</td>
<td>49</td>
<td>203</td>
</tr>
<tr>
<td>EL FASHIR</td>
<td>50</td>
<td>41</td>
<td>46</td>
<td>84</td>
<td>221</td>
</tr>
<tr>
<td>KOSTI</td>
<td>55</td>
<td>95</td>
<td>64</td>
<td>103</td>
<td>317</td>
</tr>
<tr>
<td>KASALA</td>
<td>97</td>
<td>65</td>
<td>-</td>
<td>-</td>
<td>162</td>
</tr>
<tr>
<td>ELOBAIED</td>
<td>53</td>
<td>74</td>
<td>-</td>
<td>-</td>
<td>127</td>
</tr>
<tr>
<td><strong>Government Aided:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELNIELAIN</td>
<td>-</td>
<td>54</td>
<td>50</td>
<td>49</td>
<td>153</td>
</tr>
<tr>
<td>ANGELLIYA</td>
<td>-</td>
<td>53</td>
<td>50</td>
<td>48</td>
<td>151</td>
</tr>
<tr>
<td>FRIENI MADANI</td>
<td>93</td>
<td>120</td>
<td>100</td>
<td>-</td>
<td>313</td>
</tr>
<tr>
<td>AHMED ALI GABIR</td>
<td>42</td>
<td>110</td>
<td>50</td>
<td>-</td>
<td>202</td>
</tr>
<tr>
<td>SEA TRANSPORT</td>
<td>55</td>
<td>55</td>
<td>50</td>
<td>-</td>
<td>160</td>
</tr>
<tr>
<td>ABD ELSATAR</td>
<td>110</td>
<td>110</td>
<td>-</td>
<td>-</td>
<td>220</td>
</tr>
<tr>
<td>SINGA (boys)</td>
<td>122</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>122</td>
</tr>
<tr>
<td>SINGA (girls)</td>
<td>72</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>73</td>
</tr>
<tr>
<td>HALFA</td>
<td>103</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>103</td>
</tr>
<tr>
<td>GADARIF</td>
<td>112</td>
<td>105</td>
<td>-</td>
<td>-</td>
<td>217</td>
</tr>
<tr>
<td>ATBARA</td>
<td>30</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>30</td>
</tr>
<tr>
<td>HI ELDOBAT</td>
<td>-</td>
<td>58</td>
<td>49</td>
<td>43</td>
<td>150</td>
</tr>
<tr>
<td>EL MILAKE</td>
<td>-</td>
<td>43</td>
<td>43</td>
<td>23</td>
<td>109</td>
</tr>
<tr>
<td>FRIENI</td>
<td>220</td>
<td>220</td>
<td>200</td>
<td>-</td>
<td>640</td>
</tr>
<tr>
<td>AHMED ALI GABR (girls)</td>
<td>69</td>
<td>105</td>
<td>50</td>
<td>-</td>
<td>224</td>
</tr>
<tr>
<td><strong>Private Schools:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI ELDOBAT</td>
<td>28</td>
<td>58</td>
<td>55</td>
<td>58</td>
<td>199</td>
</tr>
<tr>
<td>EL MILAKE</td>
<td>43</td>
<td>55</td>
<td>19</td>
<td>26</td>
<td>143</td>
</tr>
<tr>
<td>ANGELLIYA</td>
<td>88</td>
<td>53</td>
<td>60</td>
<td>42</td>
<td>243</td>
</tr>
<tr>
<td>ELNIELAIN</td>
<td>92</td>
<td>70</td>
<td>65</td>
<td>63</td>
<td>290</td>
</tr>
<tr>
<td>ABD ELSATAR</td>
<td>101</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>201</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2267</td>
<td>2280</td>
<td>1646</td>
<td>1205</td>
<td>7398</td>
</tr>
</tbody>
</table>
In the opinion of the writer three major reasons led to the more rapid expansion of commercial education than of other types of technical education:

(a) Commercial education is not as expensive as industrial or agricultural education. It does not need imported expensive machines and equipment, nor special types of building (workshops, laboratories, etc.)

(b) The nature of commercial education enables the use of high student/teacher ratios.

(c) There is not much difficulty in the recruitment of teachers to this type of education compared with industrial or agricultural education. Most of the teachers working in commercial education are graduates of Cairo University, Branch of Khartoum, and they are available at this time. As a result, the 'self-help' is directed towards commercial education alone.

Industrial education is the oldest type of technical education in the Sudan. It passed through a long path and witnessed great changes in its establishments, aims and its curriculum, as well as its certificates. It developed from intermediate schools of three years' duration in 1902-1903 to intermediate schools with four years' duration in 1948, to post-intermediate in 1958, to secondary level in 1970-71. Industrial education comprises two main types of schools:

(a) Mechanical schools of three sections: Machine shop; automobile engineering, and electricity; and

(b) Civil schools with three branches also: carpentry; building, and plumbing. There are now fifteen industrial schools in the country, 8 Mechanical schools, 4 Civil schools and three combined Mechanical and Civil as shown in Table 4, altogether catering for
5,320 students. In addition, there is another Civil school at Kadugli which follows the system incorporated in the cultural complementary treaty between Sudan and Egypt. It is run in accordance with the Egyptian technical education system.

Table 4: Industrial schools, Types and Enrolment

<table>
<thead>
<tr>
<th>School Name</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Schools:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATBARA</td>
<td>162</td>
<td>109</td>
<td>117</td>
<td>96</td>
<td>484</td>
</tr>
<tr>
<td>ED DUEIM</td>
<td>100</td>
<td>-</td>
<td>107</td>
<td>93</td>
<td>300</td>
</tr>
<tr>
<td>EL GENEINA</td>
<td>-</td>
<td>52</td>
<td>35</td>
<td>-</td>
<td>87</td>
</tr>
<tr>
<td>GADARIF</td>
<td>55</td>
<td>57</td>
<td>59</td>
<td>47</td>
<td>212</td>
</tr>
<tr>
<td>HASAHEISSA</td>
<td>136</td>
<td>137</td>
<td>127</td>
<td>118</td>
<td>518</td>
</tr>
<tr>
<td>KARIMA</td>
<td>66</td>
<td>66</td>
<td>61</td>
<td>53</td>
<td>246</td>
</tr>
<tr>
<td>PORT SUDAN</td>
<td>60</td>
<td>74</td>
<td>53</td>
<td>62</td>
<td>249</td>
</tr>
<tr>
<td>WADMEDANI</td>
<td>154</td>
<td>105</td>
<td>131</td>
<td>157</td>
<td>547</td>
</tr>
<tr>
<td>Civil Schools:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KASSAL</td>
<td>101</td>
<td>108</td>
<td>108</td>
<td>79</td>
<td>396</td>
</tr>
<tr>
<td>KOSTI</td>
<td>105</td>
<td>53</td>
<td>49</td>
<td>95</td>
<td>302</td>
</tr>
<tr>
<td>TORIT</td>
<td>74</td>
<td>74</td>
<td>38</td>
<td>85</td>
<td>271</td>
</tr>
<tr>
<td>TONJ</td>
<td>112</td>
<td>112</td>
<td>97</td>
<td>83</td>
<td>404</td>
</tr>
<tr>
<td>Civil &amp; Mechanical:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELOBEID</td>
<td>93</td>
<td>92</td>
<td>81</td>
<td>76</td>
<td>342</td>
</tr>
<tr>
<td>NYALA</td>
<td>104</td>
<td>123</td>
<td>109</td>
<td>88</td>
<td>424</td>
</tr>
<tr>
<td>OMDURMAN</td>
<td>170</td>
<td>186</td>
<td>86</td>
<td>90</td>
<td>532</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1492</td>
<td>1348</td>
<td>1258</td>
<td>1222</td>
<td>5320</td>
</tr>
</tbody>
</table>

Agricultural education came into existence as a branch of technical high secondary education in 1970-71. Currently there are three agricultural secondary schools catering for 1573 students in 1980-81 as shown in Table 5.
Technical Education for girls was started also in 1970-71 by the establishment of three home economics high secondary schools; two in one building at Omdurman and one at Madani with about 1,012 students in all in 1980-81 as shown in Table 6.

Table 5: Enrolment in agricultural secondary schools 1980-81

<table>
<thead>
<tr>
<th>School</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW HALFA</td>
<td>146</td>
<td>147</td>
<td>135</td>
<td>106</td>
<td>534</td>
</tr>
<tr>
<td>EL TALHA</td>
<td>161</td>
<td>182</td>
<td>137</td>
<td>126</td>
<td>606</td>
</tr>
<tr>
<td>OM DAWAN BAN</td>
<td>112</td>
<td>106</td>
<td>90</td>
<td>125</td>
<td>433</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>419</strong></td>
<td><strong>435</strong></td>
<td><strong>362</strong></td>
<td><strong>357</strong></td>
<td><strong>1573</strong></td>
</tr>
</tbody>
</table>

Table 6: Enrolment in Girls Technical Secondary Schools

<table>
<thead>
<tr>
<th>School</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omdurman Tech.</td>
<td>50</td>
<td>66</td>
<td>64</td>
<td>54</td>
<td>234</td>
</tr>
<tr>
<td>Omdurman Com.</td>
<td>172</td>
<td>131</td>
<td>134</td>
<td>130</td>
<td>567</td>
</tr>
<tr>
<td>ABD ELSATAR</td>
<td>-</td>
<td>-</td>
<td>123</td>
<td>88</td>
<td>211</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>222</strong></td>
<td><strong>197</strong></td>
<td><strong>321</strong></td>
<td><strong>272</strong></td>
<td><strong>1012</strong></td>
</tr>
</tbody>
</table>

Numbers of schools, classrooms, students and technical teachers in technical education are summarized in Table 7 as follows.

Table 7: Number of schools, classrooms, students and technical teachers

<table>
<thead>
<tr>
<th>Type of school</th>
<th>No. of schools</th>
<th>No. of classrooms</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sudanese</td>
</tr>
<tr>
<td>Commercial</td>
<td>28</td>
<td>138</td>
<td>7398</td>
<td>108</td>
</tr>
<tr>
<td>Industrial</td>
<td>15</td>
<td>108</td>
<td>5320</td>
<td>277</td>
</tr>
<tr>
<td>Agricultural</td>
<td>3</td>
<td>28</td>
<td>1573</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics</td>
<td>3</td>
<td>17</td>
<td>1012</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>49</strong></td>
<td><strong>291</strong></td>
<td><strong>15303</strong></td>
<td><strong>403</strong></td>
</tr>
</tbody>
</table>
From Table 7 it is clear that there are more than twice as many teachers in industrial schools as in commercial schools. This is because an industrial school of one stream (one class in each grade) comprises machine shop, automobile, and electricity; or building, carpentry, and plumbing. This means that the industrial school of one stream needs at least four technical teachers from each specialisation, and one more technical teacher to teach engineering drawing, whether mechanical or civil. Technical teachers in industrial schools may be classified as follows:

Table 8: Number of industrial subjects teachers by specialisation

<table>
<thead>
<tr>
<th>Teacher specialisation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machine shop</td>
<td>91</td>
</tr>
<tr>
<td>Automobile</td>
<td>50</td>
</tr>
<tr>
<td>Electricity</td>
<td>45</td>
</tr>
<tr>
<td>Building</td>
<td>49</td>
</tr>
<tr>
<td>Carpentry</td>
<td>54</td>
</tr>
<tr>
<td>Plumbing</td>
<td>30</td>
</tr>
</tbody>
</table>

Table 7 also shows that 92 per cent of the teaching force in agricultural education is non-Sudanese.

There is inequality in the distribution of technical education among the provinces of the Sudan. Some provinces such as Upper Nile, Junguli and West-Equateria have no establishments of technical education. Table 9 shows the distribution of technical education schools among the provinces of the Sudan.
To enable some students from each province to have technical education, the Technical Education Administration distributes the available places in each type of technical education, each year, between the provinces of the Sudan in proportion to the number of students taking the junior secondary school examination. This procedure is reasonably fair in allocating a certain number of places for some successful students from each province to have the opportunity to enrol in technical education. The drawback of this procedure is the migration of students from one province to another which increases technical education costs due to
the free boarding offers to the emigrant students throughout their study,
and the free transportation from the provinces of students to schools and
vice versa, which is given twice a year during school vacations.

The six year Educational Development Plan 1977-78 - 1982-83 suggested
the establishment of an additional 30 commercial, 20 industrial and 14
agricultural classrooms, as well as, 8 national handicraft centres and
18 vocational training centres to raise the percentage of enrolment in
technical education from 10 per cent in 1977-78 to 13.7 per cent in
1982-83. But the Ministry of National Planning could not finance even
a single project of education within the first two years of the Education-
al Development Plan.

As a result, imbalance between academic and technical education
increases from year to year due to the establishment of academic
secondary schools, and the building up of more new classrooms in exist-
ing academic secondary schools, outside the Educational Development Plan, either by local authorities or by natives to provide places for their
students who passed in junior secondary school examinations. The
unplanned increase in the number of academic secondary schools in 1979-80
was 47 new academic secondary schools established by self-help and the
effort of the people. To correct the situation, the Ministry of Education
made some alteration in the Educational Development Plan and proposed the
establishment of the following schools within the remaining period of
the Plan as shown in Table 10.

<table>
<thead>
<tr>
<th>Year</th>
<th>Academic School</th>
<th>Industrial</th>
<th>Agricultural</th>
<th>Commercial</th>
<th>Teacher Training</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980-81</td>
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54
The proposed increase in technical and vocational school enrolment to 60 per cent of the total higher secondary school enrolment proved unrealistic within the target year suggested by the Education Sector Review Commission. The weakness in the Educational Plan for expansion of technical and vocational education is the lack of funds. It is not enough to set up a plan: it is equally important to make money available to implement the plan. It became clear from practical experience that the self-help system is unable to contribute effectively in the projects for technical and vocational education, either because the people are unaware of the importance of technical and vocational education or because the cost of technical education is beyond their scope. Even the "Aid countries will be the more ready to respond in a positive manner when evidence of the national will to succeed is demonstrated by positive action to produce the country's need." (19)

It is time to stop spending the available resources on academic higher secondary education which has exceeded the aims of the Development Plan and the available potentialities to absorb its products either in higher education or as productive manpower. Sudan needs to move from confusion and conflict and inadequate responses towards appropriate action and co-operation, and it needs to do it now. The Ministry of Education must make the people of the Sudan aware of the importance of technical education to the economy of the nation and the guaranteed future of their children. It is also important that the "Universities should take a bold and daring step to declare that they are going to prefer technical-based admission qualification at least for admission to their professional faculties", as Professor Agip advocated. (20)

Most urgently, and fundamental to any expansion in technical education, Sudan must embark on a major programme for the training of a sufficient number of competent, qualified technical teachers.
CHAPTER THREE

TECHNICAL TEACHER TRAINING IN THE SUDAN

3.1 Recruitment of Technical Teachers
3.2 The Early Beginning of Technical Teacher Training
3.3 Khartoum Senior Trade School (KSTS)
3.4 Khartoum Technical Institute (KTI)
3.5 Higher Technical Teacher Training Institute (HTTTI)
3.6 The Present Situation
3.7 Some Problems Facing Technical Teacher Training in the Sudan
3.8 What is Needed?
CHAPTER THREE

TECHNICAL TEACHER TRAINING IN THE SUDAN

3.1 RECRUITMENT OF TECHNICAL TEACHERS

As stated in the previous chapter, technical education in the Sudan started at the beginning of this century. Two industrial schools were established in 1902 and 1903 and attached to the Gordon Memorial College to train Sudanese in woodwork and building trades. These two schools were amalgamated to form one industrial school then transferred to Omdurman in 1926. This new institution was known as Omdurman Stone School, and was staffed by British teachers. In 1935 a high section to offer courses of three years' duration was attached to Omdurman Stone School. The high section provided advanced training in the same trades as in the industrial school. The admission requirement to the high section was the successful completion of the initial training course at intermediate level.

After they successfully completed the course some outstanding students of the high section were appointed as technical teachers to work at intermediate industrial schools which were set up in 1949 at some provincial capitals of the Sudan. A few years later, when the intermediate industrial schools were increased in number, all Sudanese technical teachers were selected from the technical secondary school leavers (STS). The STS was established in 1952. With the establishment of post intermediate industrial schools in 1957, teachers of technical subjects were recruited from those who completed a course at the Khartoum Technical Institute established in 1950. But some students were appointed as technical teachers even before completing the KTI course. Teachers working in the Khartoum Senior Trade School (KSTS) which was
established in 1960 were, in fact, the staff of the Khartoum Technical Institute, before the KSTS was moved to its own building in 1964. At the time of this move, the teaching force was a mixed body of Americans and Sudanese. The Sudanese teachers in KSTS, in fact, were heterogeneous in their initial qualifications but all of them had received teacher training in the USA.

The recruitment of technical teachers to post-intermediate schools remained mainly from those who successfully completed the KSTS courses until it was closed down in 1971. Thus from the establishment of technical education until the early 1960's, there was no provision of training in the Sudan for technical teachers. This reflects a tragic failure on a national scale to realise a need before it became almost too late.

3.2 THE EARLY BEGINNING OF TECHNICAL TEACHER TRAINING

In 1958, during General Abbud's regime, a cultural treaty was initiated with the United States of America. One aim of the American aid to Sudan, was to enable the expansion of technical and vocational education. A technical education programme was designed to increase the number of intermediate technical schools from 11 in 1959 to 40 in 1970, with a total enrolment of 6,400 students, to increase the number of post-intermediate technical schools from 4 to 17, with an enrolment of 4,000, and to establish the Khartoum Senior Trade School for grade 12 and 13, which would include a comprehensive Trade Teacher Training Programme.

In 1963 an experimental short training course of one month was held at the Khartoum Technical Institute by the American Teacher Trainers for two groups of intermediate and post-intermediate teachers.
In 1964 a series of seminars was conducted for headmasters and selected teachers. The purpose of this was to discuss, modify and review the syllabuses of various trade courses, prepare sample lesson plans, and review and make recommendations that would help to implement the new syllabuses. Each seminar continued for ten days, and five different groups were served. In 1965 and 1966 a two week course was conducted for assistant headmasters of the post-intermediate schools. A series of short courses, six weeks in length, was also given in the teaching of the various trades by the American Teacher Trainers to approximately 100 teachers.

A second phase of the treaty between the Sudan and the USA was a technical teacher training programme. The aim of this programme was to make Sudanese technical teachers available, suitably qualified in the technical field and with the professional teaching skills to staff the Khartoum Senior Trade School. As a result, more than 120 Sudanese teachers were sent in small groups to the USA to have technical skill up-grading courses and to receive training in pedagogy. (1) The majority of technical teachers who were sent to the USA were trained at the Dunwoody Institute for a period of two years. But a few Sudanese teachers received training for four years in selected American Universities at a level of Bachelor Degree in Education.

3.3 KHARTOUM SENIOR TRADE SCHOOL (KSTS)

The Khartoum Senior Trade School was established in 1960 to provide advanced training courses of three years' duration to the successful post-intermediate school leavers in the following trades:

(1) Machine Shop  
(2) Automobile Engineering  
(3) Electrical Engineering  
(4) Air Conditioning and Refrigeration  
(5) Electronics  
(6) Foundry  
(7) Building Construction  
(8) Carpentry  
(9) Cabinet Making  
(10) Plumbing  
(11) Engineering Drawing  

The KSTS courses were run on a sandwich basis. Thus a student spent the first year in school, the second year out of school on industrial practical training, then came back to school for his third year. After successful completion of the course students were awarded the Khartoum Senior Trade Diploma.  

In 1966 a Technical Teacher Training Department (TTTD) was attached to KSTS to provide in-service pedagogical courses, full-time for one year for technical teachers. This was the first long in-service training course made available to technical teachers in the Sudan.  

The technical teachers enrolled in the course each year were nominated by the Technical Education Administration of the Ministry of Education and seconded on full salary to take the course. There were no application forms - Admission to the course was by nomination by the Technical Education Administration. It was restricted to the serving teachers who had completed the KSTS course, or those who had been appointed as technical teachers from KTI even before they completed the course, and who had not been sent for pedagogical training abroad.  

The Technical Teacher Training Department was staffed by a Sudanese head of department, two Sudanese teachers, and one American expert in
technical teacher training.

The course capacity was about twelve teachers only per academic year. It was difficult to release more than this number of technical teachers at any one time because of the grave shortage of technical teachers.


After successful completion of the course, the graduates were awarded the Technical Teacher Training Diploma. Large numbers of teachers working in post-intermediate technical schools benefited professionally from the course and reports from the Inspectorate witness that their teaching performance was greatly improved. However, no financial reward accrued to those teachers who acquired the Diploma. In view of the need for more teachers in the Machine Shop and Electricity sections of post-intermediate technical schools, the Technical Education Administration decided in 1968 to require some teachers from the industrial intermediate schools which were closing down, to undergo a further four year course of training at the KSTS. It was decided that the first three years of the course should be devoted to upgrading their technical knowledge and skills to the level of the KSTS Diploma. The fourth year should be devoted to professional training at the Technical Teacher Training Department of the KSTS.

Some teachers were nominated by the Technical Education Administration and seconded on full salary to enrol in Electricity and Machine Shop courses in KSTS in 1968.
The Machine Shop courses continued smoothly as planned, but the Electricity course was terminated after its first year. Unfortunately, there were no official documents on the causes of failure, and no investigation into the problems which faced that course was published, either by the Technical Education Administration or by KSTS authority.

In the writer's view, the following reasons are likely to have contributed to the discontinuation of the Electricity course:

1. There were substantial differences in the initial qualifications held by student teachers selected to enrol in the course.
2. Student teachers were enrolled to be trained in a new specialisation unrelated to their previous training, and they were not even given a chance to decide upon the new specialism.
3. Most of the student teachers enrolled in the course were no longer young, and it was difficult for them to learn new skills.
4. Some of the KSTS staff, especially in the Electricity Department, were opposed to the idea of running this type of course and were very influential in the collapse of the Electricity course.

Although the Teacher Training Department of KSTS made a valiant effort in the in-service training of technical teachers and gained some experience in this field, it had no link with the High Teacher Training Institute, which was the only Institute that produced and provided training for academic high secondary school teachers.

The High Teacher Training Institute was established by the Ministry of Education at Omdurman with the aid of UNESCO in 1961. The Institute offered concurrent courses of four years' duration to secondary school leavers who obtained the Sudan School Certificate, acquired the entry requirements, and intended to become teachers in academic high secondary schools. From its inception in 1961 until 1969, the HTTTI awarded a High Teacher Training Diploma to its students. In 1969 the HTTTI began
to award a B.Sc. or B.A. degree in Education through the University of Khartoum. In 1974 the HTTTI became the Faculty of Education of the University of Khartoum.

It was true that the nature of the HTTTI differed from that of the Technical Teacher Training Department of KSTS. But there were lessons which could have been learned, and potentially useful ideas to be gleaned from the High Teacher Training Institute's experience. These could have provided starting points to assist in the process of developing courses of training for technical teachers and improving the Technical Teacher Training Department itself.

Instead, the Technical Teacher Training Department in KSTS isolated itself not only from the useful experience of the High Teacher Training Institute but also from all inter-change of ideas with other higher education establishments. At least technically, the Ministry of Education could, and probably should, have taken steps to ensure that this inter-change and practical cooperation between institutions took place. In practice, it at no time attempted to do so. As a result of this isolation, the Technical Teacher Training Diploma was not recognised by the Ministry of Finance as a Diploma in Education entitling its holder to have an increment to his salary as an academically trained teacher would.

There is no evidence that the TTTD in KSTS tried to make use of the opportunities offered under American Aid by sending any Sudanese technical teachers to undertake specialised courses in teacher education and training in the USA, or that it carried out any research in curriculum development in technical secondary schools or any study of the numbers of technical teachers who would be required to be trained in order to meet the needs of the country's technical schools. It limited its work to the one year full-time pedagogical course. No management courses
were provided for technical head teachers by TTTD in KSTS.

All these shortcomings militated against the survival of the Technical Teacher Training Department when KSTS was closed down as part of the general redesigning of higher technical education in 1971. Nobody at that time provided support to defend the existence of the Teacher Training Department, while there was, and still is, an urgent need for an adequate supply of technical teachers and an even more urgent need for training teaching staff in service. Consequently, efforts began to be made to establish a new institution to produce technical teachers and to provide initial and in-service training programmes, without taking into account the previous experience of the Technical Teacher Training Department of KSTS.

In fact, a Committee was formed under the Chairmanship of Bastawi Bagdadidi in October 1970 to study the future of technical teacher training and to recommend on the best way of ensuring the supply and training of technical teachers. The Committee agreed upon the necessity of establishing Higher Technical Teacher Training Institute but did not determine where it should be located.

3.4 KHARTOUM TECHNICAL INSTITUTE (KTI)

Khartoum Technical Institute was established in 1950 as the premier institution in the Sudan to offer three years' duration courses in Civil, Mechanical, Electrical, and Fine and Applied Arts to successful secondary school leavers at assistant technician levels. It developed through time to provide advanced technician courses in the following fields:

(1) Mechanical Engineering
(2) Electrical Engineering
(3) Civil Engineering

Courses in Mechanical, Electrical, Civil Engineering, and Fine and Applied Arts lasted for four years and led to the Higher National Certificate and later to KTI Diploma. The course in Commerce and Finance was of three years duration, while the course in Secretarial and Office Work lasted for two years.

The Department of Mathematics and General Studies of KTI served all other departments. KTI also had a Department of Further Education (Extra-Mural Studies). It offered a wide range of courses on a part-time basis, at both non-advanced and advanced levels, at Khartoum and at some technical secondary schools in other towns in the Sudan. The latter were taught by the staff of the technical secondary schools, using curricula supplied by KTI Further Education Department, and were paid by KTI for this work.

In 1969, a Department of Education was attached to KTI. It was organised by UNESCO experts to provide a pedagogical course of 30 weeks at 30 hours per week, including 6 weeks teaching practice, for KTI graduates who intended to join the teaching profession. Only six students who were members of KTI staff undergoing in-service training joined the course.

The course was approved by the Academic Board of both the KTI and the High Teacher Training Institute. It was operated with the assistance of the High Teacher Training Institute visiting staff. Successful students were awarded a post-graduate Diploma in Technical Teaching.

The course was terminated at the end of its first year because of its failure to attract students to a post-graduate course which was
not essential in order for them to obtain a teaching post. Teachers
of technical subjects were not required to undergo a course of profess-
ional teacher training in order to become teachers in the secondary
technical schools.

In 1969, the UNESCO Mission was invited by the Sudanese Ministry
of Education to give advice on the diversification of secondary technical
education. Subsequently the Minister of Education requested the Mission
through its Parent Body, the United Nation Development Programme
"Special Fund" (UNDP) to concentrate on preparing:

(1) A technical teacher training project.
(2) A project for the training of laboratory technicians.

In December 1969 the UNESCO Mission submitted its Report. The
Report specified a programme of training embracing three major aspects:

(A) Technical and vocational training of potential and existing
teachers to enable them to acquire an appropriate degree of
technical expertise and skill.
(B) Pedagogical training to enable all teachers to become more
effective in their teaching.
(C) Development of research activities in curriculum development,
teaching materials, etc. (3)

The Report went on to recommend:

(i) establishment, in the Department of Technical Education, of a
section specially charged with organizing and controlling all
aspects of technical teacher training and co-ordinating them with
the technical development of Sudan and with technical and
vocational education at secondary and post-secondary levels. This
should ensure teachers are trained to meet specific needs.

(3) UNESCO, Sudan, "Technical Teacher Training and the Training of
Laboratory Technicians", Paris, February 1970, p.16
(ii) The utilization of existing post-secondary institutions as follows:

- The Khartoum Technical Institute, mainly for courses in pedagogical training, research, curriculum development, teaching material production, etc., etc.

- The Senior Trade School; mainly for training in technical expertise and skills, upgrading and conversion training and training of technical orientation teachers. (4)

In connection with the revolutionary actions carried out by the May Revolution Regime, the Minister of Education appointed a Committee in June 1970, to study the system of education adopted by KTI and KSTS with a view to setting up a clear policy for higher technical education in the Sudan. The Committee, headed by Professor Agip, comprised representative members of university teachers, KTI and KSTS teachers, Teachers' Unions, representatives of the Workers' Union and representatives of public and private sectors. Among the most important recommendations of the Committee were:

1. Establishment of a technician preparation institute in the building of KSTS.
2. Establishment of a College of Technology to include:
   a. Fine and Applied Arts
   b. Commercial and Financial Studies
   c. Technical Teacher Training
   d. Engineering Studies.

In November of the same year, Professor Agip headed a second Committee to draw up a practical plan for the implementation of his first Committee's recommendations. Professor Agip's second Committee was also requested to suggest methods of diversification and decentralisation.

(4) Ibid., p.16
of higher technical education.

Professor Agip's second Committee's Report was published in February 1971. Among its most important recommendations was the establishment of the following institutions:

(1) Technician Preparation Institutions in Atbara, Port Sudan, Madani, Khartoum, Khartoum North, and Gadarif.

(2) Establishment of the following specialised and independent institutions:
   (a) College of Fine and Applied Arts
   (b) Institute of Commerce and Finance
   (c) High Institute of Survey
   (d) Higher Technical Teacher Training Institute.

In mid-September 1971, following this Report, the KSTS and KTI were replaced by the new institutions recommended by Professor Agip's second Committee in February. In effect, the KTI was split into a number of institutes and colleges including the four listed above, while the KSTS including its TTTD, ceased to exist.

3.5 HIGHER TECHNICAL TEACHER TRAINING INSTITUTE (HTTTI)

The Higher Technical Teacher Training Institute came into existence in 1971 and was sited on the campus of the former KTI. HTTTI inherited the buildings, laboratories and workshops of KTI. Not only that, but most of the staff who were working in KTI were seconded to HTTTI. It benefited from UNDP/UNESCO assistance.

The HTTTI began by offering a four year full-time integrated course leading to a Diploma in Technical Education. In its initial form both engineering subjects and professional studies were taught concurrently in all four years.
Entry Requirements

Applicants were required to have either:

(1) The Sudan School Certificate "Academic" (GCE Academic) or equivalent with five credits, including a credit in Elementary Mathematics and two other credits to be chosen from:
   (a) Physics
   (b) Chemistry
   (c) Additional Mathematics
   A Pass in English Language

OR

(2) The Sudan School Certificate "Technical" (GCE Technical) or equivalent, with five credits, including a credit in Elementary Mathematics and two credits to be chosen from:
   (a) Chemistry
   (b) Physics
   (c) Workshop Technology
   (d) Additional Mathematics
   A Pass in Workshop Practice
   A Pass in English Language

Courses Provided

Three types of courses all of four years' duration were provided in:

(A) Mechanical Engineering and Education
(B) Electrical Engineering and Education
(C) Civil Engineering and Education

Course Structures

(A) Mechanical Engineering and Education Course content:

First year is common to Mechanical and Electrical course students.
### FIRST YEAR

<table>
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<td>3. English</td>
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<td>4. Principles of Education</td>
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<td>5. Mechanical Engineering Science</td>
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<td>6. Workshop Practice</td>
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<td>7. Educational Psychology</td>
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<td>-</td>
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<tr>
<td>Principles (I)</td>
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Subjects 1, 2, 3, 4, 5, 6 and 7 are common with Electrical Group.

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<td>3. English</td>
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<td>4. General Methods of Teaching</td>
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<td>5. Educational Statistics</td>
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<td>7. Electrical Engineering Principles (I)</td>
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### THIRD YEAR

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<td>3. Special Methods of Teaching</td>
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<td>4. Principles of Technical Education</td>
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<td>-</td>
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</tr>
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<td>5. Workshop Practice</td>
<td>-</td>
<td>-</td>
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<tr>
<td>6. Engineering Drawing</td>
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<td>-</td>
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<td>7. Thermo-Fluids (1)</td>
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</table>

Subjects 1, 2, 3 and 4 are common subjects with Electrical Engineering group.

* The letter (M) as suffix indicates that the laboratory is used by these courses in alternate weeks.

### FOURTH YEAR

<table>
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<td>5. Thermo-Fluids (II)</td>
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<td>6. Theory of Mechanics</td>
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<td>7. Refrigeration and Air Conditioning</td>
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<td>8. Strength of Materials Science</td>
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<td>9. Internal Combustion Engine</td>
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The Educational Subjects are common with the other groups.

(Electrical and Civil)
(B) Electrical Engineering and Education Course content:

**FIRST YEAR**

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<td>4. Principles of Education</td>
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<td>10. Electrical Engineering Principles (1)</td>
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<td><strong>TOTAL</strong></td>
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**SECOND YEAR**

<table>
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<th>Tutorial Hours/week</th>
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<td>4. General Methods of Teaching</td>
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<td>-</td>
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<td>9. Electrical Drawing</td>
<td>1</td>
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<tr>
<td>10. Electrical Installation Practice</td>
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<td><strong>TOTAL</strong></td>
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</table>

Subjects numbers 1, 2, 3, 4, 5, 6 and 7 are common subjects with the Mechanical Engineering Group.
### THIRD YEAR

<table>
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<tr>
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<tr>
<td>3. Special Methods of Teaching</td>
<td>2</td>
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<td>4. Principles of Technical Education</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>5. Circuit Theory (1)</td>
<td>3</td>
<td>-</td>
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</tr>
<tr>
<td>6. Electrical Technology</td>
<td>2</td>
<td>-</td>
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</tr>
<tr>
<td>7. Electrical Drawing</td>
<td>-</td>
<td>2</td>
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</tr>
<tr>
<td>8. Electrical Machines and Control</td>
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</tr>
<tr>
<td>9. Electronics</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>10. Electrical Installation Practice</td>
<td>-</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>

Subjects 1, 2, 3 and 4 are common subjects for all groups.

### FOURTH YEAR

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Lectures Hours/week</th>
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</thead>
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<tr>
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<tr>
<td>2. Philosophy of Education</td>
<td>2</td>
<td>-</td>
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</tr>
<tr>
<td>3. Educational Evaluation and Measurement</td>
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<td>4. Educational Technology &quot;A.V.A.&quot;</td>
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</tr>
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<td>5. Circuit Theory and Strength (II)</td>
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<tr>
<td>6. Electrical Installation Technology</td>
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<tr>
<td>7. Electrical Drawing</td>
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<tr>
<td>8. Electrical Machines</td>
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<td>9. Control Systems</td>
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<td>10. Electronics</td>
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</tr>
<tr>
<td>11. Electrical Installation Practice</td>
<td>-</td>
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<tr>
<td><strong>TOTAL</strong></td>
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Subjects 1, 2, 3 & 4 are common subjects to all groups.
(C) Civil Engineering and Building and Education Course Content

FIRST YEAR

<table>
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<tr>
<th>Subjects</th>
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<th>Tutorial/Lab/Workshop Hours/week</th>
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</tr>
</thead>
<tbody>
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<td>1. Mathematics</td>
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<tr>
<td>2. Physics</td>
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<td>2</td>
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<tr>
<td>3. English</td>
<td>2</td>
<td>1</td>
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</tr>
<tr>
<td>4. Principles of Education</td>
<td>2</td>
<td>-</td>
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<tr>
<td>5. Educational Psychology</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>6. Building Construction</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Building Materials</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Engineering Drawing</td>
<td>-</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9. Construction Drawing</td>
<td>-</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>10. Workshop Practice</td>
<td>-</td>
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Subjects 1,2,3,4 & 5 are common subjects to all groups.

SECOND YEAR

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<td>2. English</td>
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<td>3. General Methods of Teaching</td>
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<td>4. Educational Statistics</td>
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<td>5. Educational Technology &quot;A.V.A.&quot;</td>
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<td>6. Building Construction</td>
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<td>7. Building Materials</td>
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<tr>
<td>8. Construction Drawing</td>
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<td>3</td>
</tr>
<tr>
<td>9. Engineering Drawing</td>
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<td>10. Structures</td>
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</tr>
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<td>11. Workshop Practice</td>
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<td><strong>TOTAL</strong></td>
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Subjects 1,2,3,4 & 5 are common subjects to all groups.
### THIRD YEAR

<table>
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<tbody>
<tr>
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<td>4. Principles of Technical Education</td>
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<td>5. Building Construction</td>
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<td>6. Structures</td>
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<td>3</td>
</tr>
<tr>
<td>7. Quantity Surveying and Measurements</td>
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<td>3</td>
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<td>8. Surveying</td>
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<td>2</td>
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<td>10. Workshop Practice</td>
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Subjects 1, 2, 3, & 4 are common subjects to all groups.

### FOURTH YEAR

<table>
<thead>
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<td>2. Philosophy of Education</td>
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<td>7. Surveying</td>
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<td>8. Soil Mechanics</td>
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<td>10. Project</td>
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</table>

Subjects 1, 2, 3, & 4 are common subjects to all groups.
It is noticed from the course structures of the different specialisms that only 13 per cent of the course's time is devoted to the professional studies within the first and second years. While 23.5 per cent of the allocated time was devoted to the educational theory within the third and fourth years. This gives an indication that the emphasis in the course was on the engineering subjects rather than the professional training. Even in the teaching of Engineering subjects theoretical studies dominated the course structure and no time was left for industrial training. It is noticed also from the course structure that no provision was made in any of the courses for students to undertake periods of teaching practice which should be an integral part of any teacher training programme.

Teaching practice gives student-teachers a first-hand experience of planning, preparing, and assessing lessons by which they may acquire confidence in the teaching situation. In addition, it encourages the student teacher to develop an increasing awareness of the possibilities and constraints of the context within which teaching takes place, and to begin the process of personal adaptation to that context. Only through this process can student teachers reach an acceptable level of competence.

In September 1971, 32 students were enrolled in HTTTI and a second intake of 23 students was enrolled in 1972. Unfortunately, from the beginning HTTTI was faced with problems caused by student unrest. The cause of their dissatisfaction was the Diploma in Technical Education which was to be awarded at the end of the course. They contended that the content and length of the course merited a Bachelor of Science degree instead of a Diploma, and went so far as to support their argument with strikes.
As a result in recognition of the problem, the Minister of Higher Education and Scientific Research appointed Professor Agip as Chairman of a Committee in 1973 to evaluate the HTTTI. The Committee published its Report on 26 August of the same year. Confirming the need for the HTTTI, the Report made three alternative estimations of the numbers of teachers required to achieve 20, 40 or 60 per cent of the total enrolment of high secondary school in technical education within the period 1974-1980. It recommended the expansion of the work of HTTTI to include the training of instructors, suggested methods of training, and identified fields of specialisation to be established in the institute.

The Report emphasised that the HTTTI, should award its Diploma showing the specialism, which would be recognised by the National Council for Higher Education, until the HTTTI established a link with a recognised University or College of Education when the Diploma would then change to the status of a degree.

The Report suggested revision of the admission regulations almost exclusively to GCE Technical candidates. It also suggested that a one year initial or in-service professional training should be provided for graduates of universities or higher institutions. A two year upgrading and professional training programme should be available to graduates of technician preparation institutions. After successful completion of the course, it suggested that both categories should be awarded a postgraduate Diploma in Technical Education.

The Report also suggested that another form of in-service training should be available to both teachers and instructors who did not come into either of the two previous categories. The length of courses and type of certificates could be decided by the Academic Board of the HTTTI, in accordance with the level of training and type of course attended.
The Report also recommended the establishment of industrial, agriculture, commercial, education and essential subjects departments within the Higher Technical Teacher Training Institute. The Report specified the initial qualification of teachers, instructors and administrative staff in the HTTTI, and emphasised the need for specialised experts to design the curriculum. In practice, because of the prevailing circumstances very few of these recommendations materialised.

Number of Students in HTTTI

Three volumes of Higher Education statistics were issued in Arabic Language by the National Council for Higher Education, in the years 1975-76, 1976-77, and 1977-78. The 1975-76 and 1977-78 volumes present the following statistics:

<table>
<thead>
<tr>
<th>Table 11</th>
<th>Number of Students in HTTTI</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
<td>First Year</td>
</tr>
<tr>
<td>1975/1976</td>
<td>46</td>
</tr>
<tr>
<td>1977/1978</td>
<td>57</td>
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</tbody>
</table>

The 1976-77 volume gave no figures for HTTTI. However, the above Table shows that there was a drop-out rate of 17 per cent in the intake of 1974-75. Although the comparison between numbers graduating and enrolment is difficult due to the absence of statistics for 1974-75 and 1976-77, the writer has assumed that, of the initial intake in 1974-75, none failed or voluntarily left the course before the commencement of the 1975-76 session. The drop-out rate has therefore been calculated on the assumption that 36 students were enrolled in 1974-75 and 30 students graduated in 1977-78.

The Education Sector review in 1977 stated that:
"So far two groups have graduated (from HTTTI) but those who became teachers and continued as teachers are no more than 19 out of 55 graduates."(5)

In fact whilst some HTTTI graduates preferred to work in other government departments as engineers rather than join the teaching profession, most of the HTTTI graduates travelled out of Sudan to jobs in Arab oil producing countries where salaries were higher.

Meanwhile, in 1972, before Professor Agip's solution to HTTTI's problems had been proposed, an in-service training course was launched by HTTTI for serving technical teachers. The nature of this course was to offer two-year upgrading programmes in technical skills and professional training for industrial secondary school teachers. Teachers were nominated by the Technical Education Administration, released from schools, and seconded on full salary to take the course. Ten technical teachers, either all mechanical or all civil, were released in alternate years to take the course. After successful completion of the course, the graduates were awarded the HTTTI Diploma in Technical Education.

Another in-service training course of one year was initiated later for technical teachers working in commercial schools.

Both in-service courses were criticised by the trainees and by the technical teacher's union on the grounds that:

(1) The HTTTI does not stress sufficiently the fundamental importance of good classroom or workshop management and organisation, nor provide enough realistic advice on the practical skill required to achieve these objectives.

The two-year course is relevant neither to the experience of teachers nor to the work in technical secondary schools.

Student on in-service training courses should not be treated as if they were still engaged in pre-service study.

However, all upgrading of in-service and professional training courses were withdrawn in 1974-75 by HTTTI as a result of the movement of key teaching staff to other posts and continuing criticism of the courses.

3.6 THE PRESENT SITUATION

In 1975 the Minister of Education suggested in his memorandum of 20 August 1975 to the Council of Ministers the necessity of re-establishing the KTI to include all independent technical institutions and to be renamed the Institute of Technological Colleges. These suggestions were immediately put into operation. But one year later the Institute of Technological Colleges became Khartoum Polytechnic, and HTTTI became a Department of Education in the College of Engineering and Scientific Studies within it. The Khartoum Polytechnic therefore is not one single institution but an amalgamation of a number of institutions including the previous KTI which by 1971 had become the HTTTI.

In 1982 the Department of Education in Khartoum Polytechnic initiated a new course of training technical teachers as an alternative to the previous four year concurrent programme. The new technical teacher training course is designed as a four year full-time course offered in consecutive order, whereby engineering subjects and professional studies are offered successively. The candidates study for three years in their engineering specialisation, then those who complete the course successfully and obtain division one (the highest grade) can
proceed to the fourth year in the Education Department to study education subjects exclusively. The new plan, known unofficially as the "3+1" plan leads to the degree of Bachelor of Science in Technical Education.

Table 12 Structure of the New Course of TTT

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lectures hours/week</th>
<th>Lab. hours/week</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Philosophy of Education</td>
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<tr>
<td>2. Foundations of Technical Education</td>
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</tr>
<tr>
<td>3. Methods of Teaching</td>
<td>2</td>
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<tr>
<td>4. Educational Technology &quot;A.V.A.&quot;</td>
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<td>5. Educational Psychology</td>
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</tr>
<tr>
<td>8. Educational Development in Sudan</td>
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</tr>
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<td>10. Planning and Evaluation of Technical Education</td>
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</tr>
<tr>
<td>11. Education Project Assignment of Teacher</td>
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</tr>
<tr>
<td>12. Teaching Practice is arranged</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

TOTAL 22 8 30

The syllabus details are given in Appendix Three.

Twenty students only were enrolled in the education course in 1982/1983.
3.7 SOME PROBLEMS FACING TECHNICAL TEACHER TRAINING IN THE SUDAN

(A) Inadequate Supply of Teachers and Lack of Resources

The HTTTI, first as an independent institute, then as a Department of Education in Khartoum Institute of Technological Colleges, and ultimately as a Department of Education in Khartoum Polytechnic, repeatedly failed either to supply technical high secondary schools with an appropriate number of technical teachers, or to provide sufficient and adequate in-service training for existing teachers. This reflects the problem of ill-defined objectives of the institution on the one hand and the problem of failure of the institution to turn general objectives into operational goals on the other.

One may argue that in December 1969, before the establishment of the HTTTI, the UNESCO Mission’s Report specified a training programme embracing three aspects of technical teacher training to be undertaken by the HTTTI. Further, one may point out that Professor Agip’s Committee’s Report of 1973 stated the objectives of the HTTTI as:

1. To prepare and train technical teachers to qualify them for teaching in technical high secondary schools after gaining experience and skills in both technical and professional fields.
2. To train technical assistants and instructors. (6)

Moreover, we may observe that in the "Sudanese Education: An Appraisal and Strategy for Action" it was stated that: The Institute of Technological Colleges will be responsible for the training of teachers of technical schools"(7) and that this is now the responsibility of the Department of Education in the Khartoum Polytechnic.

Although all these arguments are true, in practice only 9 graduates of the initial technical teacher training programmes within the last ten years had joined the teaching profession and continued as members of staff in technical high secondary schools and that no in-service training programme exists.

In fact no closely defined operational objectives to be achieved in the process of producing adequate numbers of technical teachers and establishing in-service training for technical teachers had so far been formulated in the Sudan.

In his Report of 1973, Professor Agip gave three alternative estimates of the number of teachers needed annually to achieve the goals set by the National Educational Plan. The lowest estimation called for the training of 80-100 technical teachers annually, and the most optimistic (to achieve an increase of 60 per cent in the enrolment of secondary schools) for the training of 400-600 technical teachers per year, exceeding the total number of graduates from the establishment of the HTTTI up to then. The Report stated that this showed the necessity of establishing not only one institute but several. (8)

But how many students should actually be enrolled annually in the technical teacher training programme? How many technical teachers should be trained in each year? No one in the Sudan can answer these questions clearly.

As a result, the number of students enrolled was left to be decided initially by the National Council for Higher Education, and later by the Academic Board of the Khartoum Polytechnic. In both cases the determining factor was not a realistic objective assessment of the

need for a specific number of trained technical teachers to meet the
desired expansion in technical education, but the size of the financial
fund to be allocated to the Education Department within the Khartoum
Polytechnic.

In addition, if the policy makers are to be blamed for failure to
specify the number of teachers who should be trained annually, the
Institute must also accept some blame for its failure to motivate its
students to enter the teaching profession at the end of their course.

This was still the position in 1981 and led the Loughborough
Consultancy group to recommend that:

"The establishment of a Training Institute for Technical
Teachers in the Sudan is recommended. The Institute
should be separated from other establishments to emphasise
its importance to the economy of the Sudan and to ensure
that its activities received adequate funding without
competition from other sections of any parent institution." (9)

Another important aspect of resources linked with the above is
that the HTTTI inherited the laboratories and workshops of KTI. All
the practical training was carried out exclusively within the institute
and had little relation to industrial practice. The ILO/UNDP Employ-
ment mission criticised this situation as follows:

"The equipment which has been inherited from KTI is old,
obsolete, and lacking of spare parts. Training material
is often missing. One must express the fear that if the
graduates of HTTTI become the future teachers of upper
secondary technical institutes the latter will produce
poorly trained junior technicians." (10)

(9) Loughborough University of Technology, "Loughborough Consultants
(10) ILO/UNDP, "Employment Mission Report", "Growth Employment and
Equity", 1975, p.423
This criticism was valid. Instead of being directed towards endowing teachers with specific skill, courses were determined primarily by the necessity of using the equipment available and keeping students busy at whatever activities could be judged to come within the broad definition of training.

(B) Lack of Co-ordination and Curriculum Content

Another important factor which has affected the functioning of HTTTI is the lack of co-ordination between it and Technical Education Administration. This lack of contact between the two complementary establishments led not only to the lack of feedback to HTTTI to enable it to improve course content under either the old plan or the new, but also to the collapse of its in-service training courses. An important example of the result of the lack of co-ordination between HTTTI and the Technical Education Administration is clearly shown in the failure by HTTTI to allocate any specific time to teaching practice in the new plan or to fix its length in the programme's structure.

In HTTTI's old plan there was not even a mention of teaching practice in the stipulated curriculum. In the new plan, dating from October 1982, the only thing written in the course content concerning teaching practice, is that "Teaching practice is arranged". It is not stipulated how many hours or weeks should be devoted to it during the education year of the "3+1" course. Moreover, the writer interviewed the Omdurman Technical High Secondary School headmaster (headmaster of the nearest technical high secondary school to the Khartoum Polytechnic) and the Director of Technical Education Administration on 28th August 1983, both of them confirmed that no teaching practice was carried out in technical high secondary schools by the Khartoum Polytechnic student.
teachers within 1982-1983 academic year. Teaching practice "in
teacher training has a dual purpose: the development of a capacity to
form the particular kind of personal relationships which are so
important in teaching, and the acquisition of certain technical skills
in the presentation of lessons. It is usually carried out by attaching
a student to a school for long or short periods where he can teach
classes, at first under supervision, and then on his own, and so
practice his art." (11)

Another criticism which can be levelled at both concurrent and the
consecutive programmes is that they did not include any study of the
Sociology of Education. This discipline helps a teacher to think out
a conscious interpretation of the life he leads as a teacher.
J.R. Ellis, Grimshaw, Toynbee and Day, argue that:

"If he (the teacher) is not prepared for the responsibility
involved in influencing children he should not become a
teacher. In terms of theory this means that his vocational
education should include study of Educational Institutions,
which are often understood in their historical as well as
their sociological perspectives, and of those areas of
philosophy which are concerned with value judgement." (12)

In addition to the absence of sociology and teaching practice in
both plans, the balance in course content between theory and practice
will also need to be carefully considered, as will the nature of
theoretical content. This will be done in detail in Chapter Eight.

In the concurrent plan, although the engineering subjects were
divided into Mechanical, Electrical, and Civil Engineering subjects,

(11) Peterson, A.D.C. (Ed.) "Technique of Teaching", Vol. 3, Tertiary
Education. Pergamon Press, 1965, p.89-90
(12) Ibid., p.88
they do not lead to specialisms similar to those taught in technical high secondary schools. In other words, the programme was not designed to produce teachers with the specific areas of specialisms (automobile engineering, plumbing, building, etc.) which are required by technical high secondary schools.

(C) Number of Teachers Produced

(i) In all cases in the history of technical teacher training in the Sudan, no provision of training was made available for technical teachers working in agricultural technical schools.

(ii) The existing pre-service course in Khartoum Polytechnic is not likely to attract greatly increased numbers of students, since the entry requirements restrict it to the Khartoum Polytechnic graduates who have obtained division one in the third year (Final year) engineering course. The same pattern of course had been tried out in October 1969 in KTI, without restricting admission to holders of top grades in final examinations in their fields of specialism. But the course did not attract sufficient numbers of students and collapsed after its first year. In addition to that, it is not obligatory for graduates of Khartoum Polytechnic or universities in the Sudan or its equivalent to undergo a pre-service pedagogical course of training in order to obtain a teaching post in technical high secondary schools, so comparatively few are motivated to obtain this additional qualification merely in order to ensure their professional competence as teachers.

(iii) Most of the students enrolled in the four-year programme in HTTTI during the last ten years have used the programme as a route leading to a degree but without any intention of becoming teachers. This may be due to an inappropriate selection process which would ensure the enrolment
of students willing to join the teaching profession, or to the low income of teachers compared with the high salary and privileges offered by other corporations in Sudan and oil producing countries, or it may be due to a combination of these factors. In the writer's view, however, the main problem is that the HTTTI failed to motivate its output to take posts as useful members of the staff of technical high secondary schools after their graduation.

(D) Future

'It is likely that, with the expected expansion in technical education, engineering, commerce, and agriculture, graduates from universities and higher technical institutes will be recruited to the teaching profession without training or teaching experience to staff technical schools.

3.8 WHAT IS NEEDED?

(A) Sudan is badly in need of the establishment of an institute to educate sufficient numbers of technical teachers of all categories (industrial, commercial, and agricultural) competent to teach in technical high secondary schools.

(B) The same Institute should provide induction/training programmes for the new entrants to the teaching profession until the pre-service programme starts to produce the sufficient number of technical teachers.

(C) The same Institute should provide in-service training programmes for all categories of serving teachers in technical education.

(D) The same Institute should provide a flexible training programme for National Handicraft Centres instructors and instructors in technical high secondary schools with opportunities for instructors who show
promise to transfer to technical teacher training.

(E) The Institute should provide training for technical teachers in educational management and adult education.

(F) The Institute should carry out research in the development of technical teacher training, the technical education system in the Sudan, curriculum development, etc., and provide Arabic text books in all branches of technical education.

(G) The Institute should establish co-operation links with all institutions in the Sudan and some overseas and international organisations working in the same field.

It is the intention of this Study to concentrate primarily on two of these areas:

1) The pre-service teacher training course
2) The provision of a compulsory induction course for technical graduates recruited to technical secondary schools without professional training.

In addition, this Study will examine more briefly the provision of in-service training.
CHAPTER FOUR

TECHNICAL TEACHER TRAINING IN ENGLAND AND WALES

4.1 A Brief Background to the Educational System in England and Wales

4.2 Technical Teacher Training in England and Wales

4.2.1 The McNair Report 1944
4.2.2 Teacher's Certificate in Education
4.2.3 The Government White Paper 1956
4.2.4 The Jackson Report 1956
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CHAPTER FOUR

TECHNICAL TEACHER TRAINING IN ENGLAND AND WALES

4.1 A BRIEF BACKGROUND TO THE EDUCATIONAL SYSTEM IN ENGLAND AND WALES

"The Educational system in England and Wales is commonly described as 'a national system, locally administered', with the Department of Education and Science as a major operational partner rather than its sole controller." (1)

Other partners are the Local Education Authorities, and the teaching profession.

The legal basis of the Department of Education and Science (DES) partnership is supplied by the 1944 Education Act, together with various amending Acts, and the Secretary of State's Regulations. (2)

Currently, within the legal framework which these provide, the Secretary of State for Education and Science and the Secretary of State for Wales are given overall responsibilities for all education in England and Wales respectively.

The Department of Education and Science is almost entirely concerned with the formation of national policies for education rather than with executive functions. It controls the rate, nature and distribution of educational buildings. It is responsible for the national supply, training and superannuation of teachers and plays an important part in determining the Rate Support Grants (RSG) given annually by the Central Government to local authorities as a government contribution to the cost


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of services including education. The DES also gives direct grants to a few specialist colleges and a small number of independent further education colleges. It makes a block allocation of money to the University Grants Committee (UGC) which distributes funds to the individual universities and provides Ministers with professional advice.

The DES also commissions research related to policy requirements from universities and other bodies such as the National Foundation for Education Research (NFER) and assists in the development of school curricula and examinations through various organisations such as the School Curriculum Development Committee and Secondary Examination Council.

In accordance with the assistance and advice provided by Her Majesty's Inspectorate (HMI) the DES exercises its responsibility in maintaining the national minimum standard of education.

The DES advises and instructs the local education authorities in the development of higher education in the non-university sector, the government of colleges, the vocational opportunity and training schemes, and other educational topics through its Circulars and Administrative Memoranda.

Local Education Authorities (LEAs) are locally elected bodies, founded in 1902, which have played and still play a key role in education. Each local authority has educational responsibility and is required by law to appoint an Education Committee for the efficient discharge of its functions with respect to education.

The LEAs are charged with the provision and day-to-day running of schools and colleges in their areas and with the recruitment and payment of teachers who work in them in accordance with the national salary scales. They are responsible for buildings, materials and
equipment and for the back-up advisory services.

The day-to-day administration of the education service in each area is in the hands of a Chief Education Officer (CEO) who is assisted by a Deputy, a number of Assistant Education Officers, and other professional and administrative staff.

The choice of text-books and time-tables are within the responsibilities of the headmasters, with the content and methods of day-to-day teaching decided by the individual teacher. The system gives scope for local as well as national initiative.

Throughout England and Wales, the statutory system is organised in three progressive stages: primary, secondary and further. It is the duty of the local education authority for every area, as required by the 1944 Education Act, Section 7, "to contribute towards the spiritual, moral and mental and physical development of the community by securing that efficient education throughout those stages shall be available to meet the needs of the population of their areas".

At present primary and secondary stages are provided for the school compulsory age group - that is, from the fifth birthday each child must attend school and stay until the age of 16, with the additional possibility of a sixth form course of two or three years for those who voluntarily stay on.

The term further education was used in the 1944 Education Act in two ways. First it was used in the sense that further education is the third of three stages, primary, secondary and further, into which the national arrangements are to be divided. Secondly, at the same time it was used in the sense that it is the education provided in accordance with a further education scheme to be planned by local education authorities and approved by the DES. It is defined in Section 41 of
the Education Act as:

"a. Full-time and part-time education for persons over compulsory school age, and
b. Leisure time occupation in such organised cultural, training and recreative activities as are suited to their requirements, for any persons over compulsory school age who are able and willing to profit by the facilities provided for that purpose."

Further education covers practically every field of human knowledge and skill. It provides at every level from that of a student who has newly left secondary school to postgraduate study and research. Three categories of further education can be distinguished: vocational education, cultural studies, and social and recreational activities. The latter are principally confined to leisure hours, while vocational education includes full-time, sandwich, part-time day, and evening courses. The further education sector is commonly sub-divided into advanced further education (AFE) and non-advanced further education (NAFE). The latter comprises all courses up to and including GCE 'A' level and its vocational equivalents, whilst the former comprises all courses leading to a final qualification beyond GCE 'A' level.

Two distinctive features of the Further Education Sector are: first, it is the fastest growing part of publicly maintained education, and secondly, it is a flexible sector which can quickly adjust to satisfy the complex manpower needs of a technologically developed society.

The number of students in the F.E. sector grew from 1,595,000 in 1946 to 4,000,000 in 1975, and the number of full-time teachers increased from less than 5,000 to 76,000 in the same period. But the student numbers had slightly declined to 3,511,000 in 1980 while the full-time teaching staff increased to 80,000 in the same period.
In the term of institutions, currently, the F.E. sector includes approximately 5300 evening institutions, 500 other further education colleges, 70 colleges and institutes of higher education and 30 polytechnics.

Advanced F.E. courses include not only undergraduate and postgraduate work but also Business and Technician Education Council (BTEC) Higher Certificates and Diplomas and many other courses leading to professional and other qualifications such as the Diploma of Higher Education (Dip.HE) and teacher training courses. Teacher training was brought into the further education sector after the James Report and DES Circular 7/73. The reason behind that is the sharp decline in the birth rate and the government decision to reduce student numbers in colleges of education from 113,000 in 1971-72 to 27,000 in 1982. This led to the disappearance of some colleges of education altogether, the merger of some with universities, and the merger of the remainder with polytechnics or further education colleges. By the merger of colleges of education with further education colleges, new institutions came into existence, known as Colleges or Institutions of Higher Education.

Another important function of the F.E. sector is to provide continuing education and training for those leaving schools at the compulsory age. Throughout the history of the F.E. sector, a wide range of opportunities in education and training have been available for young people in its establishments including GCE 'A' level, City and Guilds of London Institute courses, Regional examining bodies such as Union of Lancashire and Cheshire Institutes courses, and Ordinary National Diploma or Certificate courses. The vocational courses covered the requirements of industry for instruction at those levels and were kept under review by Advisory Committees of experts drawn from industry, the DES and the teaching profession.
As a result of the sharp decline in demand for apprenticeship in traditional craft and technician skills, the economic recession, and changing employment patterns, together with the increase in the 16-19 age population, heavy unemployment is now being experienced among school leavers. In consequence of all these factors, a great deal of attention has recently concentrated on this group.

New opportunities were introduced either replacing old ones or newly created. TEC and BEC courses were introduced in 1975 and 1974 respectively in F.E. establishments to replace National Certificates and Diplomas at both ordinary and higher levels. The Training Opportunities Scheme (TOPS) was introduced in 1972 to provide a wide variety of training in construction, automobile engineering and clerical and commercial work for the 19-year-old group, extended later to cover the 16-19 age group. The Youth Opportunity Programme (YOP) came into full-scale operation in 1978 with its two branches: work preparation courses and work experience courses. The latter were widely provided by the employers, with a contribution from F.E. colleges which provide the element of associated further education on a day release basis. The work preparation courses were provided in employer's premises but the F.E. colleges contributed by offering Short Industrial Courses (SICs) (later renamed Short Training Courses (STC)) consisting of twelve to thirteen weeks training in a wide range of skills. The Unified Vocational Programme (UVP) was initiated in 1976. It provides schemes of integrated education and training for young people entering jobs which otherwise offer little or no training or opportunities for further education. Courses in UVP vary in length and quality but are of twelve weeks average duration. Each course is designed to meet the particular need of the small group concerned. The UVP programme is increased to provide 50,000 places by 1984-85. The Training for Skill
Programme (TSPA) was launched in 1979 for employed young people at craft and technician levels. The Youth Training Scheme (YTS) came into existence in September 1983 as an effective national scheme of education and training for school leavers. Approximately 110,000 young people of whom about 80,000 were unemployed were enrolled in the scheme. The scheme will be extended to cater for 250,000 including some 125,000 unemployed in 1984. The City and Guilds of London Institute one-year full-time Foundation and Vocational (General) courses were established in 1977. They are centred in subject areas like engineering, food science, community care, agriculture, business studies and retail distribution. The Certificate of Extended Education (CEE) was introduced as a pilot scheme in 1972. The Certificate of Pre-Vocational Education (CPVE) will be introduced in 1984. All of these new developments in further education reflect the flexibility of the further education sector, enabling it to be more responsive to the employment needs at both national and local levels.

To meet these complex circumstances in AFE and NAFE, teachers were recruited largely from industry and commerce with acceptable working experience and specialised knowledge appropriate to their subject areas. Professional teacher training is not obligatory in order to hold a teaching post in the F.E. sector; however, non-qualified teachers are encouraged to obtain qualified teacher status by attending in-service courses.

4.2 TECHNICAL TEACHER TRAINING IN ENGLAND AND WALES

Until 1942 there was limited provision of short training courses for technical teachers, provided by the Board of Education and some local education authorities as well as a few industrial and commercial concerns which trained their own apprentices. In addition to that, the
City and Guilds of London Institute played a part in the training of technical teachers in a limited field and had done so since 1894. The Institute awarded a Teacher's Certificate in dressmaking, needlework, tailoring, cookery, upholstery, millinery and handicrafts. These Certificates were awarded, after examination, to those who had taken approved part-time courses of study and teaching practice, sometimes extending over two or three years, at selected technical colleges.

4.2.1 The McNair Report 1944

In March 1942 the President of the Board of Education, Mr R.A. Butler, (later Lord Butler), appointed a Committee of ten persons under the Chairmanship of the Vice-Chancellor of Liverpool University, Sir Arnold McNair, to investigate

"the present resources of supply and the methods of recruitment and training of teachers and youth leaders and to report what principles should guide the Board in these matters in the future."

The Committee Report came out in May 1944 under the title of "Teachers and Youth Leaders" and is known as the McNair Report. The McNair Report described the situation in technical education and technical teacher training as follows:

1. "Technical education in this country has never received the attention it deserves, and there has hitherto been no systematic provision for the recruitment or training of technical teachers." (3)

2. "In the main the methods of recruitment of technical teachers have been haphazard and opportunist, and as yet nothing systematic is being done to provide for the needs of the future." (4)

3. "All our evidence and not least that of the keenest and most competent teachers themselves, shows that the professional

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(3) McNair, Sir Arnold, "Teachers and Youth Leaders Report", HMSO, London, 1944, p.120, para.381

(4) Ibid., p.112, para.400
equipment of technical teachers as a whole is not satisfactory, and that the full benefits of technical education are not being realised because for one reason or another, the teaching is not as good as it ought to be." (5)

4. "Many lecturers and instructors from the beginning lack the art of teaching. Some of these, it is true, achieve it later, but only at the expense of time and efforts of many disappointed students, especially the younger ones. Others never achieve it at all. These are not unsupported views. They arise directly from the evidence of our witnesses." (6)

The McNair Report changed the position drastically.

"It not only studied the needs of F.E. teachers, but also studied the process by which their training become part of the general system of teacher training based on the Area Training Organisation. (1977)." (7)

The Report first reminded its readers that the technical subjects teacher comes from industry and commerce where he is earning his living, and it would probably be impracticable for him to take continuous period of training before he begins to teach. The Report put forward a number of important suggestions:

1. 400-500 technical teachers should be trained annually.

2. The major part of the training of technical teachers should be undertaken after, rather than before, he has entered upon his work as a practising teacher; and generous financial provision should be made for his training.

3. Courses may consist of units such as:

   a. Education: basic general principles; organisation and administration of the system of Education, and the relation of technical to other forms of Education.

(5) Ibid. p.113, para.402
(6) Ibid. p.113, para.404
b. Teaching: Principles of class teaching and the techniques of teaching particular groups of subjects.
c. Students: Their interests, range of capacity, social environment, working conditions and general outlook.
d. Industrial and commercial contacts.

These units could be made sufficiently flexible to meet all needs. Training should be organised on a full-time basis for full-time teachers, and on a part-time basis for part-time teachers. The complete course should be the equivalent of 6 months full-time study and practice, spread over a period of two or three years.

The Report recommended:

A. "That each Area Training Authority should include representatives of technical and commercial education and should appoint a director of technical training to organise courses of training and to promote systematic enquiry into the problems of training technical teachers; and

B. That the Area Training Authorities should report at frequent intervals to the Board of Education so that systematic courses of training for technical teachers may be provided and organised." (8)

The McNair Report was the first Report in the United Kingdom which not only highlighted the need for technical teacher training but also recommended the methods of organising and means to provide that training and suggested the nucleus elements of the course contents to be undertaken.

4.2.2 Teacher's Certificate in Education

The McNair Report was followed by the Board of Education Circular 55/45 "The Training of Technical Teachers" which proposed:

1. "A one-year full-time course for prospective teachers lacking teaching practice and requiring subject matter upgrading.

(8) Ibid. p.122, para.445
2. A six month full-time course for those with adequate technical knowledge." (9)

Three Colleges of Education (Technical) were opened at Bolton, Huddersfield and London in February 1946, October 1946 and June 1947 respectively, under the Emergency Training College Regulations. The Bolton and Huddersfield Colleges were established in accommodation placed at their disposal in technical colleges, while the London college was attached to the North Western Polytechnic until 1951 when it moved to its own premises and was officially named Garnet College in 1953.

"In 1949 acting on the advice of the National Advisory Council on the Training and Supply of Teachers, the Ministry of Education decided to designate these three colleges, under the control of Bolton Borough Council, the London County Council, and the Huddersfield Borough Council, acting as Local Education Authorities, and to maintain them under the terms of the 'Training of Teachers Grant Regulations' in which special provision was made for them in 1950 (Statutory Instrument No.1203). This special provision related to the age and qualifications of students on admission to training, the payment of grants to students, including dependents' grants, and the minimum length of the course of training." (10)

These three colleges started to offer pre-service training courses of six months duration to persons intending to become technical teachers. The course was extended in 1947 to nine months by the inclusion of three months of supervised teaching practice. But no in-service teacher training courses were established at that time. The recommendations of the McNair Committee concerning the appointment of Regional Directors of Training was not implemented at all.

(9) Twigg, E. op cit., p.45
4.2.3 The Government White Paper 1956

In February 1956 the government issued its "White Paper on Technical Education". The White Paper announced a great expansion in technical education at technologist, technician and craft levels. It was hoped that, within the five year's of the government's plan, the advanced courses capacity at technical colleges would be raised from 9,500 to about 15,000 places, and to double the number of the 355,000 students on the day release, technician and craftsmen courses.

The success of such a policy depends as much on the quality of teaching as on numbers. At that time there were only 38,959 part-time teachers and 11,455 full-time teachers in technical colleges.

"Nearly two-thirds of the teaching work is carried out by the full-time staff of these, about 60 per cent have university degrees or the equivalent: just half are engaged in teaching science and technology: about one-third have received professional training as teachers, most of these being teachers of subjects other than technology. Of the part-time teachers, about one-quarter are full-time teachers in schools and other educational institutions who do additional teaching work in the colleges in the evening; over half of the total are engaged in industry, commerce or the professions." (11)

The number of students enrolled on technical teacher training courses in the three Colleges of Education (Technical) was as follows:

<table>
<thead>
<tr>
<th>College</th>
<th>Resident Students</th>
<th>Day Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolton</td>
<td>53</td>
<td>51</td>
<td>104</td>
</tr>
<tr>
<td>Garnett</td>
<td>58</td>
<td>59</td>
<td>117</td>
</tr>
<tr>
<td>Huddersfield</td>
<td>101</td>
<td>8</td>
<td>109</td>
</tr>
<tr>
<td>Total</td>
<td>212</td>
<td>118</td>
<td>330</td>
</tr>
</tbody>
</table>

(11) Ibid. p.vii-viii
(12) Ibid. p.60
Colleges of Education (Technical) provided teachers for all the main departments in technical colleges. Intake to the Colleges of Education courses depends on the employment prospects in Further Education. For this reason, intake to specialist areas varies from one year to another. The composition of the intake in 1956-57 to the three colleges was as follows:

Table 14  Intake to Technical Training College composition 1956-57(13)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building</td>
<td>59</td>
</tr>
<tr>
<td>Commerce</td>
<td>96</td>
</tr>
<tr>
<td>Engineering</td>
<td>88</td>
</tr>
<tr>
<td>General Subjects</td>
<td>21</td>
</tr>
<tr>
<td>Women's Trade</td>
<td>20</td>
</tr>
<tr>
<td>Science</td>
<td>15</td>
</tr>
<tr>
<td>Textiles</td>
<td>3</td>
</tr>
<tr>
<td>Mining</td>
<td>1</td>
</tr>
<tr>
<td>Printing</td>
<td>7</td>
</tr>
<tr>
<td>Painting &amp; Decorating</td>
<td>4</td>
</tr>
<tr>
<td>Baking</td>
<td>4</td>
</tr>
<tr>
<td>Catering</td>
<td>4</td>
</tr>
<tr>
<td>Nautical Subjects</td>
<td>5</td>
</tr>
<tr>
<td>Tailoring</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>330</strong></td>
</tr>
</tbody>
</table>

To meet the needs of the technical colleges whose student numbers were to be so greatly increased, the need for a plan for a comparable increase in the number of technical teachers in training was undesirable.

(13) Ibid., p.61
4.2.4 The Jackson Report 1956

In September 1956 Sir David Eccles, the Minister of Education, appointed a special committee of 13 members under the Chairmanship of Willis Jackson. The Committee's terms of reference were to consider, in the light of the "White Paper on Technical Education", the supply and training of full-time and part-time teachers for technical colleges, and to make recommendations.

The Committee Report came out in May 1957 under the title of "The Supply and Training of Teachers for Technical Colleges". It concluded with 46 recommendations, listed on the last pages of the Report under three sub-headings: Future Needs, Meeting the Needs, and the Training of Teachers for Technical Colleges. Some of the most important recommendations were:

1. Full-time staff in technical colleges should be increased from 11,500 in 1955-56 to 18,600 in 1960-61; and part-time staff from 39,000 in 1955-56 to 97,000 in 1960-61.

2. To achieve the target of 18,600 full-time teachers in service by 1960-61 average annual recruitment between 1955-56 and 1960-61 should be increased from 1,300 to 2,300, in particular, recruitment of science and mathematics graduates should increase from 300 to 400 and graduate technologists from 150 to 360.

3. Imaginative national publicity is required both on the college's need for additional teachers and on salaries and conditions of service. Local publicity should also be improved, in particular, the types of advertisement commonly made to announce vacancies. Personal contacts with industry and the universities should also be developed.

4. One-year pre-service courses of training should be continued and provision for full-time training in pre-service or in-service courses should be increased at once from 300 to 500, including 300 for teachers of engineering and building subjects. A further increase to 700 places should be considered in due course.
5. When it becomes necessary to add a fourth technical training college to the three in existence, this should be in the Midlands. Colleges should provide 150 to 200 students each.

6. The existing colleges should have up-to-date premises including residential accommodation.

7. One-year full-time courses of training for serving teachers should be provided; the three terms need not be continuous.

8. One-term full-time courses should be provided for those serving teachers who cannot take a full one-year course.

9. The Minster should be recommended to set up a Standing Advisory Committee on the supply and training of teachers for further education.

All the Jackson Committee's recommendations were implemented.

A new College of Education (Technical) was opened in May 1961 in the Midlands at Wolverhampton. This new college started to provide training for 150 students in each year then rapidly grew to accommodate 250 students.

The recommended one term course was introduced in 1959 but it was converted to a four term sandwich course in 1963 (as reported in the DES Annual Report 1965, para.71). The sandwich course covers the same ground and leads to the same qualification as the pre-service course. The first and fourth terms of the sandwich course are held at the Colleges of Education (Technical) during the summer term. Serving teachers are seconded on full salary to attend the first and fourth terms of the course. During the two intervening terms, the course members gain teaching experience in their own colleges and they are supervised by tutors from the Colleges of Education (Technical).

A Standing sub-Committee on teachers for Further Education of the National Advisory Council on the Supply and Training of Teachers was set up under the Chairmanship of Sir Lionel Russell.
4.2.5 The Russell Report 1966

In 1963-64 there were 395,300 full-time equivalent students of the age of 15 years to over 19 years old in technical colleges. These students were being taught by 29,900 full-time teachers who were responsible for about 70 per cent of the total teaching, the other teaching being done by part-time teachers. According to the available statistics of the DES at the time of the Russell Committee, 70 per cent of the full-time lecturers in higher grades, and about 65 per cent of the assistant lecturers had had no professional training.

The Russell Committee estimated that by 1973-74 the full-time equivalent student number aged 15 up to over 19, in technical colleges would be 582,400. The estimated number of the full-time teachers to meet the need at the same period would be 43,600 or 47,000 depending on the teacher/student ratio of 1:9.3 or 1:10 respectively.

The Committee also estimated the number of training places that could be provided by the extension of the four existing Colleges of Education (Technical) and the provision of two new ones in the North East and Wales, if planning was started in the autumn of 1965.

The Russell Committee recommended also that professional training requirements for assistant lecturers should be introduced in 1969 and that a public announcement to this effect should be made as soon as possible.

It was also recommended by the Committee that local education authorities should be required to secure the professional training on full salary of all new entrants to assistant lecturer grades within three years of the date of their appointment.

The Russell Committee also recommended that every effort should be made to develop extra-mural activities of the Colleges of Education.
(Technical) for the basic training of serving teachers who were not disposed to take the full training voluntarily.

The DES Circular 21/66 rejected both the Russell Committee's recommendations concerning the training requirement for new entrants into the teaching profession and the in-service systems of training, to which teachers should be seconded on salary with special grants to relieve hardship. The rejection was based on the pressure of teacher supply and on the shortage of financial resources at that time.

The DES Circular 21/66 accepted the Russell Committee's recommendation concerning the development of extra-mural activities of Colleges of Education (Technical). The Circular emphasised that:

"Under such arrangements courses of varying length - whether continuous or on a day release or sandwich footing - could be conducted with the help of suitable members of staff of selected technical colleges which could serve as convenient centres for the attendance of students from other colleges in the region. Some of these courses could be substantial and some might lead towards a full qualification.

Responding to DES Circular 21/66, the Colleges of Education (Technical) commenced to provide technical teacher training courses of two years duration on a day and block release basis at extra-mural centres. Bolton opened two centres at Liverpool and Carlisle, Garnett had twelve centres spread from London to Cornwall, Huddersfield had fifteen centres spread from Durham to Leicester, and Wolverhampton had three centres at Bristol, Coventry and Guildford.

The two-year day and block release course equates in content and length with the one-year full-time pre-service course as well as the four-term in-service sandwich course. It is conducted by the staff from the Colleges of Education (Technical) assisted by selected and

108
professionally qualified staff members of the Colleges where courses were located.

The Russell Committee added to the existing one-year full-time pre-service and the four-term in-service sandwich courses another opportunity in the two-year day and block release course for the serving teachers.

In addition, the City and Guilds of London Institute has played and still plays an important part in the training of technical teachers.

4.2.6 The City and Guilds of London Institute 730 Course

The City and Guilds of London Institute "730 Further Education Teacher's Certificate" course is intended primarily for teachers in further education. It is run over a period of one year with attendance required on two evenings per week, or two years with attendance on one evening per week, depending on the colleges concerned. 184 colleges throughout the United Kingdom hold approved courses of the City and Guilds of London Institute. This does not necessarily mean the course is run in all of them every year. The course was originally initiated to serve part-time teachers, but many full-time teachers enrolled on the course and regarded it as a basic professional or induction course. This is still true in 1984. Although the course "does not, however, lead to a professional qualification conferring qualified teacher status, 3000 candidates take the course each year, of whom about one-third are full-time." (14)

The course involves approximately 120 hours of study and a minimum of 30 hours of teaching practice. During the 120 hours of study, course members follow a programme consisting of Principles of Learning.


The 30 hours of teaching practice must include 12 hours of teaching supervised by either the course tutor or a person nominated by him. "Previous experience may be taken into account for the remaining 18 hours, provided that the Principal (of the College where the course is run) or course tutor, is satisfied by records and/or observation of the student's teaching ability". (15)

The course is assessed from course work, and three teaching visits together with an objective test which is to act as a monitoring device to assist in standardising results.

4.2.7 The James Report and the White Paper 1972

In 1970 the Secretary of State for Education and Science appointed a strong "Committee of Inquiry into Teacher Education and Training" under the Chairmanship of Lord James of Rusholme. The Committee's Report was published in 1972 under the title "Teacher Education and Training". One of the six objectives at which the Committee aimed was "the improved training of Further Education teachers". It is noticeable that the Committee's Report revised both recommendations of the Russell Committee concerning the training provision for the new entrants into the teaching profession and the appointment of a professional tutor. But the Committee recognised the difficulty of introducing compulsory training for all new entrants to further education and suggested that, as a first step, it should be introduced on a limited scale for those intending to teach the 16-19 age group.

(15) City & Guilds, "730 Further Education Teacher's Certificate", London, 1984, p.3
The Committee went on furthermore to suggest that teachers in further education should have in-service training entitlement similar to that of teachers in schools and that those entering further education from training should in their first year receive the same kind of support as new teachers in schools, including release for one-fifth of their time for further training.

The government White Paper "Education: A Framework for Expansion" published in December 1972, expressed the government doubt as to whether it would be desirable or practicable to impose compulsory initial training on a category of teachers such as those suggested by the Committee, which could not be easily defined in advance. The White Paper recognised that all new entrants to teaching in further education, without formal training or substantial teaching experience, should have a systematic induction training, and that in-service training provision should be improved. The White Paper also expressed the government's view that the required expansion in technical teacher training should not be based on the Colleges of Education (Technical) alone. The government saw a clear need both to encourage the polytechnics and perhaps some other further education institutions to share in the training process and to give greater emphasis to regional considerations in planning training.

4.2.8 The Haycocks Committee

Arising out of these proposals was the setting up of a further committee under the Chairmanship of Professor N. Haycocks of Nottingham University. This Committee was guided by the principle enunciated in the James Report, that further education staff themselves should be involved as much as possible in the training of new entrants to the profession, and in the process of further training, and the view
expressed in Section 10 of the White Paper "Education: A Framework for Expansion" that polytechnics and, perhaps, other further education institutions should be encouraged to share in the training process.

The Haycocks Committee was a sub-committee set up by the Advisory Committee on the Supply and Training of Teachers (ACSTT) in October 1973 under the Chairmanship of Professor N. Haycocks. The sub-committee's terms of reference were to consider and advise the main committee on policy for the training of teachers in establishments of further education in England and Wales. The Committee produced three Reports on the training of full-time teachers in further education, the training of adult education and part-time further education teachers, and the training of teachers for education management in further and adult education. These three Reports are popularly known as Haycocks I, Haycocks II, and Haycocks III. Of these, Haycocks I only is relevant to this study.

Although Haycocks I was submitted, with the full support of ACSTT, to the Secretary of State for Education and Science in June 1975, the DES did not take any action at that time because of prevailing financial circumstances. The DES published the Report before the end of 1977 and officially brought it to the attention of education authorities in the DES Circular.11/77 on November 17th 1977.

Haycocks I concluded with 26 recommendations under the headings: Training requirements; Pre-service training; College induction arrangements; Introduction arrangements for trained new entrants; Induction/ training arrangements for untrained new entrants; Validation; Further in-service training; Organisation of in-service courses; Professional tutors; and Training. The recommendations were based, in the Committee's view, on a realistic appraisal of the resources likely to be available, and the number of staff likely to be employed in the further education
sector, in the period up to 1981 and beyond. The main Haycocks I recommendations were:

1. All new entrants to full-time teaching in further education who have not had pre-service training and who have had less than 3 years full-time equivalent teaching experience should take a systematic induction training course involving release for the equivalent of one day a week throughout one academic year, together with a period of block release equivalent to not less than 4 weeks. This should be introduced before 1981.

2. Opportunities should be available for perhaps one-third of untrained new entrants to receive an additional year's training on the same scale as that they would receive in their first year. Together with the first year's induction such a course might lead to a formal qualification.

3. New entrants who have completed a one year full-time pre-service course should be released for the equivalent of one day a week for a term to undertake an induction programme.

4. Opportunities for in-service training should be more generous for teachers in further education than for teachers in schools, and in any event they should be on at least the same scale. Release for in-service training should be increased to 5 per cent of the further education force at any one time as soon as resources permit.

5. There should be at least one professional tutor in every further education college who would normally be a member of the full-time staff of the college.

The DES Circular 11/77 "The training of teachers for Further Education" considered that it should be possible to introduce over a period the Report's recommendations for induction training and at the
same time make some progress towards a target of 3 per cent for in-service training rather than the 5 per cent recommended by the Report. The DES Circular expressed the government's doubt whether, even if resources permitted, the 5 per cent release of the full-time teaching force at any one time could be fully implemented by 1981. In these circumstances, priority should be given to the institution of systematic induction arrangements for teachers without previous training or experience. The Circular invited the Regional Advisory Councils to report progress on their plans to the Department by September 1978. In the light of these and subsequent progress reports, and an examination of the availability of the resources and other priorities in the service, the government would give further consideration to the Report's recommendation that induction training be made compulsory by 1981.

The Regional Advisory Council's responses to the DES Circular 11/77 were varied and demonstrated a wide range in both the existing provision in the region and in their proposals for the movement towards the Haycocks recommendations. Some Regional Advisory Councils have adopted the higher 5 per cent target, including the Southern and West Midlands Regional Advisory Councils and the Welsh Joint Education Committee. Other Regions suggested that without additional resources, neither the 3 per cent advocated in the DES Circular 11/77 nor the 5 per cent recommended by the Haycocks targets is achievable. "In practice a number of Regional Advisory Councils had anticipated this request and had already begun work on the development of schemes that were consistent with the Report's recommendations". (16)

It became evident to the writer that the London and Home Counties Regional Advisory Council, and North Western Regional Advisory Council, (16) Cantor, Leonard M. & Roberts, I.F., op.cit., p.178
and the West Midlands Regional Advisory Council schemes of in-service training were designed as two year day and block release in-service training courses leading to the award of Certificate in Education. Consequently more than 90 per cent of the student teachers enrolled on the induction year proceed to year two in order to earn certification.

Table 15 shows the number of student teacher admitted to one year full-time pre-service courses from 1975 to 1980. Table 16 shows the number of serving teachers admitted to first and second year of two year part-time courses, and Table 17 shows the number of serving teachers admitted to the second year part-time course at different further education establishments.

Chapter Five describes in detail the courses at Bolton, Garnett, Huddersfield, Wolverhampton and Cardiff.
Table 15 Numbers Admitted to Approved Courses of Initial Teacher Training for FE (Source: Form 7TT 1975-1980)

1. Numbers admitted to one year full-time pre-service courses

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</thead>
<tbody>
<tr>
<td>Bolton College of Education</td>
<td>315</td>
<td>261</td>
<td>214</td>
<td>183</td>
<td>182</td>
<td>193</td>
</tr>
<tr>
<td>Garnett College, London + associated centres</td>
<td>427</td>
<td>397</td>
<td>358</td>
<td>385</td>
<td>370</td>
<td>427</td>
</tr>
<tr>
<td>Huddersfield Polytechnic + associated centres</td>
<td>328</td>
<td>304</td>
<td>237</td>
<td>255</td>
<td>258</td>
<td>255</td>
</tr>
<tr>
<td>Wolverhampton Polytechnic + associated centres</td>
<td>265</td>
<td>213</td>
<td>231</td>
<td>175</td>
<td>207</td>
<td>192</td>
</tr>
<tr>
<td>University College, Cardiff</td>
<td>47</td>
<td>60</td>
<td>60</td>
<td>59</td>
<td>65</td>
<td>86</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,382</strong></td>
<td><strong>1,235</strong></td>
<td><strong>1,100</strong></td>
<td><strong>1,057</strong></td>
<td><strong>1,092</strong></td>
<td><strong>1,153</strong></td>
</tr>
</tbody>
</table>

2. Numbers admitted to 4 term sandwich courses*

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</tr>
</thead>
<tbody>
<tr>
<td>Bolton College</td>
<td>62</td>
<td>42</td>
<td>43</td>
<td>42</td>
<td>42</td>
<td>39</td>
</tr>
<tr>
<td>Garnett College</td>
<td>130</td>
<td>105</td>
<td>83</td>
<td>69</td>
<td>62</td>
<td>-</td>
</tr>
<tr>
<td>Huddersfield Polytechnic</td>
<td>56</td>
<td>65</td>
<td>56</td>
<td>51</td>
<td>34</td>
<td>42</td>
</tr>
<tr>
<td>Wolverhampton Polytechnic</td>
<td>33</td>
<td>29</td>
<td>26</td>
<td>33</td>
<td>24</td>
<td>-</td>
</tr>
<tr>
<td>University College, Cardiff</td>
<td>104</td>
<td>-</td>
<td>107</td>
<td>30</td>
<td>90</td>
<td>76</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>385</strong></td>
<td><strong>241</strong></td>
<td><strong>315</strong></td>
<td><strong>225</strong></td>
<td><strong>252</strong></td>
<td><strong>156</strong></td>
</tr>
</tbody>
</table>

*Intake figures i.e. excluding fourth term students in each year

TOTAL FULL TIME 1,767 1,476 1,415 1,282 1,334 1,310
Table 16  **Numbers Admitted to 1st and 2nd Year of 2 Year Part-Time Courses Commencing 1979/80**  
(Source: Form 7TT 1979, 1980)

<table>
<thead>
<tr>
<th></th>
<th>First year 1979/80</th>
<th>Second year 1980/81</th>
<th>Second year direct entrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolton</td>
<td>77</td>
<td>73</td>
<td>None</td>
</tr>
<tr>
<td>Bristol</td>
<td>26</td>
<td>26</td>
<td>None</td>
</tr>
<tr>
<td>Bulmershe</td>
<td>18</td>
<td>16</td>
<td>n/a</td>
</tr>
<tr>
<td>Garnett</td>
<td>336</td>
<td>267*</td>
<td>1</td>
</tr>
<tr>
<td>Hatfield</td>
<td>29</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td>Huddersfield</td>
<td>437</td>
<td>430</td>
<td>n/a</td>
</tr>
<tr>
<td>Oxford</td>
<td>21</td>
<td>17</td>
<td>None</td>
</tr>
<tr>
<td>Plymouth</td>
<td>31</td>
<td>26</td>
<td>1</td>
</tr>
<tr>
<td>Portsmouth</td>
<td>73</td>
<td>68</td>
<td>n/a</td>
</tr>
<tr>
<td>Wolverhampton</td>
<td>80</td>
<td>70</td>
<td>3</td>
</tr>
</tbody>
</table>

*There is a policy in ILEA that all untrained and inexperienced new teachers in FE take the first (induction) year of the 2 year part-time programme.*
Table 17  Numbers Admitted to 2 year Part-time Courses

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</thead>
<tbody>
<tr>
<td>Bolton College of Education (Technical)</td>
<td>37</td>
<td>59</td>
<td>67</td>
<td>56</td>
<td>77</td>
<td>105</td>
</tr>
<tr>
<td>Bristol Polytechnic</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>12</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>Bulmershe College of HE including centres at:-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Reading College of Technology</td>
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<tr>
<td>Slough College of Education</td>
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<tr>
<td>Dorset Institute of Higher Ed.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>16</td>
</tr>
<tr>
<td>East Midlands Consortium, comprising:-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>61</td>
</tr>
<tr>
<td>Leicester Polytechnic</td>
<td></td>
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<tr>
<td>Trent Polytechnic</td>
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<tr>
<td>Derby Lonsdale College of HE</td>
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<tr>
<td>Lincoln College of Technology</td>
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<td>Nene College</td>
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<tr>
<td>Chelmer Institute of Higher Ed.</td>
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</tr>
<tr>
<td>Hatfield Polytechnic</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>34</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>Huddersfield Polytechnic including extra-mural centres at:454</td>
<td>460</td>
<td>478</td>
<td>484</td>
<td>437</td>
<td>309</td>
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<tr>
<td>Bedford College of Higher Ed.</td>
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<tr>
<td>Chelmer Institute of Higher Ed. (independent from 1980)</td>
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<tr>
<td>Chesterfield College of Technology</td>
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<tr>
<td>Doncaster Metropolitan Institute of Higher Ed.</td>
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<td>Grimsby College of Technology</td>
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<tr>
<td>New College, Durham (to be independent from 1982)</td>
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<tr>
<td>Leicester Polytechnic (part of East Midlands Consortium from 1980)</td>
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<tr>
<td>Lincoln College of Technology (part of East Midlands Consortium from 1980)</td>
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<td>North Lindsay College, Scunthorpe</td>
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<td>Norwich City College</td>
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<td>Sheffield Polytechnic</td>
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<td>Suffolk College</td>
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<tr>
<td>Trent Polytechnic (part of East Midlands Consortium from 1980)</td>
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<tr>
<td>York College of Arts and Technology</td>
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118
Table 17 (continued)

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<tbody>
<tr>
<td>London, Garnett College</td>
<td>217</td>
<td>247</td>
<td>207</td>
<td>277</td>
<td>336</td>
<td>304</td>
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<tr>
<td>Brighton Technical</td>
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<td>College</td>
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<td>Brooklands Technical</td>
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<tr>
<td>College</td>
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<tr>
<td>Croydon College</td>
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<tr>
<td>Dorset Institute of</td>
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| Part-time Total        | 793  | 866  | 840  | 1,096 | 1,128 | 1,145 |

TOTAL FULL-TIME AND PART-TIME  2,560 2,342 2,255 2,378 2,459 2,455
CHAPTER FIVE

TECHNICAL TEACHER TRAINING COURSES
IN ENGLAND AND WALES

5.1 Introduction
5.2 Bolton Institute of Higher Education Courses
5.3 Garnett College of Education Courses
5.4 Huddersfield Polytechnic Courses
5.5 Wolverhampton Polytechnic Courses
5.6 The University College Cardiff Courses
CHAPTER FIVE

TECHNICAL TEACHER TRAINING COURSES

IN ENGLAND AND WALES

5.1 INTRODUCTION

Initial Teacher Training courses have been established in Bolton, London, Huddersfield, Wolverhampton and in University College Cardiff in conjunction with the University of Wales Institute of Science and Technology. Their main purpose is to serve colleges of further education, technical colleges and polytechnics by providing courses for specialist teachers of engineering, business studies, agriculture, horticulture, buildings, catering, printing and graphics arts, hairdressing and beauty therapy, mathematics, science, general studies and other subjects taught in post-compulsory education.

These courses may be offered by the five centres at a level of postgraduate Certificate in Education or at a level of Certificate in Education. Applicants for the Certificate in Education must have a university degree or diploma, Higher National Certificate or Diploma; membership of a professional institution; Higher level of Business and Technician Education Council; Full Technological Certificate (or where this is not awarded, a Final Certificate) of City and Guilds of London Institute or Advanced R.S.A. Certificate. The entry requirements for postgraduate Certificate in Education as far as qualification is concerned is a university degree or its equivalent.

For both courses applicants should also have relevant industrial or business experience. Non-graduate applicants should normally be over 24 years of age. All applicants must be medically fit.
There is also a similar course for serving teachers in post-compulsory education provided by Technical Teacher Training centres and their extra-mural centres throughout England and Wales.

This Chapter presents the Initial Teacher Training Courses in each centre in depth and touches upon the in-service courses in some of them.

5.2 BOLTON INSTITUTE OF HIGHER EDUCATION COURSES

Bolton Institute of Higher Education was created in 1982 by the merger of Bolton College of Education (Technical) and Bolton Institute of Technology. It has three Faculties: Applied Science, Engineering and Education.

The Faculty of Education comprises:
1. Department of Humanities and Community Studies
2. Department of Pre-Service Teacher Education
3. Department of In-Service Teacher Education. (1)

Bolton College of Education (Technical) was established in 1945 as a pioneer college for training of teachers for further education and it received its first students in January 1946. (2)

The Teacher's Certificate in Education, the Postgraduate Certificate in Education and the Certificate in Education for untrained entrants to teaching in Further and Higher Education courses at Bolton are amongst other courses which are validated by the University of Manchester under the aegis of the Board of Awards in Affiliated Colleges.

Post-graduate Certificate in Education:

The postgraduate Certificate in Education course at Bolton is a one-year full-time initial teacher training programme provided for

(2) ibid., p.2
graduates who are intending to teach in post-compulsory education and leads to the award of the postgraduate Certificate in Education of the University of Manchester.

Entry Requirements:

The entry requirements for the Teacher's Certificate and the postgraduate Certificate in Education are given in the introduction of this Chapter, but applicants for the Teacher's Certificate have to take an English test which requires each applicant to write an essay in the use of language.

The candidate's teaching suitability is judged by an interview panel which consists of two members of Bolton staff. During the interview, the interviewers fill in a form with an agreed set of criteria.

The interview panel members ask the candidate to talk about himself and to give the information which is written in the application form. They ask the applicant why he wishes to come into teaching, why he thinks that he is suitable for the teaching profession, what his views are about teaching, and whether he regards it as a soft option or as a demanding job. He is also asked what subjects he wishes to teach and to what level, and what he knows about the sorts of courses operating. Other questions include, Has the applicant any teachers in his family? Is he aware of what it means to prepare for a lesson? Does he understand the pressures and demands entailed in teaching?

The Selection Panel members are watching for the way the candidate relates to them in the interview. Is he in fact able to convey his ideas easily, in a logical form? Can he put things together in his mind; and is there a reasonable flow? Is he articulate? Can he hear easily? Then the Panel members ask themselves: Can they visualise
that person on a teaching practice? Can they see him being able to
organise a lesson and put it into effect? How did he respond to the
Panel's questions? How frank is he? Is he realistic? They then come
to a conclusion about the candidate's suitability for the teaching
profession, taking into account the recommendations provided by the
applicant's two referees. But usually the Panel members do not reject
a candidate unless they realise that he is very anxious, very nervous,
and a little bit neurotic.

In addition each applicant must provide evidence that he has passed a medical test.

Bolton Institute of Higher Education staff are fairly flexible as
to the quantity and quality of working experience required for admission
to the course. Although they avoid taking persons without any experience
of a reasonable level, they do admit people having a minimum experience
of between two and four years. Moreover, Mr J. Aitken, Head of Business
Studies in the Department of Pre-Service Teacher Education of the
Faculty of Education, stated in the interview with the writer that:

"Nowadays and in the last year we interviewed people who have fragmental experience and are quite young. We know
that they have difficulty in getting sustained experience. If we see the potential there in the person, we would
accept that and we have accepted people of 23. I think
in one case we have come as low as 23 if they are out­
standing people, but it is unusual. The average age of
the course is usually about 30."

Ninety students, involving three disiplines (Business Studies,
General Studies, and Sciences) were accepted on a one-year full-time
postgraduate Certificate in Education course in 1983-84. The intake
to the course as a whole and the recruitment to each area at Bolton is
pre-determined as a target enrolment figure to match the potential in
jobs in the country, but now the Faculty of Education staff believe that this policy begins to work against the Institute. This is because, the pre-service enrolment figure is already much lower than ten years ago. They feel that they have a responsibility to provide training to people who wish to have it, and let them have the responsibility of finding their own post anywhere they can.

Course Structure:

The Postgraduate Certificate in Education course at Bolton is designed to equip the student teacher with a conceptual framework from which to operate, a set of skills for immediate use in the classroom, and an ability to analyse and take action on the problems of teaching his special subjects. (3)

The course consists of two parts, as follows:

(1) Theory of Education:
   (i) Education Studies
   (ii) Curriculum Studies and Methods of Teaching
   (iii) One of the following special studies:
         1. Philosophy of Education
         2. Sociology of Education
         3. Psychology of Education
         4. History of Technical Education
         5. Development of Contemporary Educational Institutions
         6. Industrial and Manpower Training
         7. Statistical Methods in Education
         8. Educational Technology
         9. Adult Education
        10. Comparative Education
        11. Assessment of Educational Achievement
        12. Science as Liberal Studies
        13. Any other approved topic

(3) Bolton College of Education, "Regulation and Syllabuses for: The Teacher's Certificate, the Postgraduate Certificate in Education", 1977, p.20
Education Studies:

In the Education Studies Programme, students pursue a course of study incorporating consideration of philosophical, psychological and sociological aspects of education, together with an examination of an Organisation and Administration of the education system. The latter is delivered in the form of a lecture to the whole postgraduate Certificate in Education course. The other components are organised by means of a lecture followed by a seminar to tutorial groups, the composition of which will be multi-disciplinary, with students drawn from the Science, Engineering, Business and General Subjects disciplines. Each student is required to submit essays on aspects of Education Studies and on Administration and Organisation.

The education studies detailed syllabus is shown in Appendix 4.

Curriculum Studies and Methods of Teaching:

Postgraduate Certificate in Education course members meet twice a week in a six tutorial groups to undertake curriculum studies and methods of teaching. These groups are multi-disciplinary in composition. The Curriculum Studies and Methods of Teaching is a two series programme called Curriculum and Method Lectures series 1 and 2, (C & M Lectures Series 1) and (C & M Lectures Series 2). Although the lectures are attended by Certificate in Education students only, (while) the postgraduate work is based entirely on tutorials.

At Bolton, they consider the Curriculum Studies and Methods of Teaching programme with its two series as a foundation for the whole course. A great deal of care and time is given to this part of the course. Students study in this course the basis of objectives, lesson

(4) ibid., p.20
preparation, questioning, class management, assessment, and lesson presentation.

Each course member is required to undertake three assignments in Curriculum Studies and Methods of Teaching. In addition each student is required to present to his/her group a seminar paper on some aspect of curriculum and methods.

The Curriculum Studies and Methods of Teaching course content is shown in Appendix 5. Appendix 6 shows C & M Lectures Series 1 and C & M Lectures Programme Series II. Appendix 7 shows the Curriculum Studies and Methods of Teaching assignments for postgraduate Certificate in Education students.

**Special Studies:**

Only three hours per week of the time-table are formally devoted to the special studies. Each student is required to select one of the offered options for his/her special study.


The detailed syllabuses of special studies are given in Appendix 8.

**Teaching Practice:**

There are two blocks of teaching practice. The first block is of five weeks at the end of the Autumn term. The second block occupies the last six weeks of the Spring term.

Bolton Institute of Higher Education makes use of about eighty to a hundred Further Education establishments in the North West region in
the placement of students on teaching practice. Each student on the postgraduate Certificate in Education or Certificate in Education course, particularly in the Business Studies, is required to go to two different establishments during the teaching practice, one in the first block and the other in the second. If one establishment is small the other is large. Sometimes a student is attached to a school in the Autumn term and then placed in a college in the Spring term. The reason behind this is that the Business Studies Department at Bolton wants to give student teachers an opportunity to have two different kinds of experience in teaching and not to confine his/her experience to the range of courses and type of students in one institution, but the general studies staff in Bolton do not follow this practice because they believe that it is best for students to be in one college for both teaching practice blocks. Bolton also requires every student during the teaching practice blocks to undertake a one week observation and 10 to 12 hours teaching of a range of subjects (half time-table) per week of the other four weeks during the first block or five weeks within the second block.

A letter from Bolton Institute of Higher Education is sent, before the first block of teaching practice commences, to each Principal of a College asking for help in placing a number of student teachers for teaching in his college. Enclosed with the letter are details of students Bolton wishes to place for the teaching practice giving information about each student indicating his/her qualifications, experience and the subjects he/she would like to teach. This letter is shown in Appendix 9. These are accompanied by "Guide Lines for Teaching Practice Procedures for Staff in Colleges of Further Education", shown in Appendix 10. The Principals of Colleges are asked to send back the acceptance form to Bolton (this is shown in Appendix 11) confirming
their acceptance of the student teachers.

Just before students go out to the first teaching practice they will be given a "Teaching Practice Briefing" and a reminder sheet for teaching practice is issued. This is shown in Appendix 12.

Usually the teaching practice student is allocated to a member of staff in a college where teaching practice is taking place to look after him. Tutors from Bolton go out to visit the student three times within the first teaching practice block. One visit is almost at the beginning of the teaching practice where they initiate a sort of guidance role, seeing how the student is getting along and encouraging him. The second visit is midway and the third one is at the end, when they begin to assess the student's teaching ability. One visit during the second teaching practice is purely for assessment purposes.

Usually the assessment is a combination of the first and second assessment made in both blocks of teaching practice.

**Method of Assessment:**

The Postgraduate Certificate in Education course members are expected to produce a high standard of work in assignments and essays throughout the course as shown in the assessment schedule, Appendix 13. The assignments give students an opportunity to study a variety of areas in greater depth than they could do for examination. Consequently the theoretical part of the course is assessed as follows:

(i) Education Studies programme is assessed by assignments and essays.
(ii) Curriculum Development and Teaching Methods programme is assessed by assignments and essays.
(iii) The Special Study is assessed from a long essay, course work, and/or paper together with field project where relevant.
The overall assessment of teaching ability of Postgraduate and Certificate in Education course members is judged from:

(i) Reports on their work in teaching:

Each College in which a student is placed on teaching practice is asked to report on the student's work taking into consideration preparation of lessons, classroom skills, practical work, demonstrations and supervision of individual work in laboratory or workshop, pupil's written work done in class or home, student teacher acceptability as a colleague and member of a common room, and any other matter including weaknesses which seem to be particularly in need of attention. The report on teaching practice form is shown in Appendix 14.

(ii) Teaching performance observed by examiners:

This is an overall assessment of performance within the two teaching practice blocks recorded on a special form, shown in Appendix 15. Examiners take into account evidence of overall course and individual lesson planning, organisation of learning resources, methods and techniques, teaching skills, presentation of material to students, subject matter competence, student involvement, and the integration of the student teacher into college and department structure.

(iii) The candidate's written records of his practical work in teaching:

Each student is required to have a teaching practice file. This file must be organised and categorised in the form of sections: a section devoted to observation week, a section in which he keeps the lesson preparation, hand-outs issued to students, and, the most important part in the file, the comments of the student himself on how the lesson went on practice. Of this he should be self-critical, noting areas of difficulty on which more time and thought by the student are required before his next lesson.
"On the recommendation of the examiners, Certificate may be awarded with distinction in either the Theory of Education or the Practice in Education, or both." (5)

Certificate in Education Course

Bolton Institute of Higher Education provides the Certificate in Education course either in the form of (1) a one-year full-time pre-service training for those intending to teach in post-compulsory education as well as for members of staff or instructors of post-compulsory education; or, (2) a two-year part-time in-service course for untrained entrants to teaching in establishments of Further and Higher Education.

146 student involving seven disciplines of District Nurse, Engineering, Midwifery, Hairdressing, Health Visitors, Secretarial, and Nurse Tutors were accepted on a one-year full-time Certificate in Education course in 1983-84.

Course Structure

The course consists of:

1. Principles of Education I and II
   (a) Philosophy of Education
   (b) Sociology of Education
   (c) Psychology of Education
   (d) Organisation and Administration
   (e) Curriculum and Methods

2. Practice of Education

3. English. (6)

The Certificate in Education detailed syllabus is shown in Appendix 16.

(5) The University of Manchester, Board of Awards in Affiliated Colleges, "Ordinands and regulations for Degrees, Diplomas and Certificates", Session 1983-84, p.23

(6) Bolton College of Education (Technical), "Teachers Certificate, the Postgraduate Certificate in Education, the Certificate for Teaching Technical Subjects Overseas, Leading to Awards of the Board For Awards in Affiliated Colleges of the University of Manchester, 1977, p.5
**Principles of Education I**

The Principles of Education (I) programme is the same as the Education programme undertaken by the Postgraduate Certificate in Education course members. It includes philosophy, sociology, psychology, organisation and administration. Students on the Certificate and Postgraduate Certificate in Education courses attend the same lectures. The only difference is that students on the Certificate course have a formal lecture programme supported by tutorials, while the Postgraduate Certificate work is all done on the basis of small group activity.

**Principles of Education II**

This is a Curriculum Development and Methods of Teaching programme which is split into two: Curriculum and Methods lectures series I and Curriculum and Methods lectures series II.

In the Curriculum and Methods lectures series I, the Certificate students attend lectures on general topics like lesson preparation, lesson presentation, questioning, assessment, note-taking, and class management.

In Curriculum and Methods lectures series II which concentrates on a special subjects groupings in curriculum and methods, the Certificate course members are expected to take three subject areas. For example, in Business Studies Bolton offers six options, Economics, or World of Work, Accounts, Numeracy, Law, Government, and Management Methods. The Teachers Certificate student must take three of those while the postgraduate student has to undertake only two. But, in fact, the Postgraduate students and the Certificate course members are in mixed groups when attending the special methods, except in economics where the Postgraduate students are taken separately. These mixed
groupings have an advantage to both kind of students to learn from each other. Again students are in mixed group where both come together in Business Studies for example, to look at curriculum development in Business and Technician Council (BTEC) or Youth Training Scheme (YTS) and their implications in terms of curriculum, methods and assessment.

**Method of Assessment**

Students on the Certificate in Education course are assessed in the theoretical part of the course by assignments and written examination papers as follows:

1. 30 marks out of a total of 90 marks on the Principles of Education I are allocated to the assignments which involve a long essay or two shorter essays on an approved topic totalling at least 2000 words. 60 marks are reserved to one two-and-a-half hour written examination paper.

2. 90 marks out of 150 on Principles of Education II are allotted to a series of assignments on syllabus planning, curriculum design and classroom or workshop teaching strategies. The remaining 60 marks are reserved for one two-and-a-half hour written examination paper.

3. English will be assessed from one two-and-a-half hour written examination paper and course assignments.

The English course assignments are:

(a) A major assignment on an approved topic in a form of essay of at least 3000 words to be submitted on the first day of the final term.

(b) A presentation of Oral Communication to be submitted in the two weeks before the examinations begin.
(c) A short classroom test to be undertaken during the final term.

Students on the Certificate course who hold a degree or equivalent are required to submit a substantial essay in English as an alternative to the English examination.

(4) The assessment procedure of candidate's teaching ability is as given in the postgraduate Certificate in Education.

North Western Regional Training Scheme: For the In-Service Education of Teachers in Further Education

Following the publication of the Department of Education and Science (DES) Circular 11/77 the North Western Regional Training Scheme has been designed to make provision for the initial training and certification of untrained teachers (both newly appointed and experienced) in Further and Higher Education. It is a collaborative venture involving LEAs, Colleges and teachers throughout the region; it aims to equip teachers with appropriate skills, a conceptual framework within which to operate, an ability to analyse and take action on the problems of teaching their special subjects, and foundation for further professional development. (7)

The scheme provides a two-year course which has been developed under the aegis of a Regional Board of Studies and validated by the University of Manchester.

Entry Requirements:

1. Currently, entry to the course is restricted to only full-time members of teaching staff of an institution of further and higher education or part-time teachers in further and higher education having a regular teaching load of not less than eight hours per week.

(7) North Western Regional Advisory Council for Further Education, "North Western Regional Training Scheme for Untrained Teachers in Further and Higher Education Prospectus", 1982, p.1
2. Applicants must satisfy all the entry requirements specified in the Certificate in Education course.

3. In the interview with the writer Mr. V. Wright, Organiser of the Regional Scheme in the Department of In-Service Teacher Education in Bolton, stated that:

"Unfortunately that does not cover all of the qualifications of all people who teach in Further Education so some teachers must sit an entry test on the basis of general education to satisfy our validating body. This is totally under review because the intention behind the course is an open access to everybody and that test is excluding some people from getting on to the course. The intention is to make the only serious condition for entry to be employment as a teacher."

The course is conducted in three phases as follows:

Phase I: A short induction course of at least five days at the institution where the teacher is employed.

Phase II: A period of part-time study at an Area Centre over one academic year involving 270 hours of attendance of which at least 60 hours will be in block.

Phase III: A period of part-time study at the Regional Centre over one academic year involving 300 hours of attendance of which at least 60 hours will be in a block. (8)

Course Structure:

In the three phases, course members are required to follow studies in:

(a) Education Studies
(b) Curriculum Development and Methods of Teaching.
(c) An optional study selected from an agreed range of subjects or topics.
(d) The practice of teaching. (9)

(8) ibid., p.2
(9) ibid., p.3
The syllabus details are shown in Appendix 17.

Year One of the course is conducted at the Area Centre. Four Centres in the North Western Region provide teacher training. These are Manchester Polytechnic, Liverpool Polytechnic, Bristol Polytechnic, and North Cheshire College.

The purpose of Year One of the course is to enable the course members to:

(a) analyse syllabus material and translate it into a scheme of work;
(b) analyse a topic and prepare teaching strategies;
(c) identify student needs in learning and deploy appropriate teaching skills;
(d) practice a range of teaching skills;
(e) develop and apply a range of resources for learning and teaching;
(f) establish and maintain student-student and student-teacher interaction;
(g) select, design, use and appraise appropriate assessment techniques;
(h) monitor and review his own teaching;
(i) develop skill in the use of language. (10)

Year One is devoted to the curriculum and methods of teaching, the idea being that a course member should reach a satisfactory standard in the assessment tasks in the first year. It was originally intended that not everyone who completed year one would go on to year two, but in practice most of the course members expect to do so because of the certificate at the end of it. In fact, there were 155 students on the North Western Region course in 1982-83, of whom 144 were accepted for year two in 1983-84. This constitutes 93 per cent of the course members. In this sense the scheme is generally seen as a two year scheme.

(10) ibid., p.4
There are also two blocks of "teaching practice", one in each year. Although all students on the course are practising teachers in further education establishments and have been for a number of years, these weeks when they are visited by staff from Bolton constitute teaching practice blocks.

Course members are given "Teaching practice briefing" and "Organisation" handouts at the beginning of the first year. Each student is required to complete form PT2 1 in which he gives his name, college name, Principal's name, Head of Department, college and home addresses and brief directions for tutor's travelling by public transport or car to get to the college. Each student also submits a teaching time-table to the Regional course organiser. All these forms are shown in Appendix 18.

Year One of the course is assessed by six assignments on:

1. The preparation of a scheme of work.
2. The production and evaluation of learning aids.
3. A critical appraisal of teaching technique.
4. The design and evaluation of a student project.
5. The design and use of an appropriate assessment technique.
6. A report on study skills appropriate to a group of students on a specified course.

For the second year of the course all students come to Bolton on a day release per week basis for one academic year involving 300 hours of attendance which at least 60 hours will be in block. This year is devoted to the Education Studies, Continuation of Curriculum Development and Methods of Teaching, an option study, in addition to the teaching practice.

The theoretical part in the second year of the course is assessed by assignments and one unseen examination paper as follows:
1. Education Studies:

(a) A number of assignments in Education Studies totalling 5000 words. Different ways have been tried of doing this. In the previous years the Education Studies programme was assessed by five assignments throughout the year, each assignment being in a form of a piece of work containing about 1000 words. This year (1983-84) it will be assessed from two pieces of work each containing 2000-2500 words.

(b) A three-hour unseen examination paper "which is totally unsatisfactory for the purpose of the scheme" as Mr Wright said. The intention is to replace the examination paper, with the agreement of the validating body, by an equivalent individual project in the near future.

Another important development in the thinking of the Regional scheme organisers is to abandon the traditional study of the philosophy, sociology, psychology and history of education as separate disciplines. Instead, the trend is to design education studies in thematic framework with specialists in these disciplines available to contribute their special point of view on each theme.

They have in fact newly completed (1983-84) the design of the first of five themes which will constitute the course. The theme is entitled "What is it to be an effective teacher in Further Education?" In approaching that theme, a philosopher, a psychologist, a sociologist, and someone whose main background is in organisation will each contribute a session.

The remaining four themes are still under discussion with the students, but it is hoped that there will be an agreement that the second theme will be entitled "What We Need to Know About our Students".
2. Curriculum Development and Methods of Teaching:

In addition to the six assignments assessed in Year One of the course each student is required to undertake a project in an area negotiated between him and his tutor which relates specifically to the student's teaching. The work for this topic is carried out throughout the year, and should, at the end, amount to some 5000 words.

3. Assignment in the Optional Study.

4. Teaching Practice:

Teaching practice is assessed in the same manner as described in the Postgraduate Certificate in Education course "Method of Assessment". Special forms are used by the examiners in the assessment of in-service course members. These are shown in Appendix 19.

"On the recommendation of the examiners the Certificate may be awarded with distinction." (I1)
5.3 GARNETT COLLEGE OF EDUCATION (TECHNICAL) COURSES

From 1951 until 1981 Garnett College of Education (Technical) offered a one-year full-time initial teacher training course for people intending to teach students aged 16 and over in the further education establishments or in institutions providing similar types and levels of education. The course was validated by the University of London and led to the award of Certificate in Education.

The course was also offered from 1963 until 1981 as a sandwich course for serving full and part-time teachers in post-compulsory education as well as for the training officers and instructors from public service.

In 1981 the course was replaced by a one-year full-time Certificate in Education course, validated by the Council for National Academic Awards (CNAA).

It was proposed by Garnett College of Education that the Certificate in Education and the Postgraduate Certificate in Education students should follow the same pattern.

The Garnett College, Postgraduate Certificate in Education Further Education Full-time course document submitted to the CNAA in 1981 stated on page 2:

"Since those attending the courses are all undergoing initial teacher training, it is proposed to continue to provide a substantial common element. Students with different qualifications, occupational experience and subject specialisations who are working towards common goals, can therefore continue to study and work together for at least part of the time, thus retaining the main advantage of the existing heterogeneous student group." (12)

Currently, the full-time one-year initial teacher training course which is provided by Garnett College for intending post-compulsory education teachers leads to the award of Certificate in Education of CNAA.

Entry Requirements

Candidates will be required to satisfy the College authorities that they have a good general education and that they have specialist knowledge and experience appropriate to teaching in their subject areas.

Candidates are normally between the age of 24 to 50 years. Candidates under the age of 24 will be considered if they have sufficient experience to gain appointment in a further education college. Candidates over the age of 50 will be considered if their qualifications and experience are such that they can make a particular contribution to further education and if they are likely to gain a teaching appointment.

Mr Appleton, the Associate Vice-Principal of Garnett College of Education (Technical), in an interview with the writer, stated that:

"Three-fifths of the intake to the course are graduates of British universities or have other qualifications which the Department of Education and Science recognise as an equivalent. The other members of the course have a wide variety of qualifications gained by examinations at a level appropriate to the subject they wish to teach."

Garnett College of Education staff are not obliged to demand a pre-determined number of years as a required minimum of experience in industry or commerce in all areas for admission to the course, but they do have to make a decision appropriate to each area. They are continually looking to see whether the person concerned is likely subsequently to obtain a teaching job in further education. For example, if a man or woman wishes to teach mathematics, then they know that for most levels
of mathematics, colleges are going to require them to have a mathematics degree. So in this particular area the admission to the course requires applicants to have a mathematics degree as a normal requirement before admission; industrial or commercial experience being less important. Consequently, the college often takes mathematics graduates straight from university, without any industrial experience. In the craft areas, however, there is no question of accepting candidates unless they have five or six years industrial experience. In this case the theoretical qualifications become relatively, but only relatively, less important. The college accepts, for example, the Higher National Certificate or Diploma as a proper theoretical qualification for admission to the course. Between these two extremes (mathematics and craft) lie the other areas which require an appropriate decision of an acceptable working experience to be made.

488 students involving a wide variety of disciplines were accepted on a one-year full-time course in 1983-84. The intake to the course as a whole, as well as the recruitment to each area, is determined on the basis of the number of people gaining the Certificate (from Garnett College) who obtained jobs in the previous two years.

Course Aims

The Garnett College Postgraduate Certificate in Education Further Education booklet stated aims of the course as follows:-

To develop

a) the ability to teach
b) understanding of educational theory and its application to the further education context
c) attitudes and values appropriate to the roles of the teacher in further education. (13)

(13) ibid., p.10
The booklet also identified the course learning objectives as follows:

At the end of the course, students should be able to:

a) devise schemes of work and learning experiences.
b) deploy a variety of teaching strategies to particular situations.
c) develop relationships conducive to learning.
d) evaluate student learning and modify strategies in the light of this evaluation.
e) understand and relate educational theories and lines of enquiry.
f) use such understanding in the evaluation of educational practices and developments.
g) discharge the varied professional responsibilities of teacher in further education.
h) pursue further study in fields of pedagogy, and/or particular branches of educational theory. (14)

Course Structure

The Garnett College of Education (Technical) has a course structure of five phases, three phases in the college and two phases of supervised teaching experience.

Phase one occupies nine weeks in the Autumn Term, eight continuous weeks at the beginning of the course and a week after Phase two, which occurs in week 9-11.

During the first eight weeks, sectors of Teaching method, Learning theory, Special method, Perspectives, Language and learning, Context, and Teaching Aids are undertaken. Aims of this sector are as follows:

(1) To develop teaching abilities through giving practice in peer groups and evaluating that teaching.

(2) To develop appreciation of the uses of a variety of teaching tactics, learning resources and lesson strategies in specialist areas.

(14) ibid., p.10
(3) To reappraise subject matter and to explore traditional and changing learning objectives and teaching strategies in specialist areas.

(4) To start consideration of concepts and theories that promote understanding of students' behaviour, their language, and their learning process.

(5) To afford an orientation towards the range and purpose of current course provision in further education and towards types of college and department organisation. (15)

Detailed syllabus for Phase one is shown in Appendix 20.

The second Phase of the course commences after these eight weeks and continues for three weeks. Students go out to further education establishments for supervised teaching experience.

Aims of this Phase are as follows:

(1) To provide a range of supervisions of teaching situations, varied in respect of the age and ability of further education students, course settings, modes of attendance and teaching styles.

(2) To give opportunities for the practice of particular teaching skills, usually as part of a lesson, in co-operation with the usual class teacher.

(3) To afford some experience of assuming responsibility for entire learning situations including self-evaluation of teaching.

(4) To promote awareness of further education students in respect of their backgrounds, expectations, motivations, behaviours, language, and learning problems.

(5) To afford familiarisation with the functions, organisation, staff, resources and administrative procedures of the department to which the student-teacher is attached. (16)

During these three weeks the student-teacher is required to observe about 10 hours teaching and to teach about six lessons or 12 hours.

(15) ibid., p.10-11
(16) ibid., p.11
Normally, a letter will be sent from Garnett College before the start of supervised teaching experience to the Principal of each further education establishment asking for help in placing students for supervised teaching experience. A form showing the available specialisms in Garnett College is attached to the letter to enable Principals of colleges to insert the number of students they can place. These are accompanied by detailed explanatory notes on the nature of tasks which students attached to the college are required to undertake during supervised teaching experience in phase two and phase four. This is shown in Appendix 21.

"Supervised Teaching Experience Study-guide Phase 2 and 4" is issued to the students just before the first supervised teaching experiences commences.

The Supervised Teaching Experience Study-guide explains the purpose of course Phases 2 and 4, tasks to be undertaken during these course phases, tasks and learning goals of the two phases, and method of assessments. Appendix 22 shows the Supervised Teaching Experience Study-guide Phase 2 and 4.

Students come back to Garnett College for a week after phase two to discuss with their tutors what they have done in the first supervised teaching experience.

The first three weeks of the second term are allocated to Phase three in which students study sectors of Teaching method, Learning theory, Special method, Perspectives, Language and learning, Context, and Teaching aids. The aims of these are:

(1) To review the experience gained during Phase two, and to relate educational theory to that experience.
(2) To refine teaching performance and to encourage experimentation with a range of teaching strategies.
(3) To appraise and/or devise schemes of work for courses in specialist areas.

(4) To select, devise and make learning resources for use during Phase four.

(5) To start consideration of processes of curriculum development and implementation.

(6) To promote thought about values in education, about social and economic influences on educational provision, and about professional conduct. (17)

The syllabus content of Phase three is shown in Appendix 23.

The remaining eight weeks of the second term are allocated to Phase four which is the second supervised teaching experience. During this period, each student is required to observe for about 36 hours and to teach about 72 hours. Aims of this sector are:

(1) To develop teaching strategies and performance skills and the ability to integrate one with the other.

(2) To develop judgement of the interaction of learning objectives, experience and outcomes, and willingness to modify performance in response to evaluation of student learning.

(3) To develop awareness of processes of curriculum development and implementation.

(4) To afford continuing contact with at least one particular group of students and opportunity to consider the responses of that group over the teaching practice period.

(5) To encourage conduct appropriate to the varied professional responsibilities and relationships of teachers in further education such as the meeting of deadlines, co-operation with colleges and contribution to college organisation and the development of its work. (18)

(17) ibid., p.11
(18) ibid., pp.11-12
During each of the two phases of supervised teaching experience the students will be asked to complete a series of tasks for which they have been given detailed instructions (see Appendix 22). In addition to the long established task of preparing and presenting lessons and observing the work of practical teachers, the students are asked to explore the working and structure of a further education college and to look into the backgrounds and aspirations of selected groups of students in so far as they affect the educational achievements of those students.

A very close liaison is developed over the years and built up between the student's personal tutors in Garnett College and the persons (Mentors) who are responsible for supervising the students in different colleges in which the teaching practice is taking place. When a student's personal tutor visits any college he makes a point of going to see the Head of the Department in which the student is teaching. He also makes a point of having a discussion with the member of staff who is concerned with supervising the particular student. This is supported by the conferences which Garnett College staff arrange from time to time, usually on a departmental basis. For instance, all engineering supervisors, all secretarial supervisors, etc., come to Garnett College before and after teaching practice to have a discussion about supervised teaching experience. In addition to that, roughly each two or three years, all the Principals of the colleges which Garnett use in the placement of students for the supervised teaching experience are invited for a discussion about the general way in which arrangements are going and possible changes, proposed by either Garnett or the Principals.

The third term consists of eleven weeks in the college, devoted to Phase five. Phase five is divided into two areas. The first is a professional development area which comprises sectors of:
Professional development Core Course, Language and learning Electives, Media resources Electives, special method Electives, and Curriculum Development. This includes 16 hours shared with theoretical aspects of post-compulsory education.

The second area is the "Theoretical Aspects of Post-Compulsory Education" which comprises sectors of: Historical and contemporary studies, philosophical studies, sociological studies and psychological studies.

The aims of this phase are:

(1) To evaluate the experience gained during phases two and four and to promote further exploration of concepts and theories to aid that evaluation.

(2) To provide a study of curriculum that informs consideration of curriculum development in specialist areas.

(3) To develop understanding of the contexts in which further and higher education operate, and of the factors that influence change and conservation both nationally and internationally.

(4) To consider ways in which the teacher and the college can provide for the study needs and personal development of the student.

(5) To provide experience of team-working, experimentation and use of appropriate media through participation in group projects and presentation. (19)

The syllabus content of Phase five is shown in Appendix 24. Appendix 25 shows the recommended sources for phases one, three and five of the course.

In addition to those five sectors each student is required to select and have an approved an area of study relevant to the teaching of his/her subject for special investigation. This draws on the material of a number of sectors of the course for its satisfactory investigation.

(19) ibid., p.12
"If possible the development of the investigation will be such that it incorporates knowledge and material gained during Phase four of the course." (20) The special investigation is required to be presented as an essay of approximately 5000 words.

Postgraduate Certificate Course and Certificate in Education Course Differences

Although the basic structure and content of the Certificate and Postgraduate Certificate in Education courses at Garnett College of Education (Technical) are similar, there are still some ways in which the two courses differ. These differences are primarily in student groupings, teaching approach, and assessment procedures.

Differences in student groupings

Students are in mixed groups when they attend lecture-presentations in Learning theory, Perspectives, and context during Phase one and three, and in the area of theoretical aspects of Post-compulsory education during Phase five. But the seminars which follows each of these lecture-presentations are conducted in small groups containing either Certificate or Postgraduate students.

Special method groupings in Phase one and three and groupings in the area of Professional Development in phase five are largely self-selecting along a Certificate and Postgraduate Certificate lines "although the over-riding emphasis will be upon students joining special method groups appropriate to their teaching interests and career aspirations, some mixing of students on the two courses may therefore occur in this area of study". (21)

(20) ibid., p.57
(21) ibid., p.52
Throughout the in-college phases as well as in the two phases of supervised teaching experience, a significant amount of teaching is taking place on a one-to-one basis to enable the accommodation of individual needs. This individual grouping also permits teaching approaches appropriate to respective courses to be focussed for each individual.

Differences in teaching approach

The only difference in the teaching approach is that the seminars for postgraduate certificate students rely on an analytical and integrative approach capitalising upon the ability of students to see interconnections between parts of the course and emphasising the relevance and application of theoretical studies to the particular needs of teaching.

Seminars for the certificate students are intended to be more descriptive in emphasis, developing one aspect of the course content and concentrating upon the explanation of the subject matter and the development of the academic skills, although, of course, appropriate interconnections between parts of the course will be identified.

Differences in the assessment

In the interview with the writer, Mr Appleton stated that:

"There are two differences between the Certificate and the Postgraduate Certificate in the assessment. The first one is that the coursework requirement is less demanding on the Certificate than the Postgraduate Certificate students. For instance, it is expected from students in the Certificate course to produce short written assignments work while the Postgraduate students are required to produce long essay work. The second difference is that, Certificate in Education students do a written examination at the end of the course while the Postgraduate Certificate students do a special exercise (investigation study) at the end of the course."
"The main reason for these differences in assessment is that a Certificate in Education course was submitted as the first stage of B.Ed. full degree, and the CNAA regulations require anybody who is going to do a full degree must do a certain amount of the assessment package by written examination. The requirement does not exist in the case of graduates who have already got a degree. They cannot in any case register for a CNAA B.Ed. degree."

Assessment Procedure

Students are assessed regularly throughout the course and terminally at the end of the year. Both the in-college work and supervised teaching experience are assessed in the following way:

(1) Each student is required to achieve at least 80 per cent attendance in each sector. Each student is also required to submit assignments in each sector and to get a pass mark in each sector separately.

(2) Each student is required to select from his work the best four of his assignments in phase one, the two assignments in phase three, and the four assignments in phase five to be assessed as course work.

(3) Each student is required to submit an essay on approved special investigation of approximately 5000 words at the end of the course.

(4) The assessment of the two sectors of supervised teaching experience is based upon all the visits of Garnett College tutors and the report made by the college in which the student is teaching. The overall assessment of the supervised teaching experience is made on Pass/Fail decision.
In-Service Teacher Training Course

From 1965 Garnett College (Technical) offered a postgraduate Certificate in Education course on a sandwich basis at the Roehampton Campus. Serving full and part-time teachers in the Further Education sector, training officers, and instructors from public services have been eligible for attendance on this course. The course was validated by the University of London Institute of Education until 1981 when it was replaced by CNAA validation.

In response to DES Circular 21/66 Garnett College prepared a further pattern of the Certificate in Education course to be offered to serving teachers as two-year part-time day/block release courses. These were located in selected institutions throughout the South of England, the teaching being shared between staff from Garnett and those from the host colleges.

In 1973 the Inner London Education Authority gave Garnett College a responsibility for providing professional education and training courses for newly appointed and untrained teachers. The courses would be conducted in ILEA's Further Education establishments during the teacher's first year of service by adapting the emphasis of the Certificate in Education course described above. (22) Since 1977 the course has been open to non-Inner London Education Authority teachers.

In August 1978 the London and Home Counties Regional Advisory Council for Technological Education responded to DES Circular 11/77, which followed the publication of the Haycock's Report, with its first "Report on the Training of Full-time Teachers in Further Education". In this Report, Garnett College together with Chelmer Institute of

(22) Garnett College, "Certificate in Education (a Part-time Course for Teachers in Further Education)", 1981, p.5
Higher Education, Hatfield and Middlesex Polytechnics were named area centres responsible for:

(a) General Co-ordination of In-service teacher training within their areas, including co-ordination with LEAs/Colleges releasing staff for training.
(b) Provision of requisite courses at appropriate level.
(c) Liaison with the Regional Co-ordinating Body.
(d) Implementation of Policy agreed with the Regional Co-ordinating Body.

The Regional Advisory Council's Report urged the establishment of collaborative networks within each area, whereby "providing" (sub-centres) and "using" colleges would be formally associated.

It is also recommended that courses of further education teacher training should be validated by one body only and that this should be the Council for National Academic Awards.

In July 1977 the DES informed the Regional Co-ordinating Body that its Regional Plan was, in general terms, accepted. Consequently, the Garnett College of Education Certificate in Education (Further Education) course was validated by the CNAA on 1st May 1981.

The course lasts for two years on a pattern of attendance which is predominantly part-time day-release but with block release requirements of between 4 and 5 weeks in each year. In addition to Garnett, the course is offered by Brighton Technical College, Croydon College, Harrow College of Higher Education, Havering Technical College, Luton College of Higher Education, and Mid-Kent College of Higher and Further Education as Garnett Sub-centres.

Entry Requirements

In addition to the fulfilment of the entry requirements on the Certificate in Education Course, "Prospective Course members should
normally be employed full-time in the education or training of students in Post-compulsory education. They should not normally have previously been awarded a Certificate in Education or B.Ed. of the Council for National Academic Awards or of a British university." (23)

Mr Appleton, in the interview with the writer, stated that:

"If the person is teaching and the Board of Governors has decided he is capable of teaching, then the least we can do is to help that person to be a better teacher."

Course Structure

The Course has a structure of two phases: Induction Phase and Certification Phase.

Induction Phase:

The Induction Phase occupies the first year of the course. During this phase students follow a course of eight units as follows:

Unit 1: Study Skills
Unit 2: Planning Teaching
Unit 3: Assessing Learning
Unit 4: Class communications and Teaching Skills
Unit 5: Teacher-Student and classroom relationships
Unit 6: The context of teaching in Post-compulsory education
Unit 7: Course Planning
Unit 8: Teaching and Learning Special application.

These are studied in conjunction with supervised teaching practice.

Not all these units will be formally examined; students may choose six units from the eight for assessment. The normal length of a unit is 20 hours but some longer and some shorter units are included. Several units are studied concurrently. The range and sequence of units offered is given in Appendix 26.

Throughout the Induction Phase, approximately one-third of the total

(23) ibid., p.26
time is left for private study and for tutorials. Each course member is allocated to a personal tutor, and regular tutorial meetings will form a fundamental aspect of the course. (24)

The position of the tutorial function in the part-time course as illustrated by Garnett College is as shown in Figure 3. Details of units syllabuses are given in Appendix 27.

(24) ibid., p.30
Certificate Phase:

Year two of the course is devoted to the certification phase in which course members follow a programme of eight units as follows:

Unit 1 : Teaching Strategies
Unit 2 : Development of Post-compulsory Education and Training
Unit 3 : Project experience
Unit 4 : Wider perspectives in Post-compulsory Education
Unit 5 : Psychological Perspectives on Post-compulsory Education
Unit 6 : Philosophical Perspectives on Post-compulsory Education
Unit 7 : Sociological Perspectives on Post-compulsory Education
Unit 8 : Curriculum Strategies

In addition to these, supervised teaching practice constitutes an essential part of the course. As in the Induction Phase, not all these units will be formally examined: course members may choose only six for assessment purposes. The sequence and timing for the units is given in Appendix 28. The detailed syllabuses and recommended resources for the units are given in Appendix 29.

Method of Assessment

Each student is required to achieve attendance of not less than 50 per cent in each unit and attendance of not less than 80 per cent overall in the course.

The course is assessed from the coursework, throughout the two phases, supervised teaching practice, and a written examination.

A. Induction Phase Method of Assessment

1. Each student is required to satisfactorily complete each unit, to obtain not less than four marks out of ten in an assignment for each unit, and at least a total of thirty for the six assignments. The assignments should be in the form of essays containing approximately 2000 words and reflecting the combination of "Methods" and "Educational Theory" relevant in the course.
2. A Pass in supervised teaching practice. The supervised teaching practice is assessed at each visit on a simple Pass/Fail basis in the light of the following:

a) Course members should demonstrate that they have a clear idea of what learning they are trying to encourage, and be able to justify the lesson in terms of its educational value.

b) The content should be appropriate and follow a logical sequence of development; the lesson should be planned but the course member should be prepared to depart from the plan if necessary.

c) The teaching method should be appropriate to the content and the teacher should show his competence in using it.

d) The course member-student relationship should be seen to be appropriate, the course member should not be domineering but the class should be orderly.

e) Course members should demonstrate their ability to assess students progress and keep adequate records.

f) Course members should also produce evidence of their own progress, especially the ability to evaluate their own development.

g) Course members should have particular regard for the personal safety of students, especially when potentially dangerous apparatus is being used.

h) Course members should be seen to adopt a professional attitude not only towards their colleagues but also to their own work in the college. (25)

"Course members who have completed all the units, who have achieved a Pass in coursework assessment, and who have achieved a Pass in supervised teaching practice will be permitted to proceed to the certification phase and will be awarded the Garnett College Induction Certificate" (26)

(25) ibid., pp.93-94
(26) ibid., p.96
But "the Board of Examiners may recommend progression to the Certification year to course members who fail in one or more of these requirements. Such progression will be conditional on a satisfactory standard being achieved in the failed elements before a Certificate (in Education) is awarded." (27)

Mr Appleton, in the interview with the writer, stated that:

"In practice about 90 per cent of the serving teachers proceed to the second year because the teachers want the certification."

B. Certification Phase: Method of Assessment

Assessment of coursework in the six units and supervised teaching experience in the Certification Phase is the same as in the Induction Phase. In addition, there is a terminal examination at the end of this phase.

The terminal examination consists of a number of essay questions and at least one structured case study.

After successful completion of the course the Board of Examiners is expected to award the Certificate in Education with distinction to suitable candidates.

The Garnett Associate Vice-Principal, in the interview with the writer, stated that:

"It is possible for a serving teacher to do that pattern (of in-service part-time course) for a year and transfer to the final phase of the full-time course to complete the course. So, about 25 people a year join a full-time course at the beginning of the summer term, having completed part-time day release over one year. This distinction between in-service and pre-service is a little bit artificial,

(27) ibid., p.119
"Because always in our one-year full-time course we have got a number of people who are serving teachers, who have been released by their colleges to do the one-year full-time course rather than to do the two-year pattern course."
5.4 THE POLYTECHNIC HUDDERSFIELD COURSES

Graduate Certificate in Education Course

The Postgraduate Certificate in Education course at Huddersfield is validated by the University of Leeds. The course commences in September of each year and lasts for one academic year.

Entrance Qualifications

Candidates should be graduates or hold qualifications of equivalent standing as determined by the validating body.

It is desirable and in some cases required that candidates should possess significant industrial, professional, commercial or other appropriate experience relevant to their intended teaching subject. (28) The minimum acceptable working experience required by Huddersfield Polytechnic is in the range of two or three years on average.

Applicants to the Graduate Certificate in Education course have to complete an application form (shown in Appendix 30), in which they give all details of their education at school and university, their standard of attainment, age, and places where they worked before coming to the course. This application form is supported by recommendations by two referees for each student on a special form. The applicant is then invited to an interview which lasts at least half an hour. The interview selection panel consists of at least two members, generally Huddersfield serving teachers and particularly heads of departments. During that interview, the panel members look at personal qualities which may have bearings on student's potentiality to complete the course and to make successful teachers. They pay attention to speech and the delivery of speech. They expect intending teachers to be quite good communicators and to be able to explain things clearly and simply. They look at the

quality of candidate's general education, not only the narrow subject
specialism but the wider aspect of it. This is because teachers should
read books, not only on their subject but more widely, and especially
that they should read newspapers and take an intelligent interest in what
is going on in the world. They try to find out if the applicants have
any experience of youth work or any part or full-time teaching experience
which indicate whether the applicants have any capacity and talent for
work with young people. They ask the applicant about his interest in
sports, music, drama and any other interest which may enable him to
contribute to the cultural and social life in colleges in which he may
work. During the interview the panel members also try to assess any
weaknesses the applicant might have. In addition the panel members take
very serious note of what the two referees have said. At the end of the
interview, the panel members fill in the form (shown in Appendix 31) and
give their decision about the applicant's suitability for the teaching
profession.

Enrolments in the Graduate Certificate of Education course in 1983/84 were as follows:

Twenty Business students who have backgrounds in management, account-
ancy, law, business administration and subjects of that kind, sixty
people who are intending to teach modern language (English, German, French,
Italian and Spanish), or Sociology or any other general subject, and
forty graduates in Science and Technology intending to teach subjects
such as chemistry, biology, physics, mathematics or some branch of
engineering.

Mr Twigg, the Head of Department of Further Education staff develop-
ment at Huddersfield Polytechnic, in the interview with the author stated
two factors which determine the number of the annual intake to the
graduate Certificate and Certificate in Education full-time courses as follows:

(1) "Historically, we have discovered how many people the system requires. For example, we do a systematic survey of the posts advertised in the 'Times Educational Supplement', and we try therefore to recruit people who can get jobs. We cannot impose quota on ourselves as to the number of students we take. Experience shows us how many get jobs in earlier years and therefore we have developed those as the numbers to be enrolled in the courses annually.

(2) But now what is becoming a very serious restraint is the number of staff that we have, and like many other institutions we are losing staff. We have an early retirement policy here now. In fact, we have thirty staff fewer than we had three years ago, and this is becoming to have an effect. I am afraid that we cannot expand any more as we have been doing over the years. Indeed, I think we are going to have to restrict the number more than in the future, which is a pity."

Aims of the Course

The Graduate Certificate in Education booklet of Huddersfield Polytechnic stated the aims of the course as follows:

1) To prepare graduates and persons holding qualifications of graduate equivalence to become competent teachers within vocational and supporting areas in adolescent and adult education.

2) To equip course members with the strategies, tactics and expertise necessary for planning, preparing, presenting and evaluating teaching and learning material for the subjects and classes that they will be expected to teach.

3) To enable course members to be effective communicators by developing interpersonal skills and sensitivity to relationships and attitudes, and by the study of language and communication patterns.
4) To integrate educational theory and practice through the course in such a way that each specific teaching situation is studied within the broader social, psychological, and philosophical context.

5) To develop an awareness of those factors which bring about changes in an advanced industrial society, and the consequent changes in the nature of education and training.

6) To establish a foundation for course members' future professional development. (29)

Course Structure

The scheme of study for students preparing for the Graduate Certificate in Education consists of three sections as follows:

1) Principles and Practice of Education and Teaching comprising:
   1.1 Basic teaching studies
   1.2 Specialist teaching studies
   1.3 Individual differences and the educational process
   1.4 Social groups and the educational process
   1.5 Values and the curriculum
   1.6 The educational system
   1.7 Graduate teaching studies (Assignment 6000-8000 words)

2) Practical Teaching Experience:
   Students undertake two periods of practical teaching experience in appropriate departments of colleges of further education or polytechnics. The first of these periods is usually of five weeks duration and occurs during the first term. The second is usually of six weeks duration and occurs during the second term. The equivalent of an additional week is allocated for visits to various educational institutions in order to undertake practical teaching assignments. (30)

3) Supporting Studies:
   The Supporting Studies are short modular course type units aimed to enable students to select for study topics which they have

(30) ibid., p.27
perceived to be relevant to their own particular professional needs.

"Three consecutive groups of supporting studies are offered but students may elect to pursue one study throughout the time available. Alternatively, a student may devise and submit for approval his own personal supporting study or studies, in which case approval will depend upon the relevance of the proposals to his professional need and upon the availability of suitably qualified staff to supervise him." (31)

Syllabus details and essential and additional reading lists are shown in Appendix 32. Appendix 33 shows the time-table of the Science and Technology group, and Appendix 34 shows the time-table of the Business and General Subjects group.

A very great deal of time and attention is paid to the first section of the course. About the first five weeks are devoted to the Basic teaching studies, during which students are learning things like how to prepare lessons, how to make visual aids, and how to design handout material. They are also practising talking, answering questions and giving practice lessons. This is intended to give them a good deal of confidence for their first period of teaching practice. At Huddersfield, they regard the "Basic Teaching Studies" and the "Specialist Teaching Studies" as being the most important part of the course and it receives most weighting. Appendix 35 shows the time allocation and relative weighting for different sections of the course for the Science and Technology group and Appendix 36 shows the time allocation and relative weighting for each section for the Business and General Subjects groups.

Students from different subjects do mixed sessions together on the educational part of the course when they study units like the development of an organisation, the educational system, values in education,

(31) ibid., p.28
sociology or the psychology of learning, and so on. The students are also in mixed groups when they do supporting studies. But in the special methods of teaching, which is the main part of the course, students are divided into groups on the basis of their subject specialisation.

Huddersfield make use of the Further Education establishments within a 30-mile radius around Huddersfield in the placement of students on teaching practice. About nine or ten students might be placed at one college.

Information about each student is sent beforehand to each college in a P.T.3 form (shown in Appendix 37). Each student goes to one college for both practical teaching periods.

Practical Teaching Notes for Guidance are issued to students just before they go out to the first period of teaching practice. These are shown in Appendix 38. The Practical Teaching Notes for Guidance have been developed to produce general guidance and topics for discussion for all Certificate in Education course students during their practical teaching periods.

Method of Assessment:

1.1 The Basic Teaching Studies Unit is assessed from six assignments, at least three of which will be specifically related to lesson preparation. The assignments are in the form of essays and reports, each of which will be approximately 1500 words in length.

1.2 The overall assessment of Specialist Teaching Studies is made from the continuous assessment of materials produced for the Specialist Teaching Studies file which must include:
   a) preparation of a teaching scheme derived from a published syllabus, to include a minimum of two fully prepared lessons.
   b) the development of an imaginative learning aid, together with teaching notes to be used in the teaching of a concept or principle in the student's specialist teaching subject.
c) a critical appraisal of one piece of research into the teaching of the course member's specialism, or related specialism.

d) the representation of a scheme of assessment to include a variety of types of question.

e) an essay considering the needs of particular groups of students whom the course member is likely to teach. The essay will be approximately 1500-2000 words.

1.3 Individual differences and Education Process Unit is assessed by a written assignment of approximately 2000 words.

1.4 Social groups and the educational process unit is assessed by a piece of written work approximately 2000 words or by a practical assignment.

1.5 The assessment of Values and the Curriculum depends upon whether the student takes the first elective or the second one. In the former, which is "Values and the Curriculum, Philosophical Perspectives", the assessment is based on an essay to be completed on the campus within one day. Access to the library and the student's own notes will be permitted. In the latter, which is "Values and the Curriculum, Sociological Perspectives", assessment is by means of one three hour written examination paper in which students attempt two questions.

1.6 Assessment of the Educational system unit is based on an essay to be completed on the campus within one day. Access to the library and the student's own notes will be permitted.

1.7 Teaching Studies assignment is a one assignment of 6000-8000 words.

Section Two - Practical Teaching

Teaching effectiveness in each period of practical teaching is assessed by visiting tutors and is recorded on a Pass/Fail basis on the form shown in Appendix 39.

Section Three - Supporting Studies

The overall assessment of the Supporting Studies is based on the assessment of three assignments on a topic or topics approved by the Polytechnic.
Mr Twigg, in the interview with the writer, emphasised that continuous assessment is the appropriate method of assessing people in a course of professional training for two reasons:

(1) It gives flexibility in the assignment work that students are set to do, because assignments are allowed to be developed during the year.

(2) It is important in a course of professional training that students give systematic feedback to staff throughout the course. If at any time a student is found to be weak he is told so, and is given extra help, so that he can bring about an improvement during the year. But in some parts of the course (like "Values and the Curriculum, Sociological Perspectives"), possibly a more formal and traditional model of the examination may be the appropriate way of assessment. This will make the course vigorous and allow Huddersfield to use the university moderators to scrutinize examination papers very carefully to ensure that they are up to the standard of courses elsewhere. It also gives variety to students that there is yet another and different method of being assessed.

Certificate in Education Course

The Certificate in Education course at Huddersfield had its beginning in 1948 consequent upon the recommendations of the McNair Report of 1949. The course was validated by the University of Leeds until 1981. The current pre-service Certificate in Education course was validated by the Council for National Academic Awards (CNAA) just over one year ago (1982). The course lasts for 34 weeks in total and provides teachers for further education establishments.

Entrance Qualifications:

Candidates should hold an acceptable qualification gained by examination at a level appropriate to the subject they wish to teach.
Broadly these include corporate membership of a professional body, Higher National Diploma or Certificate, the higher level award of the Business and Technician Council, City and Guilds of London Institute, Full Technological Certificate, Advanced Royal Society of Arts Certificate, and University Degrees or Diplomas in Higher Education awards. Candidates with other qualifications and experience will be considered by the qualifications sub-committee.\(^{(32)}\) Selected applicants will normally be interviewed by the Polytechnic and may need to provide satisfactory evidence of both literacy and numeracy. Admission also is subject to a medical examination.\(^{(33)}\)

160 students coming from various subject backgrounds such as Nursing, Construction, Engineering, Catering and Business, were enrolled in the 1983/84 course. The average age of the Certificate in Education students is about 33. Certificate in Education course students have spent much longer in industry than the graduates. Appendix 40 shows the ages of 134 student course members of 1981/82.

Course Structure:

The course structure is based on a five unit model as follows:-

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Basic Teaching Studies, an introductory unit which is aimed at preparing students for their first period of teaching practice. It focusses upon the question of basic teaching skills, and it combines aspects of the principles and practice of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Specialist Teaching Studies. This unit develops work undertaken in Unit 1 and commences at the end of the first term. Students are grouped according to subject specialisms and the focus is on methods, evaluation and research relevant to teaching of such specialisms.</td>
</tr>
</tbody>
</table>


\(^{(33)}\) The Polytechnic, Huddersfield, School of Education, "Pre-Service Certificate in Education for Intending Teachers in Further Education", First revised 1982, p.1
Unit 3 Education Studies. There are four elements within Education Studies. These are: Individual differences and the educational process, social groups and the educational process, the educational system, and values and the curriculum. This part of the course is designed to provide a theoretical framework which will support the teaching studies and practical teaching.

Unit 4 Supporting Professional Studies. Students are required to follow two short courses from a large range of options designed to further their professional development. The options fall into four categories as follows:
(a) Special Issues in Further Education
(b) Educational Process
(c) Educational Technology
(d) Related or Remedial Studies.

Unit 5 Practical Teaching. Two periods of practical teaching, in total eleven/twelve weeks are undertaken in an appropriate institution. Course members have the opportunity to practice and develop their teaching skills under guidance and support from Polytechnic tutors. (34)

Syllabus details, and essential and recommended text lists are shown in Appendix 41. Appendix 42 shows the course pattern for course starting in September, while Appendix 43 shows the course pattern for the January intake. Apart from the two teaching experience periods, Appendix 44 shows a specimen student time-table for the first, second and third terms.

Method of Assessment:

Unit 1 Basic Teaching Studies.
The basic teaching studies will be assessed from:
(1) written lesson preparation
(2) practice presentation of a lesson or part of a lesson
(3) teacher support material appropriate for practice presentation
(4) an essay of approximately 1500 words on an educational theme from the above content.

(34) ibid., p.3
The assessment will be on a 5-point literal scale, i.e. "A"-"E" in the above areas. The four grades will be consolidated to give one final grade for the Unit. (35)

Unit 2 Specialist Teaching Studies

The overall assessment of specialist teaching studies is made up of the continuous assessment of materials produced for the specialist teaching studies file which must include:

1. the preparation of a teaching scheme or related section
2. the production of a learning aid designed to realise specific student learning objectives
3. the production of a method of evaluating student achievement
4. planning and preparation of an appropriate student project or assignment
5. a review and appraisal of at least one teaching strategy relevant to the specialism and the target population. (36)

Unit 3 Education Studies

Each of the four sections of this unit will be assessed on a 5-point literal scale (A-E). The four grades will be consolidated to give one final grade for the unit. Each of the four elements of assessment must be completed with a minimum grade D- in each. Assessed work may take the form of one individual piece of work for each of the four sections. Alternatively, students may be allowed to select assignments which combine aspects of more than one section. In such cases the grade obtained would be appropriately weighted (counted the same for each section combined).

Assessment may take any of the following forms:

1. an essay of approximately 1500 words per section assessed
2. the submission and presentation of a seminar paper of approximately 1000 words per section assessed
3. an objective test of approximately 60 items per section assessed. (37)

Unit 4 Supporting Professional Studies

Because this part of the course consists of a diversity of options with varying levels of content, no case is made to

(35) ibid., p.21
(36) ibid., p.37
(37) ibid., p.47
claim equivalence in terms of assessment. Hence supporting professional studies will be assessed on a Pass/Fail basis. The form of assessment will be dependent on the nature of the activity or study concerned, and subject to the approval of the appropriate examination committee of the Board of Examiners. (38)

Unit 5 Practical Teaching

Teaching effectiveness is assessed in the second practical teaching period of Polytechnic tutors on a Pass/Fail basis. "In addition, practice colleges will be invited to submit a report on each course member and this will be taken into account when references are compiled." (39)

Appendix 45 shows the teaching practice report form.

Polytechnic Huddersfield, School of Education illustrates the summary of the assessment procedure in the following diagram.

(38) ibid., p.47
(39) ibid., p.49
Unit 1: Basic Teaching Studies (116 hours)
(See para 10.5)
- Prescribed elements
  1) CONSOLIDATED GRADE FOR UNIT 1
  2) (Equally Weighted)
  3) 4) 
Unit 2: Specialist Teaching Studies (176 hours)
(See para 11.7)
- Prescribed elements
  1) Consolidated and weighted
  2) 3) 4) 75%
  5) 
- Elective element
  6) Weighted
  5) 25%

Unit 3: Education Studies (96 hours)
(See para 12.7)
Section 1: Individual Differences
Section 2: Social Groups
Section 3: Education System
Section 4: Values and Curriculum

Unit 4: Supporting Professional Studies (72 hours)
(See para 13.27)
PASS/FAIL
2 x 36 hours

Unit 5: Practical Teaching (220 hours)
(See para 14.7)

Figure 4
5.5 **THE WOLVERHAMPTON POLYTECHNIC COURSE**

From 1961 until 1977 the Wolverhampton Technical Teachers Training College offered amongst other courses, a one-year, full-time pre-service teacher training course for graduates and non-graduates intending to teach in further education establishments. The course was validated by the University of Birmingham and led to the award of the Certificate in Education for graduates and non-graduates.

In 1977 the Wolverhampton Technical Teachers College was merged with Dudley College of Education and Wolverhampton Teachers College for Day Students to form the Faculty of Education of the Polytechnic of Wolverhampton.

Currently, the Faculty of Education provides two initial teacher training CNAA courses for people intending to teach in further education establishments as well as a special course for serving teachers.

These three courses are entitled:

1. Certificate in Education course (Further Education) one-year full-time CNAA.
2. Postgraduate Certificate in Education (School and Further Education)
3. 2-year, In-Service Day Release course leading to a Certificate in Education (Further Education)

**Certificate in Education Course:**

Wolverhampton Polytechnic Faculty of Education provides training for people intending to teach engineering, business studies (secretarial and professional), agriculture, horticulture, nursing and health studies.

**Entry Requirements:**

Wolverhampton Polytechnic has the same entry requirements for the Certificate in Education and the Postgraduate Certificate in Education as of the Colleges of Education (Technical).
At Wolverhampton Polytechnic personal qualities and general education attainments are also taken into account in judging an applicant's suitability both for the course and for the teaching profession.

The candidate's suitability for the course and for the teaching profession is judged by an interview panel. The interview panel at Wolverhampton consists of three members of staff. The interviewers try to assess whether the candidate has what they consider to be an appropriate personality to teach people of the age of 16 upwards. They look at the attitudes of the candidate and they try to make some sort of measure of whether these are inflexible or flexible.

Mr Pratley, the course tutor of the Certificate in Education course at Wolverhampton Polytechnic, in the interview with the writer, emphasised that:

"We do not use a precise measuring instrument to judge a candidate's suitability for the course and for the teaching profession. We do not give a personality test or aptitude test. But we can measure a candidate's suitability for the course and for the teaching profession by the instinctive reaction based on the candidate's documents which we read, from the form which we have before us, and from the interview which we give to the candidate."

125 students, distributed in four basic areas were enrolled in the course in 1983/84. These areas are: a) Engineering, b) Nursing and health studies, c) Business Studies, and d) Agriculture and Horticulture. In accordance with the agreement within the Polytechnic, this figure represents the maximum number that the Faculty of Education can admit on a one-year full-time Certificate in Education course. The minimum number according to the agreement is 12.
Course Structure:

The Polytechnic Wolverhampton, Faculty of Education one-year full-time Certificate in Education course has four units and three components. The units "are temporal divisions in the course. The components are focuses of study. All three components contribute to each of the units." (40)

Although the components are separately identified an integrative approach is adopted within each unit so that the course members may achieve an understanding of the interaction between components. "The units and components have therefore been structured to provide:

a) a development through the course and
b) interaction of the course." (41)

The Course Units:

Unit One: Introduction to Teaching and Learning.

This unit occupies the first six weeks from the course time. It is designed to introduce the course members to the theory and practice of effective teaching and learning. During this unit course members follow a programme consisting of three parts:

a) organisation of 16+ education
b) the learning situation
c) sources of educational material.

Unit Two: Development of Teaching and Learning.

Five weeks of the course time are allocated to this unit. During this period students follow a programme of five elements as follows:

a) Student-centred learning
b) Measuring Educational achievement
c) The teaching of skills
d) Teaching and Learning aids
e) The curriculum.


(41) ibid., p.3
Unit Three: Supervised Teaching Experience (STE)

Supervised teaching experience is a major part of the course. Wolverhampton makes use of 80-90 further education institutions in the West Midlands region in the placement of course members on supervised teaching experience.

There are two blocks of supervised teaching experiences separated by Unit two of the course. The first block is of five weeks and commences in November. The second block is of eight weeks and occurs in February and March.

Each student is attached to one institution for both blocks of teaching experience and allocated to a local tutor in the institute where the STE takes place. In the first block, each student is required to start with 13 hours of observation and to practice only two hours of teaching. The teaching hours are increased at the rate of two hours each week, while the observation hours are reduced by the same amount weekly. Thus each student begins with two hours teaching then 4, 6 and 8 hours at the end of the first STE. But within the second block of STE, the student begins with 8 hours teaching which increases to ten hours in the second week and 12 hours in the third week. These twelve hours of teaching together with 3 hours of observation continue up to the end of the second block.

A minimum of two visits are made by the Faculty of Education staff to each student within the first block to give guidance and counselling. At least four visits are made within the second block of STE for assessment purposes.

A "Supervised Teaching Experience Note" is issued to course members before the beginning of the first block of supervised teaching experience. This Note explains the duties and tasks which each student is going to undertake during the supervised teaching experience blocks. The Supervised Teaching Experience Note is shown in Appendix 46.
Each student is required to keep an organised file throughout the two blocks of supervised teaching experience. This file must contain:

(a) Supervised teaching experience diary, filed at the front of the records summarising the classes the course member has observed, classes he/she has taught, and classes visited by the Faculty of Education tutor.

(b) Detailed lesson plans, appropriate support material, and self assessment for each lesson.

(c) Copy of reports written by the Faculty of Education visiting tutor.

(d) General information about the structure, organisation and operation of the supervised teaching experience college as a whole, with more detailed information about the structure and work of the Department where the course member is working with special consideration of the constraints within which staff and students work.

This file forms an integral part of the tutorial sessions which are held after each visit by the Faculty of Education tutor. Furthermore, it must be ready for inspection by both the local tutor and Faculty of Education visiting tutor.

Unit Four: Consolidation of Teaching and Learning.

This unit provides the opportunity for the course members to deepen their knowledge of selected aspects of specialist areas; and to analyse and evaluate those influences which affect the attainment of teaching and learning goals. Figure 5 shows the course diagram. Detailed syllabus of the course is given in Appendix 47.

Method of Assessment:

Apart from the STE, coursework is assessed from:

(a) Assignments and essays from the following areas:
    1. Production of two lesson plans from a topic selected from the teacher's subject specialism. These should include:
       Teacher's notes, student notes and handouts to students.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Weeks</th>
<th>Content</th>
</tr>
</thead>
</table>
| One  | 1-6   | Introduction to teaching and learning  
|      |       | Organisation of 16+ Education  
|      |       | The Learning Situation  
|      |       | Source of Educational Material  
|      |       | 90 hours |
| Two  | 12-16 | Development of teaching and learning  
|      |       | Student-centred learning  
|      |       | Measuring Educational Achievement  
|      |       | Skills  
|      |       | Curriculum  
|      |       | Teaching and Learning Aids  
|      |       | 75 hours |
| Three| 7-11  | Supervised Teaching Experience  
|      | 17-24 | |
| Four | 25-35 | Consolidation of teaching and learning  
|      |       | Learning Packages  
|      |       | Teaching Method for Subject Matter  
|      |       | Specialisms  
|      |       | 150 hours |
|      | 33    | Summative Assessment |
2. Textbook appraisal, relevant to the candidate's specialism.
3. Psychology essay.
4. Sociology essay.
5. Organisation Development essay.
6. Philosophy essay.
7. Assessment Assignments.
8. Production and justification of scheme of work or curriculum for a course or a unit of work of an appropriate length together with the preparation of associated assignment work.
10. A number of assignments selected by his special subject tutor relevant to the course members specialism.
11. Extended study; either completion of extended study in a subject of education or study in depth of a topic from the course member's specialism.

(b) Unseen written examination paper of three hours, seeking to assess the course members knowledge and ability to integrate the various components of the course.

Supervised Teaching Experience

At the end of the second STE, supervisors are responsible for grading course member's teaching ability. This grading is based upon an agreed set of criteria the outline of which is as follows:-

(a) The student teacher preparation of material and the teaching file prepared in the college;
(b) The student teacher's personal qualities and his/her ability to form appropriate relationships with staff and students whilst in the supervised teaching experience;
(c) The student-teacher's professional competence; and
(d) The student-teacher's ability to evaluate his/her own performance.

This agreed set of criteria enables supervisors to place students in Distinction, Pass, or Fail grade. A "Supplement for Supervised Teaching Experience Criteria for Assessment" is issued to each supervisor to help in the unification of assessment of the supervised teaching experience. This document is shown in Appendix 48.
In-Service Teacher Training Course

In accordance with the West Midlands Regional Advisory Council's plan for the In-service Teacher Education, following the publication of DES Circular 11/77, the Faculty of Education in Wolverhampton Polytechnic designed a two year in-service day-release course leading to a Certificate in Education (Further Education). The course was validated by CNAA in July 1979. The general aim of the course is to provide a sound basis of study and guided practice for the professional education and training of teachers in further education.

The course is organised in two distinct phases:

Phase One: Covers the first year of attendance and is designed as a systematic induction course, at the end of which successful students will be awarded a polytechnic certificate.

Phase Two: Covers the second year of the course, at the end of which successful students will be awarded the Certificate in Education C.N.A.A. (42)

Characteristics of the Course

The main characteristics of the course are:

In the first place, it is an In-service course. The fact that the course members are constantly engaged in teaching is seen as a major determinant of the character of the course, and its chief resource. The topics taught have indeed been chosen to reflect the concerns and problems of practising teachers. Course members are encouraged, during discussion of lectures, to relate the topics to their experience. Assessed work also gives opportunities for students to relate the course to their own practice. The learning outcomes of each unit show the intention to use practical examples and problems of every stage. The period of block attendance helps to overcome the two problems of in-

(42) The Polytechnic, Wolverhampton, "Two Year In-Service Day Release Course leading to a Certificate in Education (Further Education), 1982, p.1
service courses - a possible feeling of isolation and lack of opportunity for sustained concentration.

Secondly, it is an initial training course of two years. The first year is complete in its own right, and concentrates on the improvement of practice. It leads to the award of the Polytechnic Certificate. The topics for this year are chosen as an essentially practical programme, dealing with the immediate needs of entrants to the profession. Thus the more academic work appropriate to the achievement of the Certificate in Education is largely kept until the second year.

Finally, it is a professional training course in which "student intake will vary widely in terms of professional background and interests. Some of the special method subject groups in the course will be very small. For these reasons it is intended that the bulk of the special method work in the course will be done in the first year and during the periods of block attendance"(43) when all students come to Wolverhampton from all centres.

Course Structure:

Apart from the supervised teaching experience, the course has a structure of five units in each year as follows:

Year One:

Unit One : Introduction to teaching and learning
Unit Two : Managing the Learning Environment
Unit Three : Analysis of Teacher Performance
Unit Four : Organisation and Management of Further Education Colleges
Unit Five : Curriculum Implementation I.

"The Units follow a basic consecutive pattern except Unit four, which is dispersed at intervals throughout the year."(44)

(43) ibid., p.2
(44) ibid., p.3
Unit one, occupies eighty-one and a half hours of the available time. It is principally designed to introduce the student teachers to the theory and practice of effective teaching and learning. During this unit students attend lectures in theories of learning and then they undertake planning lessons, giving practice lessons to peer groups and analysing teaching problems.

Forty-five hours of the course time are reserved to Unit two. Unit two is designed to extend the elementary work begun in Unit one and to introduce the assessment methods work.

Unit three occupies 25 hours of the course time, in which the work done during units one and two will be consolidated and particular aspects of the course to teaching will be highlighted "through the medium of:

(a) videotaped teaching activities
(b) the teaching of skills appropriate to the teacher's subject areas." (45)

In fact, Unit three provides course members with additional useful skill and helps them to prepare for the second period of teaching practice.

Unit four, which occupies 36 hours of the course time, aims at giving course members basic information and understanding about the management and organisation of the institutions in which they work, and the influence of external agencies. In addition the influence of informal structure and groups is discussed.

Unit five occupies forty-seven and a half hours of course time. In this unit, the educational theory will focus on the central topic of curriculum. Curriculum theory, syllabus organisation, scheme of work, teaching strategies and assessment will be discussed. "The unit ties together the first year work into a coherent course for those

(45) ibid., p.18
Year Two:

At Wolverhampton and its extra-mural centres, approximately 90 per cent of the course members proceed to the second year. In the second year students undertake a course of five units as follows:

- Unit Six: Specialist Teaching Studies
- Unit Seven: Curriculum Implementation II
- Unit Eight: Evaluation and Assessment
- Unit Nine: Analysing Classroom Communication
- Unit Ten: Contemporary Issues in Further Education.

Unit six is the first unit in the second year. It occupies 43 hours of the course time. During this unit course members start with analysis of more sophisticated teaching methods, in particular those aspects of teaching which arise from the student-centred approach. Then course members are introduced to a variety of learning materials and encouraged to appraise their effectiveness in terms of their own specialist requirements.

Unit seven extends to forty and a half hours of course time. It develops the work done during Unit five in the first year by introducing more theoretical work appropriate to the second year. It also develops philosophical, psychological, and sociological insights into matters facing practising teachers.

Twenty-two and a half hours are allocated to Unit eight. This unit completes the work on assessment by:

"Examining difficulties associated with the assessment of practical educational activities, e.g. workshop, laboratory, office work and project work." (47)

Unit nine occupies forty and a half hours of the course time. It has been specially designed to relate to the final period of teaching.

(46) ibid., p.25
(47) ibid., p.40
practice. A good deal of time in this unit is devoted to seminars and discussions arising from the teacher's own experience on teaching practice.

Unit ten is the last unit in the second year during which students choose topics of relevance to further education, and with a tutor to develop a coherent unit programme for the whole group. The unit moves from consideration of educational issues into the large-scale area of public debate to which teachers may have to respond. It also acts as a means of unifying the consideration of more specific educational problems and topics raised in units five and seven. (48)

Syllabus details, recommended resources and aims of each unit are shown in Appendix 49.

125 serving teachers were enrolled on the first year of the in-service course in 1982/83 and a similar number proceed to the second year. These numbers represent the total enrolment on the course at Wolverhampton and Wolverhampton extramural centres at Dudley, Coventry and Birmingham.

The day release element of the course is conducted at the centres and is taught on a mixed discipline basis. For one half of the day the work is directed towards a general methods approach and students have the opportunity to meet the specialist subject tutors. "The purpose of these tutorials is to discuss the application and viability of general principles to specialist teaching and also to discuss issues raised as a result of the assessed work for each unit.

The other half of the day is allocated to the study of basic education principles relating to the organisation and practices of the Further Education system together with the study of psychological, philosophical and sociological perspectives as relevant to each of the units."

(48) ibid., p.46
Full-time Block Periods:

There are four individual one week block periods during the first year and one in the second year. All block periods are held at the Faculty of Education, Dudley.

"The main purpose of the block period is to bring together all students of like discipline into specialist groups for teaching, discussion and tutorial activities." (49)

Supervised Teaching Practice (STP):

STP, in the in-service course is an essential element in the course. There are two blocks of supervised teaching practice consisting of five and eight weeks respectively in each year of the course.

In the first year of the course, the first block of STP starts at the same time as unit two. The second block is coincident with the beginning of unit four. During the first block each student receives a minimum of one assessed visit, and two assessed visits are made during the second block by the Faculty staff.

In the second year, the first block of STP is coincident with the beginning of unit eight and the second block of STP starts at the same time as unit nine. A minimum of one assessed visit is made within the first block of STP and two assessed visits within the second block.

The position of full-time blocks and supervised teaching practice location are shown in Figure 6.

Method of Assessment:

Each student is required to achieve at least a satisfactory pass in course work and in supervised teaching practice for the award of a Certificate in either year.

Course Work:

During each year of the course individual units are separately assessed by written assignments. In addition, at the end of the

(49) ibid., p.48
Figure 6. Position of Full-time Blocks and Location of STP
second year, one 3 hour examination paper is set, based on the theoretical and practical work covered in the second year only.

The supervised teaching practice is assessed separately in each year from the number of assessable visits made by the Faculty of Education staff each year.

35 per cent of the marks obtained by students in the overall assessment of the first year are counted towards the second year.

"To qualify for a Certificate in Education with distinction, it is necessary to achieve this level in both course work and supervised teaching practice." (50)

Postgraduate Certificate in Education School and Further Education (CNAA)

The Postgraduate Certificate in Education course at Wolverhampton is a one-year full-time course of 35 weeks duration. It is provided for persons intending to teach in schools or further education establishments. The course provides for graduates in a wide variety of curriculum areas including:

Secondary Schools:

Subjects for school teachers change in accordance with government policy. Applicants intending to teach the following subjects may be accepted on the 1984/85 course:

Business Studies; Craft, design and technology; English; French; Mathematics; and the Sciences (Biological, Physical).

Further Education:

Agriculture/Horticulture; Biological Sciences; Business Studies; Engineering; General and Communication Studies; Mathematics and Physical Sciences.

Course Structure:

The Postgraduate Certificate in Education course at Wolverhampton has three phases:

(50) ibid., p.52
Phase One: Introduction of Teaching and Learning.

This phase occupies the first thirteen weeks from the course time. It is designed to introduce student-teachers to the theory and practice of effective teaching and learning. The phase commences with an introduction to some of the issues the classroom teacher is faced with. In the light of these issues, lessons will be planned, prepared and presented by each course member to the peer group. Integrated with this practice is the use and manufacture of basic visual aids, and consideration of the library as a resource centre. This is followed by a series of visits to schools and colleges to enable course members to see this technique in action, practised by experienced teachers and lecturers, and to discuss with them these skills.

During this phase also student-teachers look at the organisation and administration of further education and school and the legal responsibility of the teacher and lecturer.

The culmination of phase one is a five-week period of supervised teaching experience to be undertaken either in a college or in school.

Phase Two: The Development of Teaching and Learning

Twelve weeks of the course time are allocated to this phase. The phase is designed to provide a period of deeper analysis of work already undertaken, as well as an opportunity to develop new skills, in order that course members may become competent in the use of modern teaching techniques. The culmination of this phase is an eight-week period of supervised teaching practice. Course members who went to colleges in the first period of supervised teaching experience will be attached to the same college in the second period, but those who went to a school in the first period of supervised teaching experience will be attached to another school for the second period of supervised teaching experience.
Phase Three: Towards Increased Professionalism

This phase occupies the ten remaining weeks of the course. It provides an opportunity for course members to reflect upon and deepen their knowledge of various aspects of their work. It also provides the opportunity to focus upon wider educational issues such as the education of disadvantaged, education in multi-ethnic society and the relationship between education and industry.

Method of Assessment

The theoretical work of the course is assessed by the use of assignments. The supervised teaching experience is assessed in the same manner as previously described for the Certificate in Education.
The Russell Report of 1966, in paragraph 43, had suggested that:

"The demand for training places could be met by expanding the existing Colleges (of Education Technical) to about 800 places each. Alternatively the four colleges could be expanded to a lesser extent and two new colleges could be built."  (50)

It went on to recommend, in paragraph 44, that:

"However, there seem to be overriding advantages in having more colleges in areas some distance from any existing college. Possible areas to consider are North East and South Wales. Colleges in these localities would give an impetus to technical teacher training generally and in addition would make more places available for day students drawn from the vicinity of the colleges and would provide new centres for extra-mural activity."  (51)

In 1967-68 a survey on the training of technical teachers initiated by the Welsh Panel (which was set up by the Welsh Joint Education Committee "W.J.E.C." in 1958) showed that of the 1,786 serving further education teachers in Wales, nearly 58 per cent were not holders of a teaching qualification and that only 13 serving further education teachers in Wales were being trained in the Colleges of Education (Technical) in England, there being no facilities for their training in Wales. (52)

(51) ibid., p.14
"As a result of a request made by the W.J.E.C. in 1968 the major centre for such training (of further education teachers in Wales) is University College, Cardiff, in conjunction with the University of Wales Institute of Science and Technology." (53)

Thus, the first time in Wales, a one-year full-time programme was made available in 1968 by the University College, Cardiff, "U.C.C." in conjunction with the University of Wales Institute of Science and Technology "U.W.I.S.T." at the Department of Education in the U.C.C. for those intending to teach in the Further Education sector. The one-year full-time initial training course leads to the award of Postgraduate Certificate or Certificate in Education (Further Education) of the University of Wales. The award of Certificate or Postgraduate Certificate in Education "depending upon the candidates qualifications on entry to the course." (54)

Entry Requirements:

University College, Cardiff, like the other Teachers Training Centres (Technical) in England, has its own regulation that for the Postgraduate Certificate in Education (Further Education), applicants should have:

1) a) A degree on an approved university, or

b) A qualification approved by the University of Wales as being equivalent to a degree.

For the Certificate in Education (Further Education) applicants should have:

a) Higher National Certificate or Diploma (or equivalent)
b) City and Guilds (Full Technology Certificate)

2) For both courses candidates should be aged at least 24 at the start of the course. This will indicate that they have broken the usual circle of going to school, to higher education and back into teaching.

(54) J.W. Hurlow, op.cit. p.179
3) Each candidate must satisfy the college authorities in regard to his/her character, health and suitability for the teaching profession.

A candidate's suitability for the teaching profession is judged by an interview, at which a form will be filled out by the interviewers. The questions in the form which are discussed with the students are, for example:

- Why does he want to go into teaching? For how long has he wished to become a teacher? What other interest does he have? What does he expect to find in the course? The panel will also note whether he has any distracting speech manners and what his strength is in English and mathematics.

There is a regulation for intending secondary school teachers that they must have 'O' level in English and Mathematics before starting the pre-service professional training course. This does not apply for teaching in the Further Education sector. But the University College, Cardiff encourages students to have these qualifications before coming onto the course. This is because if a student wants to switch into secondary teaching at a later date, he can then do so.

4) Intending Nurse tutors must hold an appropriate 'O' level and they must have registered with the General Nursing Council before they apply to the course.

**Course Structure and Assessment:**

The Scheme of Study for students preparing for the Postgraduate Certificate and Certificate in Education (Further Education) consists of both theoretical studies and practical work. It comprises the following:

**Part One - Theory**

(A) Course i - Educational Psychology
(B) Course ii - Philosophy of Education
Course iii - Problems of Organisation
Course iv - Language in Education
Course v - Measurement and Evaluation
Course vi - Research in Education
Course vii - Further Education

(B) Audio-visual Aids to Learning

(C) Teaching Techniques

Syllabus details and essential reading list are shown in the Appendix 50 and Appendix 51 shows the first term time-table.

Part Two - Practical

(A) To give students practice in public speaking, each student is required to deliver two short talks. This exercise is undertaken in tutorial groups; the talk is recorded, played back and discussed.

(B) Each student is required to give two thirty-minute practice lessons during the first term.

(C) Each student will be attached to a further education establishment (or school of Nursing) for teaching practice from Monday to Friday inclusive for 9 weeks of the second (Lent) term, and for pre-service activities for the last three weeks of the third (Summer) term. They will be helped and advised by members of the establishment concerned, who have been appointed as local teaching practice tutors.

The pre-service course is offered in three terms. The most important feature of the first (Michaelmas) term is that it is mainly concerned with teaching - how to become an effective teacher - in preparation for teaching practice out of the further education establishments. The term starts off with interesting three minute and five minute public speaking exercises. These exercises enable the course staff to identify students' strengths and weaknesses as public speakers and offer their help and advice. Students then do a series of 12 or 13 sessions on teaching techniques. These are very practical in nature. First, the course staff demonstrate teaching techniques. This exercise gives an opportunity for the student to appraise what the staff are doing and to see whether it is working or not.
Having done those sessions, the students themselves must do two half hour demonstration lessons. One of these is video-recorded and played back to enable students to appraise their own teaching techniques. The session which is not video-recorded is appraised by his colleagues in the group and by the tutor concerned, using a comprehensive assessment sheet shown in Appendix 52 as a guide.

In addition, the students have psychology and philosophy sessions. They also do assignments which are concerned first of all, with the design of courses in each student's subject specialisation with particular emphasis on teaching methods. They have another assignment in methods of teaching besides the demonstrated lessons. These include group discussions, lectures, the use of simulation techniques, the giving of assignments to their students, projects and visits to factories or commercial institutions. They appraise the value which can be derived from the use of these methods. They discuss topics in seminars and each student has to present a paper on a chosen approach to learning, stating the advantages and disadvantages, what objectives can be achieved in using these approaches.

Students go out during the last two weeks towards the end of the first term to further education establishments. The first week (Friday exclusive) is for observation of the college. The proforma in Appendix 53 lists the sort of questions students should ask themselves and the things they should look at. The following week (Friday exclusive also) is an introduction to teaching in that college, during which the student is given the syllabus he is going to follow during the following term on teaching practice.

Throughout the second (Lent) term the University College, Cardiff, uses at least twelve colleges, including nearly all the further education establishments in the south of Wales, for the placement of students on teaching practice.
Some senior staff members of these colleges are designated as tutors to the student-teachers in the institutions. The local tutors monitor the progress of the student-teachers seeing them teach for at least six or eight sessions. A tutor from the Faculty of Education of University College, Cardiff, sees the student-teachers during the teaching practice period at least twice to monitor what they are doing and to offer help and advice.

The placement of student teachers in the college depends on their subject specialisation. This is perhaps one reason for limiting the number of intake in certain areas of specialisation. Dr. Hurlow, Postgraduate Certificate in Education (Further Education) course director, in the interview with the writer, stated that it is easy to place at least one person in each of the departments of Electrical Engineering, Building and Construction, Chemistry, General Studies, and Mathematics, and at most two persons in each. "But we still have a problem of placement in certain subject specialisation", he said.

The third (Summer) term is devoted to the background of education. Students study more psychology, more philosophy, some sociology, and the history of education. Visiting speakers on these subjects talk about topics on which they are especially expert. That is done in both full-time and part-time courses and also in the in-service course. A little more time is perhaps available for the full-time students to look in depth at some problems they encounter, and to write a report on that.

Students again go to colleges for three weeks pre-service activities at the end of the Summer term. During this period students are going to see the college in an examinations situation, and to see what the staff do in that situation. At this stage of the college
session, the opportunity also arises for students to see staff making preparations for the coming year, and learn how to set about this task when they themselves are teachers. The other overriding reason is that the Department of Education and Science requires that there should be a stipulated minimum period of teaching practice and this is why the University College, Cardiff, have those 2+9+3 weeks to make up the required number of weeks.

It is noticed that the University College, Cardiff course does not include an element of special teaching methods. Dr. Hurlow, in the interview with the writer, gave three reasons for that as follows:

(A) There are a hundred students on the pre-service full-time course and about a hundred and six students on the in-service course. All of these involve 46 teaching specialisations. If the University College had special methods for all those distinct groups, it would have to have far more tutors than it has now, and it would be impossible from that point of view alone.

(B) But there is another important reason and that is, on the initial teaching preparation course of this kind, there are some aspects, fundamental principles, and basic techniques that all students need regardless of student's specialisation. U.C.C. has not got special methods for them. But it has special assignments in subject specialisation. For instance, they have to do the design of the curriculum in the subject specialisation, they have to do assessment and evaluation procedures in the special methods, and they have to project special methods in their specialist teaching. If the colleges do not have a member of staff in this department specialising in a particular students' field, it will draw on a colleague from another department to meet these needs. But is not "special methods", as is the case in most teacher training establishments.
(C) A third reason is that a further education teacher in this country has to teach, for example, engineering drawing, mathematics, science, engineering technology, and general studies. Now if he had been trained for special method in engineering technology, he would presume that he was inadequately qualified in the other subjects. So what U.C.C. wants in a further education teacher is to be able to transfer basic principles and techniques of teaching and learning to whatever he is going to teach.

Students are continuously assessed in both theoretical and teaching practice in the following way:-

(A) The theoretical part of the course is all coursework. The coursework is again perhaps, different from other institutions where they have to write essays on a regular basis. Students at the U.C.C., whether they are on pre-service or in-service courses, have to daily maintain a course journal. Appendix 54 shows the format given to the students explaining the setting for course journal. The course journal enables the students to reflect on all the course inputs that are available for him. So if he attends a lecture in psychology, for example, the tutor expects the student to reflect upon that by stating what relevance the lecture has to his needs. How does it equate with his own experience? How does it equate with his reading? Has he press cuttings from recognised journals relevant to this? How could he apply anything he has learned to actual techniques?

(i) This journal is monitored very closely by the tutor who looks after the student, and is seen usually on a day-by-day basis. So the tutors get feedback and are able to offer the help and clarification that student's need. In addition, this course journal will be given an interim assessment at the end of the first term and a final
assessment at the end of the third term. Appendix 55 shows an example of a typical layout of a journal entry following a lecture.

(ii) Tutorial and course work are continuously assessed. The main pieces of work examined (apart from the course journal) are:

(a) specialist curriculum study,
(b) teaching project (the setting for the project format is shown in Appendix 56),
(c) assessment and evaluation exercise, and
(d) special subject paper.

(B) The practical teaching.

Teaching ability is assessed at intervals throughout the teaching practice period. The appraisal is done by (i) a local tutor from the Further Education College or School of Nursing, and (ii) a tutor from the Department of Education. Appendix 57 shows the student teaching assessment form.

(C) Grading

(i) Students are graded on a "Pass" or "Fail" basis. In addition a comprehensive report will be written by both the university tutor and the local tutor. Copies of this report will be sent to prospective employers who ask the Department for references.

(ii) The assessment of both written and practical work is moderated by an external examiner (from another university) appointed by the University of Wales.

The principle of continuous assessment is a very important improvement to traditional procedure that the Department of Education in the U.C.C. uses. Continuous assessment is sometimes confused with continuous grading. The staff in the Education Department in the U.C.C. are not concerning with grading their students at all. All they want to know is whether they are passing or failing, and they want to know that as soon as they can so that immediate action can be taken to
clarify the students misunderstanding or improve their written expression or the way they think. So with continuous assessment the staff are continuously evaluating rather than grading. They are evaluating not only the students but the course itself and if they find as the course proceeds that they have done something wrong they can put it right. If a student has done something wrong, they can put it right. Continuous monitoring of the course and the students rather than waiting until one final assessment (when it is too late to do anything) enables staff to spot immediately how effective is the performance of the teacher they are training rather than how effectively he writes about teaching. So they want to know how effectively he can think on a day-to-day basis rather than in an examination situation.

To ensure continuous evaluation of the course, students are invited to give their opinion, at the end of the first term and at the end of the course or at the end of the first in-college session and at the end of the second in-college session for the in-service course student - on a comprehensive questionnaire that is directly concerned with the course that they are attending. Their opinion is needed so that the course may be evaluated and thereby modified for the benefit of future students. Appendix 58 shows the course questionnaire.

**In-Service Course**

Although the Postgraduate Certificate and the Certificate in Education (Further Education) courses were also available for serving further education teachers, "only one serving teacher was ever enrolled on the full-time course and that was in 1969" as Dr. Hurlow stated. (55) As the full-time courses did not solve the problem of training serving further education teachers, the W.J.E.C. Technical Teacher Training

Training Panel set up a working party "to examine the facilities and possibility of training them." (56) The Panel made its reports in December 1969 "They were of the opinion that technical teacher training (in-service) would have to be provided with an established centre." (57)

Accordingly and at the request of the W.J.E.C., University College, Cardiff, and the University of Wales Institute of Science and Technology agreed to jointly set up an in-service Postgraduate Certificate and Certificate in Education (Further Education) course to provide teacher training leading to the award of a teaching certificate by the University of Wales, for lecturers holding full-time appointments in Further Education colleges in Wales who had not received teacher training. (58) The course has two 8 weeks in-colleges sessions in June and July in each of two successive years. During the intervening period they (the students) return to their respective Further Education establishments where they are observed teaching by visiting college tutors who also monitor course work assignments. (59)

The in-service Postgraduate Certificate and Certificate in Education (Further Education) course which was initiated in 1971 consists of three parts: Theory, Practical and Written Work, undertaken within the two 8-weeks in the in-college session in June and July of each of two successive years.


The theoretical part in the first in-college session comprises clear thinking about education, teaching and learning, the writing of educational objectives, teaching techniques, psychology as a practical aid to teaching and learning, and assessment and evaluation. While the practical part in the first in-college session consists of public speaking exercise, audio-visual aids, visit to a primary school, practice lessons sessions, the new further education (workshop), exercise in lesson planning, exercise in writing educational objectives.

During the second in-college session units of clear thinking about educational issues, health, the education system and development of further education, approaches to learning, educational research, and the psychology as a practical aid to teaching and learning are taken. The practical part in this session consists of, visit to a comprehensive school, visit to an appropriate Military Training Establishment, introduction to a computer course, exercise in assessment and evaluation, exercise in designing learning packages, and exercise in approaches to learning.

The written part of the course consists of: continuously maintaining a course journal in a lever-arch file throughout the course. In the course journal each student is required to write relevant comments on each lecture, each practical exercise and each visit, together with notes on relevant books read and relevant cuttings from newspapers or magazines.

b) an exercise in the writing of a plan for learning session and,
c) an exercise to be undertaken by students working in syndicates to analyse an examination syllabus, write a teaching syllabus in objective terms, and define the educational objectives for the learning sessions required.
Details of the syllabus and the reading list are shown in Appendix 59. Appendix 60 shows the time-table for the first in-college session and Appendix 61 shows the second in-college session time-table.

Students are continuously assessed in the same way as the full-time Postgraduate Certificate and Certificate in Education (Further Education) course students.

The number of serving teachers attending the course "has been limited partly by the number who could be spared from teaching duties at any one time by their colleges, and partly, in the case of lecturers in Further Education Colleges, too distant from Cardiff to allow them to travel daily from their homes to attend the in-college sessions, by the inability of Local Education Authorities to finance the accommodation expenses of more than a small number of lecturers on each course. As a result of these factors, the number on each course, after the first (71 students were enrolled in the first course in 1971-72) has been established at about one hundred and six which is approximately four per cent of the establishment of lecturers in Further Education Colleges in Wales." (60)

Responding to the Haycocks Report of 1975 recommendations concerning the sandwich course for initial teacher training of untrained new entrants, the U.C.C. Report of April 1978 on the in-service Further Education Teacher Training in Wales stated that:

"Were their recommendation to be accepted and implemented in Wales it would represent a serious deterioration of the presently available opportunities for all untrained lecturers to receive teacher training to a university teaching qualification." (61)

(61) ibid., p.9
It gave three reasons for that as follows:

1. "It would result in the large number of existing untrained teachers holding full-time lecturing appointments in further education colleges in Wales who have taught in excess of three years, continuing to teach for more years without being trained to do so, when experience of such teachers on the in-service course has shown that the majority are every bit as much in need of training as are new entrants to teaching.

2. It would also be unfair to enforce a restriction on the number of lecturers who could undertake full teacher training after unrestricted opportunities have been available for seven years for those lecturers who could be spared from their duties to undertake it.

3. Finally, it would be exceedingly difficult to devise a fair method of determining which of the new entrants to training should be allowed to undertake a full course of teacher training and which should not. For the foregoing reasons, full teacher training should continue to be provided in Wales for all untrained newly appointed lecturers and for all untrained established lecturers in further education colleges in Wales if this can be achieved within the available resources." (62)

The Report suggested two respects in which the organisation of the existing in-service course could be amended with advantage to meet further requirements: Firstly, by starting the in-college sessions one week earlier than at present. The colleges lose the lecturers for at most only 20 days during term time, which also enables the cost of running the course to be kept to a very low figure due to the possibility of using the residential accommodation, while the full-time postgraduate Certificate and Certificate in Education courses staff are free to assist in tutoring the in-service course students. Secondly, by introducing an annual instead of bi-annual entry with the setting up of

(62) ibid., pp.9-10
extra-mural courses in North East Wales. "In June 1978 for the first time the U.C.C. / U.W.I.S.T. in-service course was offered on extra-mural basis in the North East Wales Institute of Higher Education." (63)

Cantor and Roberts describe the response to the Haycocks Report in Wales as follows:

"There has been very little reaction to the reports and teacher training for further education in the Principality is generally less well developed than in England. This may be partly due to the fact that teacher training for further education in the Principality revolves almost entirely around the University of Wales which also validates all courses for the professional training of teachers, including those for primary and secondary schools." (64)

The next Chapter will give an analytical view of these Technical Teacher Training courses.

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(63) J.W. Hurlow, Loc.cit. p.132
CHAPTER SIX

ANALYTICAL VIEW OF TECHNICAL TEACHER TRAINING

COURSES IN ENGLAND AND WALES

6.1 Entry Requirements
6.2 Number of Students
6.3 Duration of courses and aims
6.4 Contents of courses in action
6.5 Methods of teaching
6.6 Methods of assessment
6.7 Conclusion
CHAPTER SIX

ANALYTICAL VIEW OF TECHNICAL TEACHER TRAINING COURSES IN ENGLAND AND WALES

The detailed study of entry requirements, contents of courses, methods of assessment and certification presented in Chapter Five, makes it possible to compare features common to all institutions providing technical teacher training in England and Wales and to identify areas of difference and similarity.

6.1 Entry Requirements

All technical teacher training centres in England and Wales have very similar entry requirements. These concentrate on qualifications, age, specialist knowledge and work experience appropriate to teaching in particular subject areas, and medical fitness. In addition, other criteria based on personality and character assessment, on interests, non-academic activities, commitment to teaching and other non-cognitive factors are taken into account.

As far as qualifications are concerned, in addition to appropriate academic or professional qualifications possessed by applicants and accepted as such by teacher training centres or their validating bodies, Wolverhampton requires a pass in both Mathematics and English at 'O' level or equivalent as a serious condition for intake to the Postgraduate Certificate in Education (School and Further Education) course, or passing an approved literacy and numeracy test that will be given to applicants over the age of twenty-five years on the day of interview. Bolton too, considers both English and Mathematics at 'O' level desirable but sets an English examination for the Certificate in Education (Further Education) applicants. The University College Cardiff encourages applicants to have
these qualifications before enrolling into the course. This is for the benefit of applicants to enable them after the professional training, to switch into teaching in schools if they wish later.

All teacher training centres enroll students on the Postgraduate Certificate and Certificate in Education (Further Education) courses at a minimum age of 24 with sound working experience appropriate to the subject areas. Garnett College (Technical) makes separate decisions for each individual area, and non-working experience is required for some areas such as mathematics. Garnett takes mathematics graduates straight from universities into its pre-service courses.

All teacher training centres in England and Wales accept students onto their courses after a selection process. Selection is defined by Professor Taylor as "The process by means of which applicants for training who possess the statutory minimum academic and personal qualifications are chosen or rejected in accordance with more or less explicit criteria and prediction of ability, potentiality and subsequent classroom success."(1) This selection process is carried out at all technical teacher training centres in England and Wales by an interview panel which consists of at least two members of the teaching staff. The interview panel takes into account the recommendations of two referees. Bolton insists on having two different opinions on the applicant, one from industry or commerce and the other from education, considering these along with the English examination results. The latter is for Certificate in Education applicants only.

All centres have an agreed set of criteria to be implemented in the selection process to ensure consistency of judgement on applicants' suitability to complete the course and subsequently for the teaching profession. Garnett alone has no agreed criteria, relying entirely on the experience and judgement of the interviewers.

(1) Taylor, W. "Research and Reform in Teacher Education", Council of Europe, NAFER Publication, Guildford, 1978, p.97
Indeed, the idea of introducing other factors in addition to formal credentials for predicting the applicant's suitability to complete the course and subsequently for the teaching profession, is appropriate, in the writer's view, to ensure as much as possible that only suitable applicants are selected. It seems wise that the decision on the applicant's suitability for the teaching profession is not left to the judgement of a single person but to a panel consisting of at least two experts in the teacher training business.

6.2 **Number of Students**

The number of students to be enrolled on pre-service courses (Certificate and Postgraduate Certificate in Education) is determined at Huddersfield, Garnett and Bolton by the job potentiality. At Wolverhampton the intake to the courses should neither exceed nor fall short of the limits of the agreement within the polytechnic. Nothing restricts the intake into pre-service training courses in the University College Cardiff except the availability of supervised teaching practice placements in further education establishments. For in-service training courses, the decisive factor at all centres of teacher training in England and Wales is a number of serving teachers who can be released for training by their colleges at any one time.

6.3 **Duration of Courses and Aims**

The duration of the pre-service Postgraduate Certificate and Certificate in Education full-time courses is a one academic year of 34 weeks involving 700 hours, of which at least 220 hours are allocated to supervised teaching experience. The supervised teaching experience is arranged in two blocks. These are in the form of 5+6 weeks at Huddersfield, and Bolton, 3+8 weeks at Garnett, 5+8 weeks at Wolverhampton and 2+9 weeks at University College.
Cardiff which has added another block of 3 weeks at the end of the summer term.

The In-service Part-time Certificate in Education course is arranged in a different manner from the full-time pre-service courses. Two examples may be presented: courses arranged by the North Western Region at Bolton and other centres, and the West Midlands Regional Advisory Council scheme provided at Wolverhampton and other centres, are of two years duration on the day and block release basis, amounting to 270 hours attendance in the first year and 300 hours in the second year, and of these at least 60 hours in each year are block release. This is in addition to the supervised teaching experience.

A second example is of Cardiff where the theoretical part of the course is undertaken in two eight week blocks during the college sessions in June and July of each of two successive years and the intervening period is considered as supervised teaching practice.

In accordance with the short duration of these initial teacher training courses, aims were set realistically and are possible to achieve. All the teacher training centres in England and Wales are quite specific with respect to the aims of their courses. Bolton states its aims as "to equip the student-teacher with a conceptual framework from which to operate, (a) a set of skills for immediate use in the classroom, and (b) an ability to analyse and take action on the problems of teaching his special subjects." (2) Garnett aims at establishing in the student teacher "(a) the ability to teach, (b) an understanding of educational theory and its application to the further education context, and (c) attitudes and values appropriate to the role of teachers in further education." (3) Wolverhampton aims at establishing in the student


teacher "(a) the ability to develop the skills, capabilities and 
attitudes of the learners by taking the student-teachers knowledge of 
his subject area and associated work experience and relating it to the 
whole curriculum of which his subject is a part, (b) an understanding 
and some experience of how to communicate knowledge to others, and 
(c) some broad background knowledge and understanding of the organisation 
of the educational system and of the institution in which he is to teach 
and of the roles and tasks of the teacher."(4) Huddersfield sets aims 
more or less typical of the other institutions but adds two other aims 
"(a) to develop an awareness of those factors which bring about changes 
in an advanced industrial society and the consequent changes in the nature 
of education and training, (b) to establish a foundation for course 
member's further professional development."(5) Cardiff states its aims 
as "to enable each student to be a better teacher at the end of the course 
than at the beginning". Hurlow points out that "their aims (the teacher 
training centres) include the achievement, by course participants of 
practical teaching competences together with the ability to make 
professional judgements, or at least to have acquired the basis upon 
which this ability may be developed."(6) However, it is important to 
point out that, although all technical teacher training centres in 
England and Wales aim at producing effective and efficient teachers it 
is also their aim that courses should form a foundation for future 
professional development.


6.4 Contents of Courses in Action

From the analysis of the current courses at technical teacher training centres in England and Wales one may arrive at the conclusion that all courses contain elements of professional studies, education theory and supervised teaching practice. The professional studies concentrate upon curriculum development and methods of teaching. The theoretical basis focusses on philosophy, psychology, sociology, history of education, comparative education, and organisation and management. In addition, a special study is required to be undertaken by each participant in the Postgraduate Certificate in Education course at some of the teacher training centres.

All pre-service training courses are arranged in three terms: Autumn, Spring and Summer. The courses at all teacher training centres commence in September by preparing student-teachers for the first block of supervised teaching practice. The length of the preparation period varies considerably. It takes 9 weeks at Cardiff, 8 weeks at Huddersfield, Bolton and Wolverhampton, and 7 weeks at Garnett. However, student-teachers follow at all centres programmes in teaching methods, learning theory, basis of objectives, questioning techniques, lesson preparation, class management, lesson presentation, use of simulation techniques, how to make audio-visual aids and how to design handout material. Cardiff adds philosophy of education sessions and concentrates on public speaking exercises. Bolton, Garnett, Huddersfield and Wolverhampton focus on special teaching methods which will continue after the initial teaching practice. Bolton, Huddersfield, Garnett and Wolverhampton draw upon the need clearly identified in the McNair Report of 1944 which stated that:

"The relationship knowledge or training in a teacher's own particular field bears to education as a whole must be studied, and the techniques peculiar to the presentation of his own subject must be discovered and practised." (7)

(7) McNair Report, HMSO, London 1944, para.435
Course members at all teacher training centres in England and Wales practise teaching skills with groups of students and peers, within these first weeks of the course, reviewing their performance with the aid of videotape and tape-recorder feedback, tutorial advice and comprehensive assessment sheets. This practice "is real teaching in a situation that lessens the complexities of normal classroom teaching for (the course member) by focussing on training (him) to accomplish specific tasks, thus allowing for increased control of (his) practice which, in turn gives a focus to (his) feedback that allows it to be greatly expanded beyond the usual knowledge-of-results dimension (he) would normally experience in teaching". (8)

It is important to highlight at this stage the great effort and time devoted at all teacher training centres in England and Wales to enhancing in the student teacher the ability to observe, monitor and critically comment on his own performance. Indeed, the lesson presentation to peer groups, the group appraisal, the tutor advice and the self criticism with the aid of videotape or tape-recorder feedback and a comprehensive assessment sheet lay a solid base for the development of performance and self confidence in the course member to develop classroom skills. All teacher training centres in England and Wales consider this stage of the course as an important transition period which builds in the course members a fundamental experience in order to meet their needs during the first period of supervised teaching practice.

Towards the end of the first term, student-teachers from all technical teacher training centres go out to the further education establishments for the first period of supervised teaching practice. All the educationists interviewed by the writer pointed out that this is an appropriate time for the student-teachers to be given the opportunity

(8) Taylor, William, op.cit., p.133-134
under guidance, to practice and develop the skills, knowledge and
attitudes acquired in the preparation period, and to recognise and relate
to the personal, social and environmental factors which affect the
teaching-learning situation.

Again the length of the first supervised teaching experience varies -
two weeks in Cardiff, three weeks in Garnett, and five weeks in Bolton,
Huddersfield and Wolverhampton. Cardiff divides the two weeks of the
supervised teaching experience equally between two distinct roles: one
week for observation of the college, and the second for induction to
teaching in that college. During this period the student is given the
syllabus he is going to teach in the next term within the second super­
vised teaching practice block. In the case of both observation and
induction the student teacher is given "Teaching Practice Notes for
Guidance" to help him. Huddersfield and Bolton require the student­
teacher to observe and practise teaching by taking half the work load
normally taken by a skilled practitioner. Wolverhampton requires the
student to start with 13 hours of observation and two hours of teaching,
and to end with 7 hours of observation and 8 hours of teaching in a
progression of two hours per week, together with maintaining 15 hours
weekly for preparation throughout the five weeks. Bolton, Huddersfield,
Garnett and Wolverhampton each also has its own teaching practice "Notes
for Guidance". This specifies the tasks to be undertaken by the student­
teacher within the period of supervised teaching experience.

Each student-teacher during the supervised teaching experience period
works under the supervision of a member of staff where the teaching
practice is taking place. He is also visited at least twice by his
personal tutor who gives support, help and initiates a sort of guidance
role.
During both the first and second blocks of supervised teaching practice each student is required to maintain a teaching practice file, in which he is required to record systematically all activities undertaken. Moreover each student-teacher who undertakes actual teaching hours is required to record the lesson plans, appropriate subject matter notes, note of the nature, use and effectiveness of teaching aids, copy of handouts, and to keep the comments of the college tutor and the visiting tutor in addition to his own critical comment and self criticism.

All technical teacher training centres in England and Wales regard the first teaching practice period as an introduction to real teaching and it needs to be very carefully followed up. Cardiff allots Friday of each week of the first supervised teaching practice block to have its students in college for discussion. Garnett reserves one week after the supervised teaching practice and before the end of the first term for this purpose. Wolverhampton reserves two weeks before the end of the term for the same purpose and to introduce the special methods programme. At Bolton visiting tutors discuss all practical problems that faced the student-teacher during the first supervised teaching experience with him and his local tutor at the college where the teaching practice is taking place. Huddersfield tutors go out with their Certificate in Education students to further education establishments and stay with them for the whole block.

The second term at all technical teacher training centres in England and Wales is of 12 weeks. These are divided between theoretical studies and the second block of the supervised teaching practice. At Cardiff, only three weeks are allocated to the introduction of education studies in history, philosophy, and sociology of education, 9 weeks being reserved for the second block of the supervised teaching practice. At Garnett and Wolverhampton the first four weeks of the second term are allocated to
the theoretical studies. Within 75 hours student-teachers at Garnett study teaching methods, learning theory, perspectives, contexts, teaching aids, and special methods. 32 hours are reserved to the last while 8 hours are allotted to each one of the others. Wolverhampton distributes the time within the four weeks in the second term equally between topics of student-centred learning, measuring educational achievement skills, curriculum, and learning aids. At Bolton and Huddersfield, the 12 weeks of the second term are divided equally between theoretical studies and the second block of supervised teaching practice. The former comprises specialist teaching studies, educational studies and supporting studies. The emphasis at Bolton and Huddersfield at this stage is on the specialist teaching studies which occupies 57 hours, while the education studies and supporting studies occupy 36 and 27 hours respectively from the available time.

The second block of the supervised teaching practice is of 6 weeks at Bolton and Huddersfield, 8 weeks at Garnett and Wolverhampton and 9 weeks at the University College Cardiff.

The supervised teaching experience periods are absolutely central to the teacher training courses. Course members undertaken the two periods of the supervised teaching experience in departments of Colleges of Further education, Polytechnics, or other appropriate institutions.

The two periods of supervised teaching experience have somewhat different purposes. The first period is considered by all technical teacher training centres in England and Wales as an introduction to teaching. Emphasis in this period is upon the development of basic teaching skills and the building of confidence. It gives student-teachers an opportunity to become familiar with the further education establishments.

The first block of supervised teaching experience is arranged at an appropriate time for student-teachers to try out their new role but
it is also a time for sharpening observation and clarifying their needs as developing teachers. Furthermore, their insight into the integrative process which influence teaching and learning in the college will develop through their observation of the college staff and students in the classroom situation and their application of theoretical aspects of their observation.

The second period of the supervised teaching experience places more emphasis upon course members for student-teachers to put into practice the extended strategies and tactics introduced at the beginning of the second term when teaching their own specialisms.

Aims of the supervised teaching experience set by all technical teacher training centres in England and Wales are focussed on enabling course members to:

1. develop teaching strategies and performance skills and the ability to integrate one with the other.

2. develop judgement of the interaction of learning objectives, experience and outcomes, and willingness to modify performance in response to evaluation of student learning.

3. develop awareness of process of curriculum development and implementation.

4. involve themselves in effective working relationships with teaching practice college staff.

5. acquire first-hand experience of the structure and organisation of the further education establishments.

All the supervised teaching experience arrangements are based upon close co-operation with the further education establishments and in particular with the growing number of professional tutors. Cardiff established a good liaison with the further education establishments in South Wales and designated one full-time college staff member in each college as a local tutor whose function is to provide help and advice to the student-teachers within the two blocks of supervised teaching
experience. All local tutors are invited by Cardiff on the Saturday morning prior to the first block of supervised teaching experience to have two and a half sessions with Cardiff staff. During these, Cardiff staff explain what they expect from them within the supervised teaching experience and show them how to fill in the college report form on the teaching practice periods for each student. Bolton, Wolverhampton and Huddersfield have the same practice of having local tutors, but Huddersfield tutors go out with their Certificate in Education student-teachers to the further education establishments and stay there with them for the whole period. Garnett has built and developed over the years a very close liaison between the student's personal tutors and the "Mentors" who are responsible for supervising Garnett course members at different teaching practice colleges. This is supported by the conferences which Garnett arranges before and after the supervised teaching practice takes place. These conferences are held on a departmental basis. In addition Garnett has a good practice of inviting the Principals of supervised teaching experience colleges to have a discussion each two years on the supervised teaching experience and the possible envisaged changes.

The form of training teachers for practical teaching in England and Wales may be described as a traditional method. The trainee commences with an observation phase, followed by a phase in which he may take a class jointly with the regular class teacher. In the third phase the student teacher takes full class responsibility under the supervision of the local tutor or mentor who corrects and evaluates the student teacher's work.

There is another form of training described by Gimeno, which is more group-oriented. In this form, team teaching is practised, trainee teachers participate in every stage of the planning, programming and design of learning, and in implementation and evaluation. This form of
training offers greater opportunities of exchange of information experience and involvement in a wider variety of learning situations. It is more effective than observation of the work of a single qualified practitioner or even a number of skilfull teachers whose work is done on an individual basis. (9)

However, the system operated in England and Wales does guide student-teachers towards a real development of classroom skills and a genuine self-confidence in their teaching. A number of factors combine to achieve this:

1. The proper timing of both blocks of supervised teaching experience.
2. The detailed planning of tasks to be undertaken within the available time.
3. The excellent liaison established between the teacher training centres and the further education establishments used for teaching practice.
4. The appropriate arrangements for supervision by both local and visiting tutors.
5. The specified scheme for the evaluation of supervised teaching experience.

The third term at technical teacher training centres in England and Wales is varied in its length - ten weeks at Wolverhampton, Bolton and Huddersfield, 9 weeks at Garnett and 10 weeks at Cardiff. But Cardiff allotted three of these weeks for pre-service attachment when the course members go to technical colleges for the third time.

It is noticeable that most of this term is devoted to education studies: philosophy, psychology, sociology and history of education. In addition, Wolverhampton focusses on learning packages (production and evaluation of student-centred learning material e.g. programmed texts;

tape/slide packages; multi-media kits; series of practical exercises; case studies), teaching method for subject matter specialism, and spare some time for special study. Huddersfield reserves some time for the teaching study assignment and focuses, beside the educational studies, on organisation and curriculum development. Garnett too do the same thing but focus on special method.

Analysis of the current courses also shows that between 96 and 116 hours or 14-16 per cent of the course time is allotted to basic teaching methods at Bolton, Garnett, Huddersfield and Wolverhampton, while University College Cardiff reserves 25 per cent of the time for this purpose. Between 80 and 96 hours or 11.5 to 14 per cent of the time is allotted to specialist teaching method at Bolton, Garnett, Huddersfield and Wolverhampton, but the University College Cardiff does not include this topic in its programme. Education studies involve about 96 to 120 hours or 14-17 per cent at all centres. Supporting studies occupy between 64 and 74 hours or 9 to 10.7 per cent of the time. Finally, the length of the supervised teaching experience varies between 220 and 330 hours or between 31 to 47 per cent of the available time.

6.5 Methods of Teaching

Technical teacher training centres in England and Wales use different methods in conducting the pre-service or in-service teacher training courses. These methods cover a wide range of techniques: lectures, tutorials, case studies, group work, educational visits, video-recording and micro-teaching techniques, role play, simulation exercises, syndicates and seminars, and practical exercises in the production and use of teaching materials.

In the syndicate method which is largely used by Cardiff, members of small groups discuss a certain problem and each group through a
spokesman presents its views and solutions to a formal meeting comprising all the groups in a plenary session. The large group has a dual function: (a) it must provide everyone with the major points arrived at in each group discussion, and (b) it must act as a directing and if necessary, a correcting influence on everyone.

In the seminar method, largely used at all technical teacher training centres, a free discussion, not formally limited by the teacher takes place. All members have the right to participate and the discussion is focussed on prepared written work.

These and other methods may all be used within one course, or some may be preferred to others in some circumstances. For instance, Huddersfield completely separates the postgraduate Certificate in Education course members from Certificate in Education course members, and different teaching approaches are used with each group. All the Postgraduate Certificate in Education work is done on the small group basis, while the Certificate in Education course member's work is carried on in lectures supported by seminars. Cardiff does not separate Postgraduate Certificate in Education course members from the Certificate in Education course members. But Cardiff actually considers that these names (Postgraduate or Certificate) depend merely upon the initial qualification possessed by each candidate, and offer one course only. Materials to be presented in lectures are already typed and distributed to course members. This procedure avoids note taking during the lectures and furnishes student-teachers with accurate material to form a basis for discussion in the seminars. Bolton mixes Postgraduate Certificate and Certificate in Education course members in some disciplines and keeps them separate in others. Consequently a different method is used with each group.
6.6 Methods of Assessment

The basic requirement for any assessment is that it must be carefully planned to serve its purpose. The method of assessment of technical teacher training course members in England and Wales is totally based on the course aims.

Hence the Cardiff course aim is to enable student-teachers to improve their teaching ability and not to grade them or to compare their abilities, therefore, the assessment is continuous throughout the course. The student's work, collected in a file called a "journal" is assessed on a day-to-day basis and is given an interim assessment at the end of the course. Curriculum study, teaching project, assessment and evaluation exercises and special subject paper are likewise continuously assessed. Teaching ability also is continuously assessed throughout the teaching practice periods from the appraisal made by local tutor and Cardiff visiting tutors. Students are required to reach a satisfactory standard of both written work and practical teaching. Cardiff staff want to know as soon as possible the student's weaknesses to be remedied and strengths to be supported. The continuous assessment provides continuous feedback to Cardiff staff to pursue their duties. All the teacher training centres classify their students into Distinction, Pass, or Fail categories, except Cardiff which express results as Pass/Fail only.

Garnett made a good balance in the assessment procedure between the interests of the prospective employer, the student, and his/her tutors, the state system and validating body, and what is important to the learning, and suggested the following points:

1. What is important to the prospective employing authority is a sure diagnosis of the student's abilities and attitudes to work.

2. What is important to the student, and to his/her tutors, is an ongoing diagnosis of abilities during the course in order that
needed development can be attended to, and the provision of a qualification of substantial standing for future use including entry to more advanced courses.

3. What is important to the state system, and to the validating body, is merited certification.

4. What is important to learning is that work produced for evaluation should contribute to that learning and should be seen to do so.

In making this balance, Garnett kept the following points in mind:

1. The validity of the evaluation procedure should not be weakened in the interest of reliability.

2. As the curriculum has been based upon learning goals, validity should derive from indications of the student's development in respect of those learning goals and overall course aim.

3. These indications can often be given by the student's work on assignments that call upon the abilities identified in one (or more) of those learning goals.

4. Indications of effective and potential future development can often be provided by the student's reflections upon his experience of, and development during the course.

Consequently Garnett requires from each student-teacher:

1. To complete each sector successfully in addition to compulsory attendance of not less than 80 per cent.

2. To submit assignments in each sector and to get a pass mark in each sector separately.

3. To choose the best ten assignments of his work (4 from Phase 1, 2 from Phase 3 and 4 from Phase 5) to be assessed.

4. An essay of approximately 5000 words on an approved investigation.

5. All these, together with the assessment of supervised teaching experience which will be assessed on Pass/Fail decision only, will form the whole assessment picture of student performance within the course.

Mr Appleton, the Garnett Associated Vice-Principal, in the interview with the writer, agreed that they have a large amount of work to be
assessed but said that they intended to reduce the number of the assignments.

Huddersfield also advocates that examining should be carried out on a continuous assessment basis and in accordance with the current regulations of the CNAA, and of the Polytechnic. It argues that:

This process of continuous assessment reflects the intention that the aims of the programme shall be met through a process of developing interaction between tutors and course members. By making use of continuous assessment the tutor is able to look for signs which show the growth of the thinking process and the development of those varying abilities towards which the teaching is aimed. For the student there is not only knowledge of achievement but of progression towards it. Like other forms of assessment, it involves the exercise of judgement based on a careful consideration of evidence. Huddersfield assesses the course members from either (a) eleven essays and 3 assignments on the supporting studies, assessment of specialist teaching studies file and one essay to be completed on the campus within one day on the psychological perspective elective. Or (b) ten essays, 3 assignments on the specialist teaching studies, and one examination paper of two and a half hours on the sociological perspectives elective, and the assessment of teaching studies file.

Wolverhampton formulate the aims and objectives of the assessment procedure as:

1. To safeguard the academic standing of the course by:

   (a) ensuring that the intellectual development of students is equivalent to that attained by students on established comparable courses.

   (b) Distinguishing between student-teachers and providing for classification of student-teachers on completion of the course.
2. To ensure that the educational and professional aims of the course are met.

3. To safeguard the interests of the student-teachers in that assessment arrangements:
   (a) are readily understood by student-teachers and staff,
   (b) do not create an excessive assessment load or discriminate unfairly against any individual student-teacher or student-teacher group,
   (c) provide feedback on progress to individual student-teachers, counsellors and tutors.

Within these criteria Wolverhampton assesses the performance of course members from:

1. Four essays, one on each of psychology, sociology, philosophy and organisation.

2. Four assignments one on each of special method, assessment and evaluation, curriculum, and education technology.

3. An extended study, either on the subject of education or a study in depth from a course member's specialisation.

4. An unseen written examination paper seeking to assess the Certificate in Education course member's knowledge and ability to integrate various components of the course.

All these, together with the assessment of the supervised teaching experience by the Wolverhampton visiting and local tutors of further education colleges, comprise the assessment schedule.

Bolton makes the assessment from:

1. Course work, which involves 12 assignments and a project in education technology.

2. Assessment of course member's teaching ability which involves:
   (a) a written report by his further education establishment on the student-teacher's work
   (b) teaching performance observed by examiners
   (c) the candidate's written records of his/her performance in teaching.
All these may lead to the award of Postgraduate Certificate or Certificate in Education (Further Education), with Distinction in either theory of education or practice in education or both.

The above analysis may indicate that each technical teacher training centre in England and Wales formulates its own assessment aims. These aims may vary in some of their features, but the common aim of the assessment at all centres is to ensure the achievement of the overall course aims.

From the available evidence, the writer observed that University College Cardiff is the only technical teacher training centre in England and Wales that has initiated a procedure of evaluation of the course itself. This is achieved by means of the comprehensive questionnaire which is given to student-teachers at the end of each course.

6.7 Conclusion

The conclusion to be drawn from the analytical view of technical teacher training in England and Wales is that the training of technical teachers has recently received much attention. This view is confirmed by the discussion with teacher educators at the five technical teacher training centres, and reports of various standing committees formulated to investigate and advise on the supply and training of teachers. The fact that in England and Wales, technical teacher training is in a constant state of development is largely due to the widespread belief that level and quality of education depends primarily on the competence of teachers and this in turn depends upon their continuous professional development.

Courses for initial teacher training are designed to be attended in different modes: full-time, sandwich or part-time. No one mode of attendance is preferable to the others, but the colleges and local
education authorities' recent policy, based on the Haycocks I Report increased enrolment to the 2-year in-service course on a day and block release pattern. This is because it is often easier to finance cover for staff absence of one day a week than for a term or a year. Indeed, in some cases it was reported that authorities provided no finance for covering staff.

The pre-service pedagogical training provided by the technical teacher training centres for intending teachers proved its effectiveness in producing competent technical teachers in a relatively short period. This view is supported by UNESCO's conclusion given in its document "Technical and vocational teacher education and training".

"The English system of Colleges of Education (Technical) provides one example of how future teachers on a variety of levels may be given pedagogical training in a country in which there is no rigid distinction between technical or vocational, practical or theoretical teachers. It could perhaps serve as a guide for converting, in a relatively short time, technicians and workers or those with university degrees who wish to enter the teaching profession into technical and vocational teachers." (10)

CHAPTER SEVEN

A COMPARATIVE ANALYSIS OF TECHNICAL TEACHER TRAINING

IN SUDAN AND IN ENGLAND AND WALES

7.1 Introduction
7.2 Data Tabulation
7.3 Interpretation of Data
  7.3.1 Institutions Providing Technical Teacher Training
  7.3.2 Length of Training
  7.3.3 Entry Requirements
  7.3.4 Factors Affecting Recruitment
  7.3.5 Course Aims
  7.3.6 Course Structures and Contents
  7.3.7 Methods of Teaching
  7.3.8 Methods of Assessment
CHAPTER SEVEN

A COMPARATIVE ANALYSIS OF TECHNICAL TEACHER TRAINING
IN SUDAN AND IN ENGLAND AND WALES

7.1 INTRODUCTION

It is pertinent at this stage to ask why the writer should attempt to make a comparative analysis of technical teacher training courses in Sudan and those in a technologically advanced country, and why England and Wales in particular. The straightforward answer to this question is that the systematic examination of technical teacher training in one or more technologically advanced countries will provide a means of evaluating Sudan's own technical teacher training system. This process enables the planners as well as the educators who are providing technical teacher training courses to assess the strengths and weaknesses of the Sudanese system, in the light of which steps towards improvement might be possible.

Sudan's education system has historical links with Britain (see Chapter Two), and this combined with the impetus of the party from Loughborough University of Technology in 1981, made a detailed analysis of the two training systems a potentially fruitful undertaking. It would, of course, have been equally valid to study the system of U.S.A., Germany, Japan or other advanced countries, but this in no way detracts from the usefulness of the comparison with Britain.

Improvement of the Sudanese technical teacher training system in the light of comparative analysis does not mean transplantation from England and Wales to the Sudan. Nor does amending and altering one system on the basis of observation of another system, however good, guarantee success unless careful and detailed analysis has also been done. England and Wales on one hand and the Sudan on the other, each
has its own cultural identity upon which, in some measure, the success of reform depends. Consequently the comparative analysis of experience is an important tool for clarifying and sharpening the thinking, and justifying the conditions upon which the improvement or reform should be based. Moreover the comparative analysis has a function of refining the understanding of education and culture and has its immediate pragmatic value.

Another question which arises is how the comparative analysis should be undertaken. Or, in other words, what are the criteria in the light of which the comparative analysis may be carried out.

Throughout this study the writer presents the problem of training technical teachers by examining the major institutions which provide the training, the factors affecting recruitment to courses, admission to the courses, course structures and contents, methods of teaching used in the preparation of technical teachers, and methods of assessment and certification. These areas, in the writer's view, establish the criteria upon which a valid comparison can be made.

7.2 DATA TABULATION

<table>
<thead>
<tr>
<th>Points to be compared</th>
<th>Sudan</th>
<th>England and Wales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Institutions providing Technical Teacher Training</td>
<td>Khartoum Polytechnic</td>
<td>A. Bolton Institute of Higher Education</td>
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<td></td>
<td></td>
<td>B. Garnett College (Technical)</td>
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<td>C. Huddersfield Polytechnic</td>
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<td>D. Wolverhampton Polytechnic</td>
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<td>E. University College Cardiff &amp; University of Wales Institute of Science and Technology</td>
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<td></td>
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<td>F. Extra-Mural Centres of the above Institutions</td>
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<td>Points to be compared</td>
<td>Sudan</td>
<td>England and Wales</td>
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<tr>
<td>2. Length of Training</td>
<td>One academic year of 34 weeks at 30 hours/week</td>
<td>One academic year of 34 weeks at 30 hours per week</td>
</tr>
<tr>
<td>3. Entry Requirements</td>
<td>Khartoum Polytechnic Diploma, &quot;DIVISION ONE&quot;</td>
<td>1. For Postgraduate Certificate in Education (F.E.)</td>
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<tr>
<td></td>
<td></td>
<td>a) A University first degree or its equivalent related to the teaching subject discipline.</td>
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<td></td>
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<td>2. For Certificate in Education (F.E.)</td>
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<td></td>
<td></td>
<td>a) A University first degree or its equivalent</td>
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<td>b) A qualification agreed by teaching Institutions as high standard and related to the teaching subject discipline such as</td>
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<td></td>
<td>a) Higher National Diploma/ Certificate</td>
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<td>b) BTEC High Diploma</td>
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<td></td>
<td></td>
<td>c) Technological Certificate in Engineering</td>
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<td>d) City and Guilds Certificate in agriculture/horticulture</td>
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<td></td>
<td>e) Advanced Crafts qualification from City and Guilds or Royal Society of Arts and Technology</td>
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<td>f) State Registered Nurse qualification, or an equivalent level of achievement in Nursing</td>
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<td></td>
<td></td>
<td>g) Membership of Technical professional body in appropriate level</td>
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<td>3. For both Certificate and Postgraduate Certificate in Education</td>
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<td></td>
<td></td>
<td>a) Candidate should be aged at least 24 at the start of the course</td>
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<td>b) Medical fitness</td>
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<td></td>
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<td>c) Recommendations of two Referees</td>
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<td></td>
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<td>d) Acceptable work experience</td>
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<td></td>
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<td>e) Selection panel</td>
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<tr>
<td>Points to be compared</td>
<td>Sudan</td>
<td>England and Wales</td>
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<tr>
<td>-----------------------</td>
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<tr>
<td>5. Course Aims</td>
<td>To produce technically competent educator to assume responsibility in the practice of technical teaching, technical training, programme development and management of educational services</td>
<td>Aims are varied but can be summarised under three headings: 1. To enable each student to be a better teacher at the end of the course than at the beginning. 2. To develop an awareness of those factors which bring about changes in an advanced industrial society and the consequent changes in the nature of education and training. 3. To establish a foundation for course member's further professional development.</td>
</tr>
<tr>
<td>7. Method of teaching</td>
<td>Lectures and tutorials. Micro teaching is also used.</td>
<td>Lectures, tutorials, case studies, group work, educational visits, micro teaching techniques, role play, simulation, seminars, syndicates, practical exercises in production and use of teaching materials.</td>
</tr>
<tr>
<td>8. Methods of assessment</td>
<td>Examination Papers and laboratory work. Course work.</td>
<td>Continuous assessment and in some institutions in addition to the continuous assessment Certificate in Education course members are required to sit examination papers in certain subjects.</td>
</tr>
</tbody>
</table>
Points to be compared

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<tr>
<th>Points to be compared</th>
<th>Sudan</th>
<th>England and Wales</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Certification</td>
<td>Degree of Bachelor of Science in Technical Education</td>
<td>Postgraduate Certificate in Education (Further Education) or Certificate in Education (Further Education) or Postgraduate Certificate in Education (School and Further Education)</td>
</tr>
</tbody>
</table>

7.3 **INTERPRETATION OF DATA**

The above tabulated data follows the international standard used by the UNESCO in conducting similar studies. Two examples might be presented. The first is one of a series of studies on the evaluation of qualifications at the higher-education level, a UNESCO document entitled "The education of primary and secondary school teachers: An international comparative study". (1) In this document the following criteria are used for comparison:

- classification of education system, institutions for teacher education, methods of teaching used in training teachers, evaluation and the educative value of the work.

The second example is of the UNESCO monograph on education entitled: "Technical and vocational teacher education and training". (2) In this document also a comparative approach has been taken. This study established two models in the light of which the comparison of technical teacher training in both developed and developing countries is made. The first model is an educational structure model. This model shows


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the levels at which various types of technical and vocational education are given, the type of employment to which this education leads, and the category of teachers employed in each branch of technical and vocational education. Attached to this educational structure model is an institutional patterns model for technical and vocational teacher education which indicates general programme pattern as well.

Criteria in both documents for comparison are based upon institutions providing training for teachers, factors affecting recruitment, admission requirements, course aims, course structures and contents, evaluation and educative value of the work. In using these criteria for the comparative analysis of technical teacher training in both the Sudan and England and Wales, the writer hoped that this will lead to a valuable comparison and to some valid conclusion.

7.3.1 Institutions providing technical teacher training

In both Sudan and England and Wales the preparation of technical teachers on a systematic basis is a relatively recent phenomenon. Although there has been limited provision for training technical teachers for merely a century in the United Kingdom, the institutionalized training of technical teachers was not established until 1946 after the McNair Report, under the Emergency College regulations. Three Colleges of Education (Technical) were then established at Bolton, Huddersfield, and London. In 1949 the Ministry of Education designated them under the local education authorities control and maintained them under the terms Training of Teachers Grant Regulations in 1950. A fourth college was established in 1961 at Wolverhampton in accordance with the Jackson Committee's report of 1957. The four colleges are decentralised institutions by their nature preserving the distinctive features of the British education described in Chapter Four.
In accordance with the recent reform of non-university higher education, Huddersfield and Wolverhampton colleges became parts of Huddersfield and Wolverhampton Polytechnics respectively. Bolton became part of the Bolton Institute of Higher Education, while Garnett remains Garnett College (Technical).

Another context of technical teacher training is that provided jointly since 1968 by the University College Cardiff and the University of Wales Institute of Science and Technology at the Department of Education of the University College Cardiff.

In Sudan, the systematic training of technical teachers was established in 1966 at the Department of Education of Khartoum Senior Trade School with the assistance of the United States of America. Another Department of Education at Khartoum Technical Institute was organised by the UNESCO experts in 1969.

Both Khartoum Technical Institute and the Khartoum Senior Trade School, including their Departments of Education, ceased to exist in 1971 when revolutionary action was taken to reform higher technical education. Instead, various technical institutions came into existence as described in Chapter Three.

Higher Technical Teacher Training in the Sudan was established in 1971 with the help of UNESCO. It became a small Department of Education in the Faculty of Engineering and Scientific Studies in the Khartoum Polytechnic in 1976 as a result of the redesigning of technical higher education in Sudan (see Chapter Three).

The training of technical teachers in England and Wales therefore is decentralised and provided by specialised institutions, while in the Sudan, the Khartoum Polytechnic is the sole provider of technical teacher training.
7.3.2 Length of training

In England and Wales technical teacher training is provided for persons intending to enter the teaching profession as well as for practising teachers. Pre-service courses are full-time consisting of one academic year of 34 weeks at 30 hours per week. In-service sandwich course, 2-year part-time course on the basis of day and block attendance, or 2-eight weeks in each of two successive years. The last is provided by the University College Cardiff only. In-service courses cover the same ground and lead to the same qualifications as the pre-service courses.

In Sudan the Higher Technical Teacher Training Institute course was originally initiated as a four-year full-time integrated course. In this course both engineering subjects and education subjects were offered concurrently. In the latest form, the Department of Education in the Faculty of Engineering and Scientific Studies at the Khartoum Polytechnic provides pre-service pedagogical training for persons intending to enter the teaching profession. The course is of one academic year full-time of 34 weeks at 30 hours per week. But currently no provision of in-service training exists for practising teachers.

7.3.3 Entry requirements

In England and Wales entry requirements to Certificate and Postgraduate Certificate in Education (Further Education) are as follows:

A. For Postgraduate Certificate in Education:
   (i) a university first degree or its equivalent related to the teaching subject discipline.

B. For Certificate in Education (Further Education):
   (i) a university first degree or its equivalent related to the teaching subject discipline.
(ii) a qualification agreed by the training institutions and accepted by their validating bodies as of equivalently high standard, and related to the teaching subject discipline, for example:

a) Higher National Diploma/Certificate
b) BTEC Higher Diploma
c) Technological Certificate in Engineering
d) City and Guilds of London Institute in Agriculture/Horticulture
e) Advanced City and Guilds or Royal Society of Arts and Technology
f) State Registered Nurse qualification or an equivalent level of achievement in Nursing
g) Membership of Technical/Professional Body in appropriate level.

C. For both Certificate and Postgraduate Certificate in Education the applicant must be aged at least 24 years at the start of the course.

D. Applicant must have an acceptable work experience in industry or commerce.

E. Applicant must be medically fit.

F. Applicant must provide a recommendation of two referees.

G. Applicant will be accepted on the course after a selection panel.

One point in these requirements needs some clarification. This is the requirement of acceptable work experience. Persons intending to teach in further education establishments face a situation in which they will teach students either working in industry or commerce or about to do so. Under this requirement, they should teach from experience as the basis of their subject matter performance. They should be able to adapt education to the new economic conditions which are transforming the labour market. This means ensuring that their students are guided, according to their aptitude and tastes, towards those studies which will lead to employment suited to their abilities and to the needs of the country, while also encouraging their individual development. For these
reasons technical teacher training centres in England and Wales look at the quality of work experience as well as its quantity as an important element to be taken into account when selecting students to the pre-service courses.

Unfortunately this ideal situation of selecting persons having good experience in industrial or commercial fields has become difficult due to the heavy unemployment at this time. This difficulty is witnessed in the acceptance on pre-service courses at Bolton of candidates with only fragmentary experience (see Chapter Five).

In the Sudan the Higher Technical Teacher Training Institute began by offering a four-year full-time integrated course leading to a Diploma in Technical Education, and later to Bachelor of Science in Technical Education as described in Chapter Three. Applicants to the course were required to have either:

1. The Sudan School Certificate "Academic" (GCE Academic) or equivalent with five credits, including a credit in Elementary Mathematics and two other credits to be chosen from:
   a) Physics
   b) Chemistry
   c) Additional Mathematics
   A Pass in English
   or

2. The Sudan School Certificate "Technical" (GCE Technical) or equivalent, with five credits, including a credit in Elementary Mathematics and two credits to be chosen from:
   a) Chemistry
   b) Physics
   c) Workshop Technology
   d) Additional Mathematics
   A Pass in Workshop Practice
   A Pass in English
Recently (in 1982) the Department of Education initiated a new plan in attempting to solve some administrative problems. These problems were created by the merger of the Higher Technical Teacher Training Institute with other institutions to form the Institute of Technological Colleges in 1975, then one year later the Khartoum Polytechnic. One of these problems is that the engineering departments (civil, mechanical and electrical) no longer belong to the Education Department. Thus, technical student-teachers who are undergoing concurrent training courses are trained in different departments, each of which imposes its own requirements and pressure upon the student-teachers. Hence careful regulations, administration, co-ordination and planning of these courses becomes difficult and students tend to be caught between the conflicting demands of the different departments.

The new plan initiated a new course of one year for training technical teachers as an alternative to the previous four years concurrent programme. In this plan, selection of students for professional training will be made after the completion of engineering courses in the specialised departments. Entry to professional training depends on obtaining a division one pass in an engineering course.

The Education Department, however, insists that: "In the new plan, the technical teacher training course will be offered in consecutive order, whereby engineering subjects and education subjects are offered successively. The candidates study for three years in their engineering specialisation, then they proceed for the fourth year in the Education Department to study primarily education subjects". However, insistence on this course structure presents a number of problems:

(1) Not all students who have completed engineering courses have an interest in proceeding to the pedagogical training course to obtain Bachelor of Science in Technical Education. The freedom to terminate the course after gaining a self-contained engineering diploma is a
marked improvement on the old pattern under which students applied to the Education Department (not Engineering) for entry to a course in which Education and Engineering would inextricably combined throughout all four years.

(2) Not even all students willing to proceed to the professional training will be allowed to do so, only those achieving the highest grade (division one) in the final examination in their engineering departments.

(3) Selection of students to the pedagogical training is to be done after the completion of engineering courses, not at the initial enrolment of students on the polytechnica courses.

For these reasons, the description of the new plan as 3+1 has no grounds. Consequently the writer regards this course as a one-year full-time pre-service technical teacher training course. The entry requirement as given by the Department of Education in Faculty of Engineering and Scientific Studies of the Khartoum Polytechnic is the Khartoum Polytechnic Diploma (Division One).

7.3.4 Factors affecting recruitment

When the writer interviewed some of the teacher trainers in England and Wales they identified two factors which influence their intake to the pre-service courses. These are the job potential and the availability of teaching practice placements in the further education establishments.

As far as the first factor is concerned, the Further Education Sub-Committee on the Supply and Education of Teachers (ACSET), in its draft Report to the main committee in June 1982, projected the number of full-time teachers in Further Education as 80,400. This projection is made in the light of a number of factors as follows:
a) inflow is 2,601 male and 1,513 female (1980-81) (3)
b) 5 per cent wastage (men) and 8.6 (women) (1980-81) (3)
c) student ratio of 9.1 in advanced further education courses and 9.7 in non-advanced further education courses projected for 1984-85. (3)

All these influence the number of posts which will be available and hence the number of students to be recruited onto the technical teacher training courses.

Another important factor which affects recruitment to the courses as identified by the interviewed trainers in England and Wales is the possibility of placement of student-teachers for teaching practice in the further education establishments. In the writer's view, this factor is a product of structural changes in the employment patterns which in turn affect the composition of intake to certain specialist areas in each institution as indicated in Chapter Four.

In Sudan, from a theoretical point of view, the technical teacher training centre must take into account, as advocated at the "Sudanese Education: An Appraisal and Strategy for Action", not only the grave shortage of technical teachers in the Sudan, but the needs of sister Arab countries for technical teachers. But in practice enrolment to the course is dependent on the fund allocated to the Education Department by the Khartoum Polytechnic. This in fact limited the intake to the course in 1982/1983 to 20 students only.

The economic factor also has a direct bearing upon three centres in England. (a) Wolverhampton, which regulates its recruitments in the light of the agreement with the Polytechnic as described in Chapter Five, but has a maximum and minimum number in its agreement. (b) Bolton, also affected by this factor, which causes reduction in intake to the pre-

(3) ACSET, F.E. Teachers Sub-Committee, "Draft Report to the Main Committee", 1983, Table C & E
service courses, and (c) Huddersfield, which has been affected by the reduction of Education Department staff due to the early retirement policy adopted by the polytechnic.

The essential difference between the recruiting policies of the two countries seems to lie in the fact that there is a more careful monitoring of manpower needs in England and Wales than in Sudan.

7.3.5 Course aims

In England and Wales the aims of courses are set realistically to be achieved in the relatively short period of training. The aims set by the five technical teacher training centres in England and Wales may be summarised as follows:

1. To enable each student to be a better teacher at the end of the course than at the beginning. This is the aim set by Cardiff.
2. To develop awareness of those factors which bring about changes in advanced industrial society and the consequent changes in the nature of education and training.
3. To establish a foundation for course member's future professional development.

It is clear that aims in technical teacher training centres in England and Wales are concentrated on producing effective and efficient teachers, and establishing a foundation for their future professional development.

In Sudan the technical teacher training course aim is formulated as "to produce technically competent educators to assume responsibility in the practice of technical teaching, training, programme development, and management of education service".

Three aims are combined: (i) technical competence; (ii) the assumption of responsibility in the practice of technical teaching and
training; and (iii) the assumption of responsibility in management of the education service. This composition is inherited from the old plan under which HTTI was responsible for providing a concurrent programme for its students for four years. During these four years students acquired technical knowledge and gained professional training as well.

There is an inherent different between training to teach and training for Education Management. The former aims at the development of professional technical competence primarily, the latter demands of the student a level of maturity which can only be acquired by some years of teaching experience. In this writer's view therefore, the combining of managerial training with initial training is not and cannot be satisfactory.

7.3.6 Course structure and contents

In general, Certificate and Postgraduate Certificate in Education (Further Education) courses in England and Wales are organised to cover five areas. These are: Basic Teaching Studies, Specialist Teaching Studies, Education Theory, Supporting Studies, and Teaching Practice. Cardiff alone has no specialist teaching studies programme for the reasons given in Chapter Five. On average, the percentage time allocated for each of the above areas is as follows:

1. Basic Teaching Studies 16 per cent
2. Specialist Teaching Studies 26 per cent
3. Education Theory 17 per cent
4. Supporting Studies 10 per cent
5. Teaching Practice 31 per cent

Cardiff allocates 25 per cent of the time to Basic Teaching Studies and 47 per cent to Teaching Practice.

The five areas, in fact, cover a wide range of topics as detailed in Chapter Five. They may alternatively be reduced as four major areas:
Professional Studies, Education Theory, Supporting Studies, and Practical work on teaching. The first major area includes Basic Teaching Studies and Specialist Teaching Studies which together occupy 42 per cent of the course time of technical teacher training centres in England, or 25 percent in Wales. The fourth area, Practical work on teaching, occupies on average 31 per cent of the course time at technical teacher training centres in England and 47 per cent of the time in Wales.

In Sudan subjects taught at the Department of Education of the Khartoum Polytechnic to intending technical teachers may be expressed under the four major areas as follows:

1. **Professional Studies**
   - Methods of Teaching: Two hours per week
   - Educational Technology: Four hours per week
   - Education Evaluation and Management: Two hours per week

2. **Education Theory**
   - Philosophy of Education: Two hours per week
   - Foundation of Technical Education: Two hours per week
   - Educational Psychology: Four hours per week
   - Planning and Evaluation of Technical Education: Two hours per week

3. **Education Project (= Supporting Studies)**: Four hours per week

4. **Practical Work on Teaching**: Nil

No time for teaching practice is assigned in the time-table and this was confirmed verbally to the author in 1983 by the Director of Technical Education. (See Chapter Three).

The results of calculation shows that 360 hours of the course time are allocated to the professional studies, 420 to the education theory, 60 hours to the library work, and 120 hours to the teaching projects. In terms of percentage this gives 37.5, 44, 6.2 and 12.5 respectively. If we add the 6 per cent of the library work, in considering this as an
education resource, to the professional studies this gives 43.5 per cent of the total time to the latter.

To compare the above figures with the percentage of time allocated to each area, this gives the following comparison: 43.5 per cent of the time is allocated to the professional studies in the Sudan compared with 42 per cent in England and 25 per cent in Wales. Time allocated to the education theory in the Sudan is 44 per cent, while 17 per cent is allocated to the educational theory in England and Wales. 12.5 per cent of the time is allocated to the teaching project in the Sudan while 10 per cent is given to the supporting studies in England and Wales. 31 per cent of the time is reserved for supervised teaching experience in England and 47 per cent in Wales, but Sudan gave no attention to this in the technical teacher training, particularly in 1982/83 course.

Table 18  Percentage of Time allocated to each Major Area

<table>
<thead>
<tr>
<th>Area</th>
<th>Sudan %</th>
<th>England and Wales %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Studies</td>
<td>43.5</td>
<td>42 or 25</td>
</tr>
<tr>
<td>Education Theory</td>
<td>44</td>
<td>17</td>
</tr>
<tr>
<td>Supporting Studies</td>
<td>12.5</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Practice</td>
<td>NIL</td>
<td>31 or 47</td>
</tr>
</tbody>
</table>

7.3.7 Methods of Teaching

As discussed in Chapters Five and Six, a wide variety of methods of teaching is used at technical teacher training centres in England and Wales. These include such traditional methods as lectures, tutorials, and seminars, as well as more modern and sophisticated ones, such as micro-teaching, simulation, role play, etc.

In Sudan, micro teaching is used as well as lectures and tutorials. It is not within the scope of this study to examine the findings of the
research which has been done on the relative merits of the various teaching methods. As Professor Taylor said: "Most innovation in techniques of teacher education are rated as reasonably successful in the short term, and that many contribute something to the long term improvement of teacher education. The two chief factors involved are probably motivation and organisation. Staff concerned with a new development are usually highly motivated to see it succeed." (4)

Lectures, seminars, tutorials, micro-teaching, simulation and so forth "all require that more attention to be given to what it is that we are trying to achieve in teacher education, to the careful selection and comparison of means to achieve our ends and to systematic implementation of projects and plans and schemes that have often had to be argued for against the implicit or explicit opposition of those who prefer the status quo or have claims on resources for alternative purposes". (5)

7.3.8 Method of Assessment

In England and Wales all technical teacher training centres use the continuous assessment method, particularly for Postgraduate Certificate in Education course work. The Certificate in Education course work is assessed continuously at Cardiff, Bolton and Garnett. But Huddersfield in addition has an unseen written paper in sociology, and Wolverhampton has a comprehensive written examination paper to examine the course members' knowledge and ability to integrate the theoretical and practical parts of the course. All technical teacher training centres in England and Wales use a system of external examiners to moderate their assessments. The external examiners have the right, on a sample basis, to:

a) conduct viva-voce examinations
b) examine assessed course work, and

(5) ibid., p.138
c) moderate the assessment of practical teaching.

In Sudan the laboratory work, and assignment constitute 40 per cent of the overall assessment. 60 per cent is reserved for the written examination papers.

Another important fact is that the professional training year as a whole contributes 30 per cent to the Bachelor of Science in Technical Education to be awarded by the Khartoum Polytechnic.

The Department of Education of the Khartoum Polytechnic has not adopted a system of using external examiners to moderate its assessments.

On the basis of this comparative analysis an attempt will be made in Chapter Eight to make recommendations for the future development of technical teacher training courses in Sudan.
CHAPTER EIGHT

A FRAMEWORK FOR NEW COURSES OF TECHNICAL TEACHER TRAINING IN THE SUDAN

8.1 The Basic Framework for the Course
8.2 Importance of the Proposed Course
8.3 Initial Teacher Training Course and Student Needs
8.4 Course Outcomes
8.5 Course Content
8.6 Course Diagram
8.7 Course Assessment
8.8 Conclusion
8.1 THE BASIC FRAMEWORK FOR THE COURSE

As was stated in Chapter Two, the Sudanese Education Policy is focused on making the education system more responsive to the social needs and closely related to the economy of the country. The Sudanese Ministry of Education and Guidance is attempting to introduce technical education at the senior grade of primary schools, and throughout the rest of the education system. This is in addition to the increase in enrolment of technical secondary schools to 60 per cent of the total enrolment of secondary education.

Although there has been little progress in the implementation of this policy, the last ten years have witnessed a positive change in public attitudes towards technical education. The positive public opinion in favour of technical education has been created by the heavy unemployment experienced by the academic secondary school leavers, and the introduction of technology, in some form, to every home, putting people into direct contact with technology on a day-to-day basis.

Other important factors which have influenced public opinion positively in favour of technical education include the increase in industrial activity and the growth of business in both public and private sectors. These changes in public opinion have led people from all walks of life to appreciate more the importance of technical education, and to realise the need for technical and vocational education which accelerates economic development.

Evidence of this transformation may be seen in the sharp increase
in the number of students enrolled in technical education. In 1971 there were 1,362 students in technical secondary schools, while in 1981/82 there were 17,735 students enrolled in different kinds of technical secondary schools.

Link the transformation in public opinion with the education policy of expanding technical education to compare favourably with the general education system, and the need for competent teachers to staff the growing number of technical secondary schools becomes evident.

The Sudanese Ministry of Education and Guidance, under the pressure of a grave shortage of technical teachers, accepted technical teachers on loan from neighbouring Arab nations, and incentive schemes under bilateral assistance from industrial countries in which Sudanese top technical secondary school leavers received training in technical subjects and teaching methodologies. The urgent need for an efficient training system to assure a continuous flow of enough competent teachers to staff technical secondary schools, as well as assuring the training of serving teachers, suggested embarking upon a long term solution rather than short term remedial measures.

Taking into account all the financial constraints the Sudan is at present experiencing, and on the basis of the findings of this study, eight recommendations will now be put forward as guiding principles for the new course which the writer would like to propose.

1. A one year full-time pre-service training course providing for intending technical teachers who already have technical qualifications. This would be a faster and more economic way of producing the technical teachers the Sudan needs than the present four-year concurrent course providing both technical knowledge and teacher training.
Important factors to be remembered at this stage are:

(i) It is not obligatory at the present time for graduates of Universities or Khartoum Polytechnic or its equivalents to undergo a pre-service pedagogical course of training in order to obtain a post in Sudanese technical secondary schools.

(ii) The unsuccessful experience in 1969 of running a pre-service pedagogical training course for graduates, when failure to recruit resulted in the collapse of the course. (see page 66).

Some difficulty is likely to be encountered in securing an adequate supply of technically qualified people to the course. But the situation in Sudan, at present, is completely different from that of 1969. In 1969 there were only three institutions of higher education providing technical education for a limited number of students. These were the University of Khartoum, the Khartoum Technical Institute and the Khartoum Senior Trade School. Now, in addition to the University of Khartoum and the Khartoum Polytechnic, there is also Juba University, Gazera University and the newly established scientific colleges of Cairo University Branch of Khartoum. All these institutions together offer a better chance of success to the suggested programme.

The present practice in the Khartoum Polytechnic is to follow the 3+1 pattern, in particular when the new plan was launched in 1982/83. The only difference between the suggested pattern proposed by the writer and the pattern currently offered by the Khartoum Polytechnic is that it is suggested that the intake to the course should be open to all technically qualified Sudanese, instead of being restricted to graduates of engineering faculties of the Khartoum Polytechnic.

It is important also that the Ministry of Education and Guidance must take measures to ensure that sufficient numbers of technically
qualified persons will apply to the course:

A. As technical teachers in Sudan are civil servants appointed and paid by, distributed to technical schools, transferred from one school to another, and promoted centrally by the Ministry of Education and Guidance, the Ministry must accept some responsibility for their recruitment to pre-service training by paying generous grants to student-teachers.

B. To make teaching more attractive, the technical teachers salary scale must be improved in such a way as to compare more favourably with those available in industry, agriculture and business.

C. The trained teacher's starting salary should be higher by at least the amount of two increments, than that of untrained newly appointed teachers.

D. The Ministry should take steps to explain to student-teachers that a good future and excellent chances of quick promotion are available in technical education, in accordance with its continuous expansion plans.

E. It is also a responsibility of the Ministry of Education and Guidance to announce that opportunities are available for qualified competent technical teachers to undertake advanced training either in Sudan or abroad to further their careers.

In the writer's opinion, it is likely that the proposals listed above will encourage a flood of new applicants to the proposed course. To ensure that only suitable candidates are admitted, careful selection procedures must be instituted in admission.

Dr Khanji, Head of the Education Department of the Khartoum Polytechnic, in an interview with the writer on 15 August 1983, stated that they experience difficulty in assuring the real desire of applicants to the course to become teachers. In the writer's view, the Department of
Education's policy of recruitment is the source of this difficulty. Intake to the teacher training course under the existing plan (3+1) is based only on the achievement of the highest grade (division one) in the engineering course. This achievement enables the student, if he wishes, to proceed for a one year pedagogical training and to be awarded a "Bachelor of Science in Technical Education". Most students undergo the pedagogical training, using the course as a route to acquire the "degree" and not necessarily to become teachers. The procedure the writer is recommending gives any candidate who is technically qualified the right, regardless of the grade of his diploma, to apply to the course. In addition to that it opens the way for all university graduates and students having diplomas as well as those with polytechnic engineering diplomas to apply for the course. It also gives an opportunity for the educationists to select and recruit only suitable motivated persons. Consequently the writer also recommends:

2. In addition to the academic requirement for entry to the course, other factors should be taken into account to ensure as far as possible that only persons suitable for the professional training and subsequently for work in the teaching profession are recruited. This would ensure a high success rate in retaining staff in the profession.

These factors should constitute agreed criteria on which a selection panel may predict ability, potential and subsequent classroom success of an applicant. Suggested criteria would include character, general culture standard, and a genuine desire to join the teaching profession which can be assessed by members of the selection panel who would be experienced qualified teacher trainers themselves.

In view of the relatively short suggested period of one academic year for the professional training course, aims should be formulated
clearly and realistically if they are to be achieved within the target period. They should encompass two major aspects: teaching situations, and professional development. In the light of this the writer recommends replacing the three previously stated aims (acquisition of technical knowledge, pedagogical training, and education management) by one single overall aim such as:

3. The overall aim of the course is to provide a pedagogically oriented programme which will develop competence in the teaching situation, and form a foundation for continuing professional development. Enabling objectives of each element in the programme should be well defined and must contribute positively to the achievement of the overall aim of the course.

The comparative analysis undertaken in Chapter Seven showed that the major elements of technical teacher training courses in Sudan and in England and Wales are alike. These are professional studies, education theory, supporting studies (or project in Sudan) and the supervised teaching experience. (On paper only in the Sudan).

Furthermore, the general conference of the United Nations Education, Scientific and Culture Organisation (UNESCO), meeting in Paris at its eighteenth session, held from 17 October to 23 November 1974, agreed upon the same elements in its recommendation number 84. (1)

But one of the existing problems in the Sudanese technical teacher training course is the inbalance between the different elements of the programme. This has resulted in eliminating supervised teaching experience altogether from the 1982/83 pre-service training course in spite of its inclusion in the published syllabus. The writer therefore recommends:

(1) UNESCO, "Educational Documentation and Information" No.228, 3rd Quarter 1983; Technical and Vocational Education, see p.73
4. Careful consideration should be given to the balance between professional studies, education theory, supporting studies (or project), and supervised teaching experience. The following ratio is recommended:

- Professional studies: 40 per cent
- Education theory: 17 per cent
- Supporting studies or project: 12 per cent
- Supervised teaching experience: 31 per cent

These compared with the weighting in the present Sudanese course and the course provided by the colleges in the U.K. as follows:

<table>
<thead>
<tr>
<th>Table 19: Comparison of recommended ratio with the existing ones</th>
</tr>
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<tbody>
<tr>
<td>Professional studies</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Education theory</td>
</tr>
<tr>
<td>Supporting studies or project</td>
</tr>
<tr>
<td>Supervised teaching experience</td>
</tr>
</tbody>
</table>

The recommended ratio of weighting provides a better overall course balance than the one which already exists in Sudan and provides for a more formal provision of supervised teaching experience.

The element of supervised teaching practice gives the student-teacher an opportunity to acquire a first hand experience of conditions in which he will practice his profession. This experience has to be established on a solid foundation of professional studies and education theory. If the 31 per cent of the time allocated to the supervised teaching practice is given on a block, subsequent elements in the programme will not form a coherent part in the course, and will have no direct influence in the supervised practical teaching situation. The writer therefore recommends that:
5. The supervised teaching experience should be split into two periods. The first period should be the shorter, and should be undertaken after a suitable period for initial preparation of the students. The second period should be held mid way in the course.

The splitting up of the supervised teaching experience into two periods gives an opportunity to make adjustments between the two periods of teaching practice. Hence mistakes made and problems encountered in the first period of teaching practice can be discussed and modified in time for the second practice. Furthermore, it provides a better opportunity to integrate theory with practice.

To ensure the success of the supervised teaching experience the writer recommends that:

A. Good liaison should exist between the training institute and the supervised teaching practice in the technical secondary schools.

B. One of the professionally trained teachers at each technical secondary school must be designated as a professional tutor or mentor to help and advise student-teachers throughout the teaching practice periods.

C. Tasks such as observation, preparation, actual teaching, etc... during each of the supervised teaching experience periods must be structured with care, and must be notified to supervised teaching experience technical schools before commencement of the first period.

D. An agreed set of criteria for assessment of the supervised teaching experience should be established.

Based upon the above recommendations it follows that:

6. The period between the two blocks of the supervised teaching experience should focus upon:
A. Follow-up to the first period of the supervised teaching practice, aimed at equipping the student-teacher with sound professional knowledge needed to improve his performance and increase his classroom skills and, with them, the student's self confidence.

B. Enhancing an ability to integrate professional studies and education theory with the practical teaching situation.

The last two recommendations are:

7. Establishment of precise and sound assessment criteria to ensure the achievement of the overall course aim, and the academic standing of the course.

8. The training course should constitute a base for future professional development.

Having identified the framework on which the course should be established, the next part of the chapter presents the detailed topics to be included in the pedagogical training course.

8.2 IMPORTANCE OF THE PROPOSED COURSE

One proposal of the above recommended framework for the course is that it should be open to all technically qualified Sudanese who are willing to enter the teaching profession. This will change the nature of recruitment and bring to the initial teacher training course a heterogeneous student group with a wide range of educational backgrounds and subject specialisms but all will need to develop the same essential competencies in teaching technical subjects.

The 3+1 current initial technical teacher training course in Sudan is designed to meet the needs of Khartoum Polytechnic students who have completed an engineering course, achieved division one in the final
examination, and are willing to proceed to pedagogical training. To meet
the needs of students who have various specialisms and different qualifi-
cations, a new course of initial training must be designed, or the present
course must be modified in such a way that it will adequately cater for
the new needs and potential demand.

On the basis of this study the writer believes that modification
of the existing Sudanese initial technical teacher training course to
respond positively to the new needs and potential demands is possible.

All technical teacher training centres in England and Wales are
training student-teachers who are recruited from a wide range of educ-
atational backgrounds and subject specialisms and who are intending to
teach in further education establishments. Although the initial technical
teacher training courses in England and Wales are efficient and effective
in fulfilling their aims and are successful in producing competent teachers
the writer does not recommend transplantation of these courses to Sudan.
The needs of student-teachers in England and Wales on one hand and the
Sudanese student-teacher's needs on the other are very different, but
this does not invalidate valuable cross-fertilization of ideas between
England and Wales and the Sudanese technical teacher training courses.
Instead of transplantation, therefore, the writer advocates modification
of the initial technical teacher training course in Sudan in the light of
the findings of his study of courses in England and Wales.

8.3 INITIAL TEACHER TRAINING COURSE AND STUDENT'S NEEDS

The ultimate aim of any initial technical teacher training programme
is to prepare competent technical teachers for technical education in the
society where the programme is executed. To enable technical teachers
to play their role effectively, the initial teacher training programme
must help prospective teachers to understand the nature of the society
in which they are living, and, to some extent, to accept the nature of that society, and to value and respect the work they are going to do. In accordance with this view, the course designers must determine the minimum knowledge and skills, and the attitudes, both to their students and to their role in society, to be achieved by each student by the end of initial training.

In England and Wales, the complex circumstances in the Further Education sector, particularly in the education and training arrangements provided for 16-19 age group, as discussed in Chapter Four, place great demands upon technical teachers. Examples of these are the Business and Technician Education Council courses which placed on the further education staff tasks of curriculum development and the preparation of BTEC submissions together with BTEC units assessment. The Unified Vocational Preparation courses call for training teachers in appropriate teaching/learning methods as well as in counselling. The Youth Opportunity Programme, which was established under the special programme division of the Manpower Services Commission, calls for certain skills in tailoring programmes for individual and local needs. These are only a few examples which show the needs of persons intending to teach in further education establishments in England and Wales. To fulfil these needs in initial teacher training courses, a portion of course content is devoted to study of the further education sector, the Manpower Services Commission, the BTEC, Curriculum Development, etc...

The technical education system in the Sudan is not complex like that of England and Wales. Students are enrolled at 16-19 years of age to study a curriculum provided by the Ministry of Education and Guidance. All students must sit for one national examination at the end of the course - namely the Sudanese Certificate of Education (Technical). This is in marked contrast to the multiplicity of courses, curricula and
examinations for which technical teachers in England and Wales must be prepared.

As a result of different nature of the needs of students in the two countries, the writer does not recommend the transplantation of initial teacher training course contents of England and Wales to Sudan. Instead he advocates the modification of the Sudanese initial teacher training course contents to suit the needs of the prospective technical high secondary school teachers.

8.4 COURSE OUTCOMES

By the end of the course the student-teacher should be able to:

1. Devise and construct lesson plans and teaching notes considering the following factors:
   aims and objectives, structure of the lesson, content, teaching method and aids and evaluation.

2. Plan, prepare and present a practical lesson for a psychomotor skill using skill analysis as a base.

3. Select appropriate teaching strategies for a particular learning situation, having regard to their comparative merits.

4. Use, produce, analyse and assess the use of different audio-visual aids in teaching, on the basis of media characteristics and group size.

5. Apply the concepts subsumed under the theory related to attention and perception to the production and appraisal of basic learning aids.

6. Relate the concepts embodied in theoretical teaching models to aims, objectives, lesson planning and feedback.

7. Evaluate the various theories of learning as they relate to the classroom.

8. Analyse the principles of class management and relate them to the social processes involved.
9. Identify the factors which contribute to the maintenance of effective class management.

10. Identify and apply to the learning situation the principle features of the various motivational theories.

11. Identify those factors which relate to the varying roles of the teacher in the classroom.

12. Compare the merits of various teaching styles for particular subject matter specialisms.

13. Demonstrate an awareness of the use of basic philosophical concepts, e.g. teaching, knowledge, values, education.

14. Describe the development and structure of technical education as related to the organisation of education in Sudan.

15. Identify the contribution and role of his/her specialist subject in the context of technical education provision.

16. Discuss the purposes of educational assessment.

17. Prepare an examination paper specification with reference to cognitive, affective and psychomotor domains.

18. Outline the factors which contribute to the validity and reliability of an examination.

19. Discuss weighting and the relationship between different parts of an examination.

20. Construct an examination paper to include model solutions and a marking scheme from the following type:
   (i) subjective, (ii) objective, (iii) practical, and (iv) oral.

21. Carry out basic statistical exercises related to assessment.

Supervised teaching experience outcomes

1. Plan, prepare, teach and assess lessons.

2. Demonstrate confidence in the teaching situation.

3. Show an increasing awareness of the possibilities and constraints of the contexts within which teaching takes place and begin the process of personal adaptation to that context.

4. Practice teaching skills in order to reach an acceptable level of competence.
8.5 COURSE CONTENT

A. Professional Studies
1. **Introduction**
   - A. The Syllabus
   - B. Examination of the two concepts:
     1. Teaching
     2. Education
   - C. Methods, definition and advantages
   - D. Syllabus, course outline, curriculum

2. **Efficiency and Effectiveness**
   - A. Training and education
   - B. The meaning of mastery learning
   - C. Efficiency
   - D. Effectiveness

3. **Effective Learning**
   - A. Principles of human learning
   - B. Effective learning
   - C. Motivation
   - D. Teaching environment
   - E. Assimilation
   - F. Retention
   - G. Recall
   - H. Feedback
   - I. Structuring and sequence of learning
   - J. Learning curves

4. **Communication within Classroom**
   - A. Means of Communication
   - B. Barriers to communication
     1. Nervousness
     2. Vocabulary
     3. Voice
     4. Presentation
   - C. Spoken communication
   - D. Visual communication
   - E. Personal characteristics
   - F. The environment
   - G. Principles
   - H. Multi-channel communication
   - I. Feedback

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5. **Systematic Approach to Teaching and Course Design**
   - A. The basic element of an educational system
   - B. Specification of course objectives
   - C. Assessment of knowledge, skills and attitudes on entry to course
   - D. Design of course
   - E. Implementation of course
   - F. Evaluation of effectiveness of course
   - G. Example of an education system

6. **The Examination and the Teaching Syllabus**
   - A. Factors affecting choice of a suitable syllabus
   - B. The examination syllabus
   - C. The teaching syllabus
   - D. Compilation of teaching syllabus
   - E. Correlation of subjects in the syllabus

7. **The Various Methods of Teaching used in Technical Education**
   - Advantages and Disadvantages
   - A. Lecture
   - B. Demonstration or practical work
   - C. Lesson
   - D. Discussion
   - E. Independent study

8. **The Lesson**
   - A. The Lesson System
   - B. Teaching Plan Design
      1. Preliminary steps:
         (a) Selection topic of the lesson
         (b) Selection and arrangement of teaching materials
         (c) Selection of overall objectives and enabling objectives
      2. Main steps:
         (a) Identification of an appropriate instructional method
         (b) Arranging teaching points into a logical form
         (c) Selection of appropriate learning activities and experiences
         (d) Testing the attainment of objectives
      3. The final step:
         (a) Production of a final version of the lesson plan
         (b) Preparation of students' handouts, teaching aids, etc.
         (c) Importance of referring to plan before the lesson commences
         (d) Preparation of the instructional setting
C. Lesson structure
1. Basic characteristics of a lesson
2. Introduction
3. Body or development
4. Conclusion

9. Questions and Questioning
A. Purpose and types of oral questions
B. Framing and managing oral questions
C. Integrating oral questions into teacher's instruction
D. Questions during introduction of a lesson
E. Questions during development of a lesson
F. Questions during conclusion of a lesson
G. Questions of students

10. Practical Laboratory Lesson
A. Aims
B. Forms
C. Effective practical work
D. Organisation
E. Safety
F. Experiments (conduct)
G. Maintenance

11. Teacher Personality
A. Ways of looking at a teacher
   1. The qualities approach
   2. The situational approach
   3. The functional approach

12. Practical Work on Teaching in Institute
A. Each student is required to submit at a specified time a lesson plan to include:
   a) lesson objectives
   b) enabling objectives
   c) teaching notes (introduction, development, conclusion) together with questions and list of appropriate teaching aids to be used.
B. Each student is required to give a fifteen-minute lesson presentation to his/her peer group and tutor. The student is required to use appropriate teaching aids within his/her presentation. Each lesson is recorded and is played back to the group for appraisal.
The main objective of this practice is to enable student-teachers to practise and use various teaching methods, techniques and skills. The subject matter in this case is not important in itself. Thus managing the time is very important, and each lesson's length including questioning is strictly limited to 15 minutes.
1. The Role of Audio-Visual Aids
   A. Aids to the teacher
   B. Aids to the learner

2. Core of Experience
   A. Direct purposeful experience
   B. Contrived experience
   C. Dramatized experience
   D. Demonstration
   E. Field trip
   F. Exhibit
   G. Motion pictures
   H. Still pictures
   I. Visual symbols
   J. Verbal symbols
   K. Duplicated handout

3. Characteristics and using of Effective Audio-Visual Aids

4. Non-Projected Media, Theory and Practice
   A. Chalk board
   B. Flip chart
   C. Flannel, hook and loop boards
   D. Magnetic boards
   E. Plastigraph boards
   F. Posters, charts, diagrams, and graphs

5. Projected Media, Theory and Practice
   A. Overhead projectors
   B. Slide projectors
   C. Filmstrip projectors
   D. Opaque projectors
   E. Film projectors

6. Audio-Media
   A. Tape recorder as a media
   B. Videotape as a media

7. Selecting Audio-Visual Aids
   A. Media selection and copyright
   B. Selecting media for independent study
   C. Selecting media for small groups
   D. Selecting media for medium and large groups.
EDUCATIONAL STATISTICS

1. A. Introduction
   B. Definition and concepts in Educational Statistics

2. Dealing with Marks and Scores
   A. The distribution of scores
   B. Central tendency, mode, mean, and medium
   C. The calculation of the mean
   D. Spread or variability
   E. The calculation of standard deviation
   F. Statistical concepts
   G. Measures of correlation
   H. Statistical significance

3. The Efficiency of Measurement
   A. Item analysis
   B. Reliability
   C. Validity

4. Expressing the Results
   A. Limitation of percentage
   B. Mental age
   C. Percentile rank
   D. Standard score
INTRODUCTION TO EDUCATIONAL ASSESSMENT AND EVALUATION

1. A. Introduction; concepts and purposes of assessment
   B. Definitions:
      1. Measurement
      2. Evaluation
      3. Norm and criterion referenced assessment
      4. Norm and criterion referenced distribution

2. Assessment Procedures
   A. Standardized performance checklists
   B. Critical Incident methods
   C. Objective style tests
      1. True/false questions
      2. Multiple choice questions
      3. Matching questions
      4. Rank order questions
      5. Completion questions

3. Assessment of Oral Work
4. Assessment of Practical Work
5. Assessment of Project Work
6. Item Analysis and Question Validation
   A. Objective
   B. Type
   C. Efficiency index
   D. Discrimination index
   E. Choice index
   F. Reliability
   G. Question synoptic chart

7. The Application of Statistics to Assessment
8. Value of Assessment for Curriculum Evaluation

24 hr.
3 hr.
6 hr.
2 hr.
2 hr.
2 hr.
2 hr.
3 hr.
4 hr.
INTRODUCTION TO EDUCATIONAL RESEARCH

1. **Introduction** 4 hr.
   - A. Methods and methodology, definitions
   - B. The role of research in education
   - C. Importance of how research is done
   - D. Major steps in research
   - E. Definition of common terminology used in research:
     subject, variable, dependent and independent variables, control group, experimental group, generalizability, hypotheses, population, sampling, statistically significant, and extraneous variable.

2. **Selection and Formulation of a Research Problem** 2 hr.
   - A. Selecting a topic for a research
   - B. Formulating the research problem
   - C. Formulating hypotheses
   - D. Defining concepts
   - E. Establishing working definition
   - F. Relating finding to other knowledge

3. **Problems of Measurement in Educational Research** 2 hr.
   - A. Variation in score in measuring instrument
   - B. The validity of measurement
   - C. The reliability of measurement
   - D. Scale of measurement

4. **Results** 2 hr.
   - A. Data processing
   - B. The data matrix
   - C. Data reduction

5. **Some Methods for Data Collection** 12 hr.
   - A. Survey method
     - (a) Survey design
     - (b) Sampling
     - (c) Survey method applied to educational research
   - B. Case studies
     - (a) Case study definition, purposes and uses in educational research
     - (b) Unstructured observation
     - (c) Structured observation
C. Action research
   (a) Definition, characteristics, purposes, and uses in educational research
   (b) Procedure and design
D. Interview and questionnaire
   (a) Comparison of interview and questionnaire
   (b) Question content
   (c) Outline of procedures in questionnaire construction
   (d) The art of interviewing
   (e) Less structured interviews
   (f) The sociometric method
   (g) Visual aids in interviewing
   (h) Problems surrounding the use of interview in research procedure

6. Writing a Research Report
   A. Introduction section
   B. Method section
   C. The result section
   D. The reference
   E. The abstract
   F. Preparing tables
   G. Preparing figures and graphs
B. \textit{Education Theory}
PHILOSOPHY OF EDUCATION

1. Introduction
   Nature of Philosophy of Education and its place in Educational Theory.

2. The Concept of Education
   A. Definition of education
   B. Liberal and vocational education
   C. Learning, teaching and training
   D. Indoctrination and conditioning
   E. Growth needs and interest theories

3. Values, Moral and Aesthetic
   1. How can they be adjusted?
   2. Aims for education of various philosophers
      (a) Plato
      (b) Rousseau
      (c) Marx
      (d) Dewey
      (e) Islamic philosophers
   3. Education: the good society and the good life

4. Social Philosophy and Education
   1. Discipline
   2. Authority
   3. Freedom
   4. Democracy
   5. Equality
   6. Punishment
   7. Respect for person
1. Introduction to General Psychology
   A. Definition of psychology
   B. Division of psychology
   C. Psychology and scientific methods

2. Personality Traits and Attitudes

3. Source in individual differences. The interaction between heredity and environment


5. Individual differences in ability and aptitude: intelligence, the nature of concept. Problems of attempting to measure individual differences in ability.

6. Learning theories, conditions for learning, transfer learning, skills, study methods, memory, perception, and motivation.


8. Age as an influence upon student behaviour. physical, emotional, and social changes in adolescence and their educational implication.
1. **Theories of Social Learning**

2. The teaching profession, recruitment, social origins, career expectations.

3. Role of teacher and learner - adjustment and strain, role and status.

4. The curriculum - the organisation of knowledge and control within the educational institution.

5. Theories of socialisation: primary socialisation, secondary socialisation, vocational socialisation, the dynamics of the classroom, formal leadership, group interaction analysis, interaction set, and transactional analysis.

6. The family as a social institution; developmental type and social group.

7. Socialisation and the development of language use in education.

8. Technical secondary school as cultural system consensus and conflict.


10. The curriculum experiencing the transition from school to work.
## HISTORY OF TECHNICAL EDUCATION

### 1. An Overview of Vocational and Technical Education

**A. Definitions**
- (i) Vocational Education
- (ii) Technical Education

**B. Civilization**

**C. 18th - 19th Centuries**

**D. The apprenticeship system**

**E. The "Art-Craft" Movement**

**F. The Manual Training Movement**

### 2. Sudanese Education System

**A. Establishment of educational system in Sudan, aims and objectives**

**B. Specific examples of institutions**
- (i) Gordon Memorial College
- (ii) Omdurman Trade School
- (iii) Khartoum Technical Institute
- (iv) Post Intermediate Schools
- (v) Khartoum Senior Trade School
- (vi) Skills upgrading and vocational training Centres

### 3. The Educational Revolution

**A. Diversification of Technical Education**

**B. Reorganisation of Technical Higher Education**

**C. Handicraft Centres**

**D. Youth Training Centres**

### 4. Technical Education and Manpower Policy

**A. Colonial Period**

**B. Independence until 1970**

**C. 1970 to Date**

### 5. Technical Teachers Education and Training

**A. Khartoum Senior Trade School**

**B. Khartoum Technical Institute**

**C. Higher Technical Teacher Training Institute**

**D. Khartoum Polytechnic**

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### 8.6 COURSE DIAGRAM (Based on a 20/24 hour week)

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<td>Education Theory</td>
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<td>12</td>
<td>Follow-up of the Supervised Teaching Practice</td>
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<td>Professional Studies</td>
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8.7 COURSE ASSESSMENT

The proposed course is expected to recruit students with varied educational backgrounds and from a wide variety of subject areas according to the needs of technical education. Progress of such students on the course must be monitored very carefully in order to provide feedback for teacher trainers to pursue their duties in supporting the strengths and remedying the weaknesses of students as necessary. In addition the writer recommends that students should have an opportunity to develop real commitment during the course. This might be achieved by giving students an opportunity to study specific subjects in some depth in their essays. For this reason a small number of longer essays has been preferred to a large number of more superficial exercises.

The following procedure is suggested for the assessment of the course:

1. The Education Theory will be assessed from two long essays of approximately 5000 words each and comprising more than one aspect of education theory.

2. A. Three lesson plans together with lists of appropriate teaching aids and student's handout.
   B. Breaking down of a year's curriculum in one subject related to student teacher's specialism.
   C. Practical exercise on educational statistics.
   D. Practical exercise on educational measurement.
   E. One assignment on critical analysis of reported research.
   F. A project on educational technology or an essay of 6000 words on an approved area.

3. Student teaching ability is to be judged from:
   A. Report from technical secondary school where student is taking his teaching practice.
   B. Reports of visiting tutor from the Institute.
   C. The student's teaching practice file.
Students who hold diplomas on entry to the course will be awarded a Certificate in Technical Education, and those who hold a degree on entry to the course will be awarded a Postgraduate Certificate in Technical Education.

8.8 CONCLUSION

The realisation of the importance of making the Sudanese system of education more responsive to the social needs and more closely related to the economy, led the Ministry of Education and Guidance in 1979 to advocate the provision of technical education programmes throughout the general education system. Moreover, the Sudanese government has announced as its educational policy the expansion of technical secondary education to cater for 60 per cent of the total enrolment of higher secondary schools. If technical education is to be expanded to fulfil the manpower requirements, technical teacher training must also expand and should be seen as a vital part of a total and continuous development effort. This is because both the quantity and quality of technical education depends largely upon a sufficient number of qualified, competent technical teachers to staff technical secondary schools.

This study has dealt primarily with initial technical teacher training in England and Wales and the Sudan with the intention of finding a suitable procedure for training Sudanese technical teachers in a relatively short time. Pre-service technical teacher training as well as in-service initial training in both countries have been examined. On the basis of the findings of this study, with the needs of Sudanese technical education as well as needs of prospective technical teachers in mind, a basic framework for an initial teacher training course is recommended and modification of the Sudanese initial technical teacher training course content is outlined.
The writer has aimed at providing flexible guidelines rather than a rigid programme. Within this perspective, the recommended course content might form a good base for discussion amongst Sudanese technical teacher trainers and the Department of Technical Education in the Ministry of Education and Guidance together with those interested in the field of technical teacher training. The content of any successful course of technical teacher training should also be flexible enough to take into consideration suggestions made by the trainees themselves for further improvement in the course to render it more efficient and effective for the profit of subsequent groups undergoing pedagogical training.

Although initial technical teacher training is essential in producing competent teachers, it is not an end. It is a first step in a long process of professional development. Further training is important too. Technical teachers must keep pace with innovations in theory and practice of their areas of specialisms as well as in new educational theories, methods and techniques.

The writer hopes that this study will pave the way for further research in the field in order to improve the quality of technical education in Sudan and speed the process of its economic development.
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Garnett College Schedule Interview

Entry Requirements
(1) The Postgraduate Certificate in Education (Further Education) full-time booklet on page 14 stated that:
Candidates will be required to satisfy the college that they have a good general education; that they have specialist knowledge and experience appropriate to teaching in their subject area.
What is the minimum acceptable industrial, trade or business experience considered by the Garnett College?

(2) The Garnett College brochure on page 3 paragraph "d" stated that:
Candidates must satisfy the college authorities as to their probable suitability for teaching.
Have you an agreed set of criteria to judge students' probable suitability for the teaching profession?

(3) How many students are to be enrolled annually in the course?

(4) What are the factors which determine the number of intake to the course?

(5) To what extent do you consider the representation of different specialisations in the process of intake to the course?

Course Structure and Assessment
(1) On page 57, paragraph 7.7.1 stated that:
At the end of the course students who have completed all sectors, who have achieved a pass in course work, who have submitted a satisfactory special investigation, and who have passed in supervised Teaching Experience will be awarded a Postgraduate Certificate in Education.
Are these parts assessed equally? If not, what is the relative weighting of each for the final award?

(2) What is the criteria for assessment to the successful completion of each sector?

(3) What relative weighting is given to each of "Student profiles" for the successful completion of the course phases?
Although Postgraduate Certificate in Education and the Certificate in Education courses are similar they differ primarily in student groupings; in teaching approach, and in course assessment. Will you please state the differences in the course assessment?

Why do you prefer continuous assessment to an end of year examination for the final award?

What provision is made for overseas students?

What changes are envisaged in the future in the structure of the course?

Teaching Practice

How many F.E. establishments co-operate by providing training placements for your students?

What are the minimum and maximum numbers of students placed in any establishment at one time?

How many colleges do students go to for teaching practice? Why do you prefer that student-teachers should have teaching practice in more than one establishment?

What type of F.E. experience do you include under the general heading of Teaching Practice?

The Garnett College of Education has a pattern of supervised teaching practice consisting of four weeks as Phase II in the first term and 7 weeks as Phase IV in the second term. What factors led you to fix this pattern?

Who is co-ordinating training placement in F.E. establishments?

Apart from normal college methods classes, what preparation is given to your students before they commence their first block of supervised teaching experience? Are they, for example, given any specific assignments or questions to answer? If so, how are the establishments used on teaching practice informed of this?

Are the assignments and questions (if any) followed up and discussed with students after their period of teaching practice?

Are similar programmes made and followed up before the commencement of Phase IV?
(10) Are arrangements made to match teaching practice assignments for the students with the programmes of work of the class teacher? What problems (if any) does this raise?

(11) What arrangement does the college operate for co-operation with F.E. over teaching practice?

(12) What arrangements are there for liaison between your college and local teaching practice tutors where your students undertake teaching practice?

(13) Paragraph 7.5.1 on page 57 set the criteria which influence a pass or fail decision on supervised teaching experience. The (f) part of the criteria stated that:

Teachers should also produce evidence of their own progress, especially the ability to evaluate their own development.

Are there any measures to guide student-teachers to evaluate their own development?
The copy obtained from the Khartoum Polytechnic has been translated into English by the Polytechnic and photocopied including the spelling mistakes.
College of Engineering and Scientific Studies, Department of Education

Methods and Techniques of Teaching

The course is designed for both serving technical teachers and new entrants to the profession with the following objectives:

a) To enable each student teacher improve his/her teaching ability.

b) To acquaint new entrants to the profession of teaching, with the materials, techniques, ideas and special skills which are often referred to as teaching methods if they are to have a reasonable success in teaching others.

As, a study of the methods of teaching should be concerned as much with a study of learning activities as with the ways of directing such learning activities, the course is designed into the following units:

Unit I.

Introduction -

a. The Syllabus
b. Examination of the two concepts -
   1. Teaching
   2. Education
c. Methods
d. Syllabus, course outline, curriculum.

Unit II.

Effective Learning -

a. Motivation
b. Teaching Environment
c. Effective Learning
d. Assimilation
e. Retention
f. Recall
g. Feedback
h. Structuring and sequence of learning
i. Learning curves.
UNIT III

Communication within Classrooms -

b. Barriers to -
   1. nervousness
   2. vocabulary
   3. voice
   4. presentation
c. Spoken Communication
d. Visual Communication
e. Personal Characteristics
f. The Environment
g. Principles
h. Multi-Channel Communication
i. Feedback

UNIT IV

Systematic Approach to Teaching and Course Design -

a. The basic element of an educational system.
b. Specification of Course Objectives.
c. Assessment of Knowledge, Skills and attitudes on entry to course.
d. Design of Course.
e. Implementation of Course.
f. Evaluation of Effectiveness of Course.
g. Example of an Educational System.

UNIT V

The Examination and the Teaching Syllabus -

a. The Examination Syllabus.
b. The Teaching Syllabus.
c. Compilation of a Teaching Syllabus.
d. Correlation of Subjects in the Syllabus.

UNIT VI

The Various Methods of Teaching Used in Technical Education - Advantages and Disadvantages -

a. Factors Affecting Choice of a Suitable Syllabus.
c. The Formal Lecture.
d. The Lesson.
e. The Discussion Group.
f. The Tutorial and the Seminar.
g. Practical Work.
h. Programmed Instruction.
i. Advantages and Disadvantages.
UNIT VII.

The Lesson -

a. Lesson System.
b. Lesson Preparation.
c. Objectives -
   1. Overall Objectives of Lesson.
   2. Enabling Objectives.
d. Testing the Attainment of Objectives.
e. Selection and Arrangement of Teaching Materials.
f. Teaching Plan Design.
g. Lesson Structure -
   1. Introduction
   2. Body
   3. Conclusion.
h. Achievement of Objectives.

UNIT VIII.

Questions and Questioning -

a. Purpose of Questions during -
   1. Introduction of Lesson.
   2. Development of Lesson.
   3. Conclusion of Lesson.
b. Procedure (General Remarks).
c. Questions from Students.

UNIT IX.

Preparing the Lesson Plan -

a. Lesson Objectives and Enabling Objectives.
b. Tests and Questioning.
c. Handouts.
d. Teaching Aids.
e. Introduction.

UNIT X.

Lesson Demonstration -

Students will be required to give a fifteen-minute practice lesson on their specialist subject to the tutors and other students in their class. Students will be required to use the chalk-board and the overhead projector as a primary aid during the practice lesson, the telerecorded lessons are played back to the students and the tutors to watch and comment on their own performance.

The object of the practice lesson is to practice the teaching methods and techniques, the subject matter in this case is not important in itself. Thus the timing of the practice lesson will be important and their lengths including questioning will be strictly limited to fifteen minutes.
The lesson plan is to include-

a. Lesson Objectives.
b. Enabling Objectives.
c. Lesson Notes for Introduction, Development and Conclusion together with Questions.

Copies of the Lesson Plans are to be submitted on the specified date.

UNIT XI

The Teaching of Skills-

a. Structure of a Skill's Lesson.
b. Introduction.
c. Body.

UNIT XII

Student/Teacher Relations and Class Management-

a. Self Preparation.
b. Systematic Steps.
c. The Teacher's Sense of Humour.

UNIT XIII

The Practical Laboratory Lesson-

a. Aims.
b. Its Form.
c. Effective Practical Work.
d. Organisation.
e. Safety.
f. Experiments (Conduct)
g. Maintenance.
1. a- Introduction
   b- Definition of planning and evaluation
   c- Historical background of planning and evaluation in the Sudan.

2. a- Need for planning vocational and technical Ed.
   b- Major elements essential to planning vocational and technical education.
   c- Issues with implications for planning.

3. The process of planning
   a- Steps in the planning process
   b- Efficiency of the planning process
   c- Requirements of the planning process.

4. Tools and techniques needed for planning
   a- Planning, programming and Budgeting system (PPBS)
   b- Program Evaluation and review techniques (PERT)
   c- Management by objectives (MBO)
   d- Management by objectives and Result (MOR)
   e- Management information system (MIS)

5. Supply and demand for manpower
   a- Forecasting utility in educational planning.
   b- Types of Manpower forecasts.
   c- Techniques utilized for manpower forecast.
      1- Employer surveys
      2- Extrapolation trend
      3- Econometric Techniques
      4- Job-vacancy-occupational outlook approach.
   d- Supply Analysis
   e- Manpower supply information system.
6. Curriculum and program planning
   a- Definition of terms
      i- Curriculum
      ii- Program
      iii- Course
      iv- Curriculum planning
   b- Approaches to curriculum planning
   c- Steps in curriculum development, revision, and updating

7. Evaluation
   Types of evaluation
   a- Context evaluation
   b- Input evaluation
   c- Process evaluation
   d- Product evaluation

8. Program development and evaluation
   a- Students placement
   b- Students follow-up
   c- Students enrollment
   d- Employers questionnaires and interviews
   e- Direct supervisors questionnaires and interviews
   f- Students questionnaires and interviews.
DEPARTMENT OF EDUCATION
EDUCATIONAL
STATISTICS

1. Introduction
2. Definitions and concepts in educational statistics

2- 1. Frequency distributions
2. Graphic representation of data

iii. Measures of central tendency
1- The mode
2- The median
3- The mean
4- Which average to use?

iv. Indicators of relative position in a distribution
1- Percentile Ranks
2- Deciles and quartiles

v. Variability
1- Range
2- Quartile deviation
3- Standard deviation
4- The standard error

vi. The normal curve and its applications to education
1- Z scores
2- T scores

vii. Correlation and regression
1- The scatter diagram
2- Computation of a correlation coefficient
3- Interpretation of the coefficient of correlation
4- Regression
5- The standard error of estimate
6- Correlation of ranked data
7- Other correlation methods
vIII. Probability

vX. Practical

Each student should demonstrate by solving educational problems using each of the above mentioned principles.
INTRODUCTION TO EDUCATIONAL EVALUATION

UNIT I

1. INTRODUCTION
   A) Historical background
      1. Prehistoric
      2. Early Historic
      3. Early modern
      4. Modern
   b) What is measurement
   c) What is Evaluation

2. TYPES
   a) Psycho-Motional
   b) Achievement
   c) Conditional survey

3. METHODS OF MENTAL MEASUREMENT
   a) Individual and group testing
      1. Oral response, demonstration, paper and pencil
      b) Teacher-made tests
      b) Standardised tests

4. EVALUATION METHODS
   a) OBSERVATION
      1. One to one companionship
      2. Evaluation of evidence
   b) STATISTICAL METHODS
      1. Ranking any test results or other measurement
      2. Measures of central tendency
      3. Measures of variance
      4. Norms
      5. Standard scores
      6. Statistical comparisons of groups
5. STATISTICAL PROCEDURES
   a) Methods of comparison of individuals and group
   b) Test Analysis
      1- Item analysis procedure
      2- Test Analysis

6. WORKING WITH TEST
   a) Using standardized tests
      1- Deciding what is desired
      2- Investigation tests of the type desired
      3- Administering standardized tests
      4- Scoring standardized tests
      5- Uses of test results
      6- Interpreting test results
      7- Taking tests
   b) Practice testing
   c) Practice test scoring
   d) Converting scores
   e) Local Norms
   f) Meaning of test results

UNIT II

7. CONSTRUCTION TESTS
   a) Test items
      1- Types
         a) Recall
            1- Essay
            2- Completion
   b) PROCEDURAL
      a) Essay items
      b) Missing word and short answers completion items
      c) True-False items
      d) multiple choice items
      e) Matching items
B. Test organization

1. In order by subject
2. In order of type of items
3. In order of difficulty
4. Multiple forms of the test

8. TESTING PHILOSOPHY

a) Purpose of testing
b) The student the teacher and the test

9. PRACTICAL TESTING

a) PROCEDURE

1. Every student write two test items of each kind.
2. All items without change will be completed into the class.
3. The item analysis will be discussed.
SECTION (A)

1- Introduction to education and resources of learning.
2- Child needs—resources of learning and its effect upon child.
3- Reasons for using aids
4- Basic conditions for using learning resources
5- Characteristics of aids
6- Advantages and disadvantages of aids
7- Programmed learning

SECTION (B)

COMMUNICATION

1- Education and communication
2- The meaning of communication
3- Distraction
4- Teaching and communication
5- Effective communication

SECTION (C)

1- Type of Aids
2- Visual aids
3- Audio aids
4- Audio visual aids

2- Cone of experience
   a- Direct purposeful experience
   b- Contrived experience
   c- Dramatized experience
   d- Demonstration
   e- Field trips
   f- Exhibits
   g- Motion pictures
   h- Still pictures
   i- Visual symbols
   j- Verbal symbols
SECTION (D)

LABORATORY EXPERIENCE

1- Demonstration of aids
2- Production of projected & non-projected aids
3- Practical application of aids

The following items are studies and related to para C & D:-

1- Flat surfaces
   a- Chalkboard
   b- Magnetic board
   c- Felt board
   d- Plastic board
   e- Bulletin board
   f- Posters

2- Projectors charts, diagrams and graphs
   a- Overhead projector
   b- Slide of filmstrip projector
   c- Movi projector
   d- Loopfilm projector
   e- Opaque & epi-diaslope

3- Photography
4- Reprography
5- C.C television
6- Voice recording
7- Teaching M/c.
1. The meaning of "PHILOSOPHY OF EDUCATION"
   A. What Philosophy is:
      1. Pre-greek thought
      2. Greek thought
      3. Islamic thought
      4. Modern thought
   B. What Education is:
      1. Education in the board sense
      2. Education in the Narrow sense
      3. Functional definition of education
   C. What Philosophy of education is:
      1. The classical concepts
      2. The modern concepts

2. The uses of A PHILOSOPHY OF EDUCATION
   A. The Importance of aims in education
   B. The importance of method in education
   C. The importance of planning the education curriculum.

3. UNDERLING CONCEPTS IN A PHILOSOPHY OF EDUCATION
   A. The nature of man
   B. The nature of knowledge and the theory of learning
   C. Aesthetic and moral values

4. PATTERNS OF EDUCATION AND THE PHILOSOPHY BEHIND THEM
   A. Academic general education
   B. Technical education and vocational education
   C. Comprehensive schools
4- PATTERNS OF ED

5- MAJOR PHILOSOPHIES AND THEIR CONTRIBUTION TO ED.

A. Idealism (Plato)
B. Naturalism (Rousseau)
C. Socialism (Marx)
D. Pragmatism (Dewey)

6- IMPACT OF SCIENCE AND TECHNOLOGY ON PHILOSOPHY OF EDUCATION

A. The Biological impact (Darwin)
B. The Physical impact (Automatic and wave theories)
C. The technological impact (Modern transportation and the)

THE EFFECT OF A PHILOSOPHY OF EDUCATION ON TEACHERS TRAINING.

A. The teachers needs
   1- The teachers needs for an integrated personality
   2- The teachers needs for understanding his students
   3- The teachers needs for grasping his material
   4- The teachers need for understanding the ideas behind his method and teaching materials

B. WRITTEN WORK

   each student will be required to submit a paper in which he compares any two systems education in the present day works and try to see the foundational philosophy or (philosophies) behind them.
1. INTRODUCTION TO GENERAL PSYCHOLOGY

   A. Study of mind-ARISTOTLE
   b. Study of individual behaviour and thought
   c. Study of problem creating and maintaining human relations
   d. Application of psychology to all practical aspects of behavior.
   e. Application of psychology to educational and training aspects.

2. DIVISIONS OF PSYCHOLOGICAL STUDIES

   a. Normal psychology
   b. Abnormal psychology
   c. Animal psychology
   d. Social psychology
   e. Applied psychology

3. PSYCHOLOGY AND THE SCIENTIFIC METHODS

   A. Experimental method
   b. Developmental method
   c. Case-study method

4. THE NATURE OF EDUCATION AND PSYCHOLOGY

   1. General intelligence and academic attitude
   2. Personality Traits and Attitudes
   3. Emotional Conditions
   4. Influence Heredity
   5. Influence of Environment
   6. Teaching learning process
   7. Motivation in learning
   8. Transfer of learning
   9. Perception and learning
   10. Vocational Guidance
   11. Measurement and Evaluation
b. Organic bases of behavior
b. Individual differences
1- Types of differences
2- Causes of differences
3- Applications in Education

5. SCHOOLS OF PSYCHOLOGY
a. Behaviorism
b. Gestalt
c. Harmonic (purposive behaviorism)
d. Psychoanalytic
e. Humanistic

6. THE PSYCHOLOGY OF GROWTH AND DEVELOPMENT
a. Early childhood
b. Late childhood
c. Early adolescence
d. Adolethood
e. Adulthood

7. THE PSYCHOLOGY OF LEARNING
a. theories of learning
1- S-R connectionist theories
2- Cognitive theories
b. The nature of intelligence
1- I.Q Tests-Intelligence quotient
c. Programmed Instruction
d. Language and communication
e. Remembering and forgetting

8. INDUSTRIAL PSYCHOLOGY
a. Meaning field and aims if industrial psychology
b. Psychological factors that affect productivity
c. Psychological problems of works and employees
d. Professional adaptation and adjustment to conditions.
DEPARTMENT OF EDUCATION

FOUNDATIONS OF VOCATIONAL AND TECHNICAL EDUCATION

1. INTRODUCTION

A. Any overview of vocational and technical education and early history.
   1- civilizations
   2- The 18th-19th centuries
   3- The apprenticeship system
   4- The "Art craft" movement
   5- Sloyd system
   6- Manual training movement

2. FORCES WHICH DEVELOPED THE ENVIRONMENT FOR VOCATIONAL AND TECHNICAL EDUCATION IN THE SUDAN

   a- The Colonial philosophy
   b- Industrial development and need for technicians and workers.
   c- Industrialization and social problems
   d- Educational development abroad
   e. Sudanese and reports of international commissions.

3. THE FOUNDATIONS OF VOCATIONAL AND TECHNICAL EDUCATION INSTITUTIONS IN THE SUDAN

   a- Aims and objectives
   b- Specific examples of institutions
      1- Gordon memorial College
      2- Omdurman trade school
      3- Khartoum Technical Institute & Khartoum Polytechnic
      4- Senior trade school
      5- Institutions at the present time
      6- The new educational ladder for technical education.
      7- Teacher education for vocational and technical programs.
4. PRINCIPLES OF VOCATIONAL AND TECHNICAL EDUCATION

A. DEFINITIONS

1- Vocational education
2- Technical education

b. Technical education is of national concern
b. Technical education as a part of the total education program.
d. Community survey for vocational needs
e. Vocational and technical education is planned and conducted close cooperation which business and industry.
f. Vocational education provides the skills and knowledge valuable in the labor market.
g. Vocational education provides continuing ed. for youth and adults.

5. THE CONCEPT OF VOCATION IN PHILOSOPHY

a. Work and leisure
b. Teacher as a manager of

6. TAXONOMIES OF EDUCATIONAL OBJECTIVES

a. The three domains:
   1- The cognitive domain
   2- The affective domain
   3- The psychomotor domain
b. Basic objectives
c. Specific objectives
   1- of the Teacher
   2- of the student
d. Behavioral objectives
7. PERFORMANCE
   a. Problem solving
   b. Manipulation
   c. Discrimination
   d. Recall
   e. Communication

8. THE HIGH SECONDARY TECHNICAL SCHOOL CURRICULUM
   a. Course objectives
   b. Organization
   c. Content
   d. Learning experiences
   e. Evaluation

9. THE FUTURE OF VOCATIONAL AND TECHNICAL SCHOOL CURRICULUM
   a. What direction will we go? Must we go?
   b. What role should vocational and technical education play in the total education program?
   c. Can teacher-education handle the future demands of educating the young?
   d. Personal Attitude. Technical education for someone else's sons?
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| 8:30 - 12:30 | تخطيط وتقييم التعلم الفني والمدني
استاذ عبد الرحمن
د. خانجي | فلسفة التربية
د. خانجي | طرق تدريس
استاذ / محمد عثمان (حافظ) |
| 12:30 - 11:10 | 11:10 - 10:30 |
| 10:30 - 9:30 | كيمياء الأتمتة / الربح صالح |
| 9:30 - 8:30 | علم النفس التربوي
استاذ / النصري |
| 8:30 - 7:30 | علم النفس التربوي
استاذ / النصري |
| 7:30 - 8:00 | تطوير التعليم في السوداء
استاذ / حسن عباس |
| 8:00 - 9:00 | طرق تدريس
استاذ / محمد عثمان (حافظ) |

الفرقة: كورس البكالوريوس في التربية الدينية
(i) **Education**

1. An introduction to basic concepts and analytical techniques in modern educational philosophy.
   
e.g. Education, training, aims, teaching, learning, values, curriculum, knowledge, liberal education.

2. An introduction to the nature and scope of sociological techniques in the study of educational issues.
   
e.g. Sociology of adolescence, young worker and adult student. Social background. Sociology of educational institutions. The sociology of teaching, the roles of the teacher and learner.

3. An introduction to the basic concepts in individual and social psychology.
   
e.g. Aspects of development - concept formation, language development, interplay of environmental and innate aspects in human development. Learning theory, memory and motivation. Structure of intelligence. Educational measurement.

4. An introduction to the organisation and administration of the educational system in England and Wales.
   
e.g. Central and local administration - schools, further and higher education. Industrial training and the Training Services Agency. Examining bodies. Internal college organisations. Agencies of curriculum reform.
APPENDIX 5
(ii) **Curriculum Studies and Methods of Teaching**

1. Aims and objectives in the teaching of different subjects in colleges of further education and other educational institutions.


3. Specialist accommodation, equipment and materials. Sources of information and materials.


5. Assessment techniques.

6. The range, content and structure of specialist courses in further education, with particular reference to the needs of industry and commerce.

7. Selection, guidance and counselling.

8. Liberal education and the development of general and communication studies for vocational courses.

BOLTON INSTITUTE OF HIGHER EDUCATION

DEPARTMENT OF PRE-SERVICE TEACHER EDUCATION

Course 62

C & M Lecture Programme Series I

Room 46b

Friday, 10.00 a.m.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>23 September</td>
<td>Objectives I</td>
<td>JMC</td>
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<tr>
<td>30 September</td>
<td>Lesson Preparation</td>
<td>JA</td>
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<tr>
<td>7 October</td>
<td>Lesson Presentation</td>
<td>JA</td>
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<tr>
<td>14 October</td>
<td>Questioning</td>
<td>DVB</td>
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<tr>
<td>21 October</td>
<td>Class Management</td>
<td>DVB</td>
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<tr>
<td>28 October</td>
<td>Notetaking</td>
<td>JMC</td>
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<tr>
<td>31 October to 2 December</td>
<td>Teaching Practice</td>
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<tr>
<td>9 December</td>
<td>Schemes of Work</td>
<td>JA</td>
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<tr>
<td>19 December to 6 January, 1984 - CHRISTMAS VACATION</td>
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<tr>
<td>13 January</td>
<td>Objectives II</td>
<td>JMC</td>
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<tr>
<td>20 January</td>
<td>Assessment I</td>
<td>EWMS</td>
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<tr>
<td>27 January</td>
<td>Assessment II</td>
<td>EWMS</td>
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<tr>
<td>3 February</td>
<td>Teaching Practice Briefing</td>
<td>JA &amp; Colleagues</td>
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J. Aitken
September 1983
BOLTON INSTITUTE OF HIGHER EDUCATION  
DEPARTMENT OF PRE-SERVICE TEACHER EDUCATION

COURSE 62

C & M Lecture Programme Series II

Main Lecture Theatre

Wednesday, 12 noon

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Tutor</th>
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<tr>
<td>28 September</td>
<td>Business Studies Courses and Philosophies</td>
<td>JA</td>
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<tr>
<td>5 October</td>
<td>BTEC Courses - Structure and Modules</td>
<td>JA</td>
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<tr>
<td>12 October</td>
<td>Teaching Methods for BTEC Courses</td>
<td>JA</td>
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<tr>
<td>19 October</td>
<td>Cross Modular Assignments</td>
<td>DVB</td>
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<tr>
<td>26 October</td>
<td>Teaching Methods for BTEC Courses, the Team Approach</td>
<td>EWMS</td>
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31 October - 2 December - Teaching Practice

19 December - 6 January - Christmas Vacation

11 January      | Applications for Business Studies Teaching Posts                     | DVB       |

18 January      | The Appointment Interview - a Case Study                              | DVB       |

25 January      | Business Studies Courses (including YTS), the View of a Head of Department | Visiting Speaker |

1 February      | The Role of the Course Co-ordinator                                  | Visiting Speaker |

8 February      | Further Developments (including YTS) in Business Studies Courses      | Visiting Speaker |

J. Aitken
September 1983
DEPARTMENT OF PRE-SERVICE EDUCATION
Postgraduate Certificate in Education (Business and General Studies)
Assignment Schedule - Curriculum and Method Course Work
Autumn Term 1983

ALL C & M WORK MUST BE SUBMITTED TO AND REGISTERED WITH YOUR FOUNDATION COURSE TUTOR
(i.e. 'Personal' Tutor)

1. Some suggestions for teaching a specific topic or unit within your main subject

This piece of work should be designed with a view to implementing some of the ideas during teaching practice. The emphasis should be on methods of approach, teaching techniques, sources, aids and procedures for evaluating students' progress. Detailed lesson notes are not looked for. The scope of the assignment should be discussed with your specialist tutor and/or your 'personal' tutor before you start. Please inform your personal tutor no later than Friday of the third week of term (7th October) of the subject of the specialist tutor who has agreed to supervise it.

Submission date: not later than Monday, 24th October, 1983

2. A report on first teaching practice: an analysis and appreciation of your own teaching within the college context (the terms of reference will be specified and circulated on a separate sheet).

Submission date: not later than Monday, 12th December, 1983

NOTE: The work, progress, and attendance of each student will be reviewed in the Autumn Term, in preparation for formal consultations and course appraisal in the inter-TP period.

Spring and Summer Terms 1984

3. A resources package of teaching (learning material related to the needs of a particular classroom situation and supported by appropriate justifications). Materials may be obtained from the S.U. shop. All costs must be borne by the student. It may be possible to put the finished products on display in the department early in the New Year.

Submission date: not later than Monday, 9th January, 1984

4. A seminar paper.

Each student is required to present to his/her tutorial group (A, B, C, D, E, F) a seminar paper on some aspect of Curriculum and Method, for example, assessment, curriculum development, methodology, general and communication studies, social and vocational preparation, government reports. Evidence of specialist reading should be indicated and reference should be made to relevant educational theory.

Students should first discuss the title and scope of the paper with their 'personal' tutor and/or their specialist tutors. Although the exercise is assessed partly as a seminar paper, it should be borne in mind that it forms part of the total written submissions.

Submission dates: commencing 9th January, 1984

A rota will be worked out by the 'personal' tutor.

30
5. A major Curriculum and Method Project in one of your teaching subjects. The project can take the form of an extended and detailed scheme of work or a planned teaching unit and should include a rationale justifying the choice of material, the logic of presentation, the objectives, teaching methods, aids, and methods of assessment; and clearly indicating the type of group and level of teaching for which it is designed. Complete two copies of the form provided, giving brief details of your proposed project and hand them to (a) your personal tutor and (b) the specialist tutor concerned, by Friday, 3rd February, 1984 so that individual consultations can be arranged.

Submission date: not later than 25 May, 1984.

NOTE: All curriculum and method work will be retained by the 'personal' tutor of each Foundation Group, although students will, of course, have access to it for 'feedback' and follow-up tasks. The Course Tutor is responsible for making available to the External Examiner ALL the Curriculum and Method assignments, essays in Education Studies, and the Special Study.

6. The above schedule represents the minimum work load expected from each student. However, a residue of marks may also be allocated to the following:

(a) tutorial assessment, including the students' overall response to the course.

(b) work of exceptional merit in any of the categories specified above.

(c) additional submissions by the students, for example in a subsidiary teaching subject, or an 'optional' subject.

10%

H. C. Griffiths
Head of Studies and Course Tutor(PGCE)

September, 1984.
APPENDIX 8
PHILOSOPHY OF EDUCATION

Syllabus

(a) Introduction:
  nature of philosophy of education and its place in educational theory.

(b) The Concept of Education:
  aims of education, educational slogans and metaphors,
  liberal and vocational education, learning, teaching,
  training, indoctrination, conditioning. Growth, needs
  and interests theories.

(c) Social Philosophy and Education:
  discipline, authority, freedom, democracy, equality,
  punishment, respect for persons.

(d) Values:
  moral, aesthetic and religious education.

Examination Arrangements

Course Assignments.
Syllabus

1. Social institutions; sociological concepts and vocabulary relevant to student teachers.
2. Theories of socialisation.
3. The family as a social institution; developmental types and social groups.
4. The peer group - social roles; adolescent culture; conformity and deviance.
5. Theories of social learning.
6. Social determinants of educability - needs of special groups.
7. Organisational analysis - the college as a social system.
8. Normative structure - the college as a cultural system; consensus and conflict.
9. The role of teacher and learner - adjustment and strain; role and status.
10. The teaching profession; recruitment, social origins, career expectation.

Examination Arrangements

Course Assignments.
By the end of the Course students should be able to relate selected studies of human behaviour and experience to the teaching, learning and assessment of those particular subjects and attitudes, etc. they wish to teach.

Ilabus

The course content can vary for individual students according to their special needs but must fall within the four main areas as follows:

1. Developmental Psychology - The psychology of the adolescent and young adult. Perception, concept formation, intelligence, aptitudes, abilities, reasoning, levels of thinking, creativity, emotions, motivation, aesthetics, judgements, personality, social development, morality, language.


4. Assessment - Concepts of reliability and validity. Practical work on testing for profiles of intelligence and personality. Limitations of I.Q.

Examination Arrangements

Course Assignments.
HISTORY OF TECHNICAL EDUCATION
(The Development and Organisation of Technical and Further Education)

The aim of the course is to provide a study of the developing institutions, official attitudes, and social and economic influences which have led to the creation of the present system of technical and further education in England and Wales.

Voluntary provisions 1800 - 1850.

Industrial development in the nineteenth century; George Birkbeck and the mechanics' institutes; Royal College of Chemistry.

Beginnings of State intervention 1851 - 1889.

Pre 1851; Great Exhibition of 1851; Science and Art Department; the rise of examinations; Elementary Education Act 1870; decline of voluntary technical education; Royal Commission on Scientific Instruction and the Advancement of Science 1872 - 1875; City and Guilds of London Institute; Royal Commission on Technical Instruction 1881 - 1884; Royal Society of Arts; Technical Instruction Act 1889; the rise of technical and science departments in Universities; the professional bodies.

Local control 1889 - 1920

Organised science schools and local technical colleges; development of regional examining bodies; development of grouped subject courses; works' schools; Board of Education Act 1899; Education Act 1902; junior technical schools; Education Act 1918.

Modern technical education; the first phase 1920 - 1944

The National Certificate Scheme; Report of the Consultative Committee on Secondary Education with special reference to grammar schools and technical high schools, 1938; Education Act 1944.

Modern technical education: the second phase 1945 to date

DEVELOPMENT OF CONTEMPORARY EDUCATIONAL INSTITUTIONS

Syllabus

(a) General Introduction - Background to institutional developments.
   Events leading to the Education Act 1944.
   General implementation of the Act.

(b) Central Administration - DES; HMI's; Advisory Bodies.

(c) Local Administration - LEA's: Finance.
   Government of Schools and Colleges.

(d) Maintained Schools - Primary: First and Middle Schools: Secondary.
   Recent development in organisation:
   Special schools: Health and Welfare Services.

(e) Non-Maintained Schools - Independent and Public Schools.

(f) Further and Higher Education - The Universities: Colleges of Education:
    Technological Institutions: Colleges of Further Education: Industrial Training:

(g) Research organisations: Examination bodies: unofficial bodies.

Examination Arrangements

Course Assignments
Syllabus

The Training Function
Manpower as a resource - education and training - non-systematic and systematic training - the benefits and costs of training - conditions for successful training - company training staff, their roles and their training.

Assessing Training Needs: The Organisation
Training assessments at organisation and job levels - why organisational training needs are assessed - the role of the assessor - carrying out a company-wide assessment.

Training Policies and Resources
Training policies - definitions and purpose - policy development - company training plans - training resources.

Assessing Training Needs: The Individual
Job Training Analysis - job characteristics and approaches to analysis - carrying out a job training analysis - analytical techniques - assessing performance.

Designing and Evaluating Training Programmes
Factors in design - the trainer and trainees - stages in programme design - evaluation of training.

Employment and Training for School and College Leavers
Vocational guidance - employment and training at sixteen plus, eighteen plus and twenty plus - induction training - the future.

Operative Training
The operative labour force - justification for training - characteristics of operative work - examples of training programmes - further education.

Office Training
Developments in office work - training for the office - adults and school leavers - examples of training programmes.

Training for Selling
Retail sales staff - the present position - training requirements, preparation and implementation - further education - the sales representative.

Craft Training
The developments of craft training - a systematic approach - factors influencing training programmes - the module system - further education.

Technician Training
The technician population - defining the technician - characteristics of technician work - recruitment, training and further education.

Technologist Training
Defining the technologist - reports on technologist manpower - educating and training the technologist - the graduate trainee - the Bosworth Reports.

Management Training
The manager's role - recent developments in management training and education - managerial jobs and training - an approach to management training and development - management education.

Legislation for Training
Background to the Industrial Training Act - the 1964 Act - the development of I T B system - the work of the I T Bs (1964 - 74) - the impact of the Act - subsequent developments.

Examinations Arrangements
Course Assignments.
Introduction to Statistical Methods in Education

Statistical methods in the behavioural sciences (Education, Psychology, etc.) are concerned with the processing of data obtained from various kinds of measurements (tests, examinations, questionnaires, etc.) in order to aid understanding of the data and bring out any limitation inherent in them.

No previous knowledge of statistics will be assumed but by the end of the course, it is hoped that the student will have acquired the following:

(a) Some knowledge of statistical terminology.
(b) An understanding of elementary statistical techniques used in the behavioural sciences.
(c) A knowledge of where and where not to apply these techniques.
(d) An ability to interpret the results obtained by using these techniques.
(e) Some skill in computation.

Syllabus

Description of distributions
Median, mean, standard deviation. Standardised scores.
Frequency distributions - normal curve areas and deviates, ogives, percentiles, N-stens.

Simple sampling theory
Hypothesis testing, significance levels, confidence limits.
Standard errors of means and standard deviations.
Comparison of scores - t and F ratios.
Comparison of frequencies - chi squared.

Measures of correlation
Pearson product moment coefficient. Scattergrams.
Correlation involving dichotomous data - biserial, point biserial, phi coefficients.
Correlation of ranks - Spearman and Kendall coefficients.
Standard errors of correlation coefficients - Fisher's z transformation.

Examination Arrangements

Course Assignments
EDUCATIONAL TECHNOLOGY

The aim of the course is to develop some understanding of the role of educational technology as it can be applied in a systematic way in the design of a variety of learning situations.

The course is run in conjunction with the compulsory modules in educational technology common to all students in College. In these modules, which comprise lecture and practical sessions, the student will become familiar with the techniques of structuring, producing and using media in teaching.

The bulk of the time allocated to the Special Study is therefore used in the production of an individual or small group project. This project involves the designing and structuring of a particular topic together with the production of relevant media. The materials produced might be a support for formal teaching or designed as self instructional packages complete with pre-test/post-test procedures.

Depending on the choice of teaching strategy the student will thus receive specific guidance and tuition in any of the following specific areas or in combination of them:

1. AUDIO VISUAL MEDIA - basic principles of design. Slide and tape production. Graphic and reprographic material.


Examination Arrangements

Project
ADULT EDUCATION

Introduction

To introduce students to the broad concept of adult education and to outline background to its present development.

To provide an opportunity for students to gain first-hand experience of a variety of types of adult education institutions and classes, through a programme of suitable visits.

To prepare graduates for work in this sector of education.

Course Outline

Adult education emergent: Churches, Mechanics' Institutes, Universities, the W.E.A.: social and religious purposes.

Towards a comprehensive service: the developing relationship between Local Education Authorities, the Universities, W.E.A. and voluntary bodies.

Adult students and teachers: aims, methods and teaching approaches in adult education; motives and expectations. Attitudes and relationships in adult groups.

Courses and syllabuses: content, planning and administration; types of providing bodies and their programmes. The role of evaluation, examinations etc.

Adult education in the field: visits to urban and rural centres and institutes.

Examination Arrangements

Course Assignments.
The aims of the course are:

(a) to develop an appreciation of the value and application of Comparative Studies;

(b) to consider comparative techniques, methods and aims; and

(c) to lead to a better understanding of the principles of education and of the forces which act upon it, and to contemplate future policy and development.

**Syllabus**

A study of the educational 'systems' of four countries including the UK with particular emphasis upon European 'systems'. This section will be approached mainly in a descriptive manner and will include a brief consideration of educational administration.

An evaluation, by reference to comparative data, of the effects on educational policy and practice of the following factors; nationalism, language, geography (including natural resources), religion, philosophy, educational thought, political institutions and ideology, social and technological change, economics and international pressures and prestige.

An exercise in Comparative Education.

**Examination Arrangements**

Course Assignments.
THE ASSESSMENT OF EDUCATIONAL ACHIEVEMENT

Candidates will be expected to become familiar with curricula in their own teaching subjects.

The course will be a systematic study of contemporary techniques in the assessment of achievement. This is essentially a practical course in examining and testing techniques, based upon current educational practice and theory.

I) Labus

Fundamental Issues

The philosophy and purposes of educational evaluation; views of the educator and society; validity and reliability of measurement.

Methods

Comparison of methods; their effect on teaching schemes, teaching methods and student learning.

These will include: traditional essay type questions; objective items; oral tests; practical examinations; projects and assignments.

Techniques

Planning. Examination specifications; significance of aims and objectives; taxonomies of educational objectives.

Construction. Selection and allocation of questions to a specification; question types and their review.


Statistics

Levels of measurement; frequency distribution; numerical description of distributions; combining and comparing distributions; the normal distribution; sampling errors and errors of measurement; significance levels; correlation.

Administration

Examining bodies, organisation and structure of examinations in further and secondary education; internal examinations; moderation and external assessment; standardisation and comparability.

5. Examination Arrangements

Course Assignments.
SCIENCE AS A LIBERAL STUDY
(History and Philosophy of Science)

The course is intended for students from all disciplines and will stress the development of science from its simple origins to the present sophisticated structure. It will cover the philosophical attitudes behind the methods and theories of the different ages, the influence of sociology on the progress of science and the relationship between science and technology. The developing nature of science will receive due attention, e.g. new generalisations replacing older theories as a result of more enlightened investigation in keeping with the concepts, methods, knowledge, philosophy, etc. prevailing at a particular time.

The ultimate objective is to engender within the student a critical attitude and an awareness that the development of science is a continuing process that results from the crystallisation of our scientific knowledge and philosophical outlook.

Topics
1. Ancient civilisations.
2. Scientific renaissance.
3. How does man acquire knowledge?
4. What is science and how do we classify scientific data?
5. The scientific method.
6. Induction and intuition of scientific thought.
7. The scientific humanist.
8. Two conceptions of science.
9. The politics of science.
10. Science and society.

Choice of topics for study in depth.
(a) History of science.
(b) Philosophy of science.
(c) The scientist and society.

Examination Arrangements

Course Assignments.
Dear Principal,

Teaching Practice
31 October to 2 December 1983
(5 weeks)

Please find enclosed details of the students we would wish to place on their first teaching practice at your college for the above period of time. I hope all students will be acceptable to you and your colleagues. If for any reason you are unable to accept a particular student I would be grateful if you would let me know immediately by phone.

Should you wish any student to visit the college prior to October 31 the students' free period is Tuesday afternoon, and this would be an appropriate time to set up such visits.

If there are any problems or suggestions you wish to make concerning teaching practice I would be pleased to discuss them with you.

May I thank you in anticipation of your help.

Yours sincerely,

Mike English
Tutor Co-ordinating Teaching Practice

enclosures: student information sheets (TP2)
college acceptance forms (TP4)
teaching practice Guide Lines
GUIDE LINES FOR TEACHING PRACTICE PROCEDURES
FOR STAFF IN COLLEGES OF FURTHER EDUCATION: 1982

1. RELATING TO THE WHOLE COLLEGE: (for staff member representing the whole college)

ON THE FIRST DAY OF TEACHING PRACTICE we should like:-

(i) All student teachers new to the College to be told about and if possible shown the whole college, and information provided about: History and Aims, Characteristic courses and levels of work, the area served, the students, the college departments and the relationships between them, the staff and codes of practice followed by staff, which student teachers should follow.

(ii) Where they exist, a copy of the "College Regulations for Students" to be provided and the student teachers to be advised on procedures for latecomers, absentees, registration, etc.

(iii) Student teachers to be told clearly what is expected of them, and what permission is needed to absent themselves for library work, lesson preparation, etc. (This may be left to departmental representatives, but it should be done on the first day - absenteeism or persistent lateness should be reported to BOLTON weekly to safeguard against serious complications.)

N.B. Normally a student teacher has to work closely with several class teachers. It helps greatly if there is one member of staff to co-ordinate all the work of a student teacher and to be responsible for his progress (the supervising lecturer).

AND TOWARDS THE END OF TEACHING PRACTICE we should like staff concerned:-

(iv) To consolidate information on individual student teachers ready for the reports.

(v) To forward reports to Bolton after they have been completed by appropriate College staff (e.g. V.P., H.O.D., Professional tutor.)

2. RELATING TO THE DEPARTMENT AND/OR SECTION: we suggest that:

The student teacher should be shown in the FIRST WEEK (where appropriate)

(i) Round the department and the location of the resource centres.

(ii) The position of the FIRST AID box and the procedure for accident, illness, etc.

(iii) FIRE EXITS and Fire Regulators:

(iv) How to keep College registers; the procedure for late comers, and absentees (particularly for day release where employers are involved and for late submission of work by students.

(v) The procedure for working with technicians, booking materials, equipment etc: stores control.

The student teacher should be required in the FIRST WEEK

(1) To sit in all classes we will teach, to watch the class teacher and the students and to learn names of students quickly.

45
4. **WE SHOULD LIKE CLASS TEACHERS:**

(i) To give guidance in the first and subsequent weeks on the level and speed of working to be expected of class members.

(ii) To advise on the setting and marking of homework each week.

(iii) To vet practical work plans in advance, to ensure they are safe and relevant and to be available nearby during periods when the student teacher is conducting practical classes.

(iv) To sit in with the student teacher only long enough to ensure that he has adjusted to correct level and speed of teaching and working for that class. (When the class teacher feels he is no longer needed he should always be available nearby for consultation at a place known to the student teacher.) should look in at discreet intervals to check all is going reasonably well. Should a student teacher appear unduly weak or uncomprehending, to advise the supervising lecturer at once and he may perhaps contact the student teacher's supervising tutor from Bolton.

(v) To ensure that a student teacher always has enough notice to prepare for any new class he is asked to take.

5. **It would be helpful if the Head of Department or the supervising lecturer would ensure that:**

(i) First T.P. Student Teachers have that number of lectures, practical classes equivalent to approx. 12 hours of class contact and other duties. If there are special arrangements required for a student there will be a special message on the back of the student information sheet (TP2) sent out as an application for a teaching practice place.

(ii) The academic levels of teaching are appropriate to the student's qualifications, bearing in mind their limited experience and allow the student teacher to concentrate on method and departmental routines. We should also like first T.P. students to be shown schemes of work.

(iii) Second T.P. student teachers have (subject to advice given on the student information sheet (TP2) 12 to 14 class contact hours at a level appropriate to the student teacher's experience and qualifications.

(iv) The first week of teaching practice allows observation of classes which will be taught to enable the student teacher to grasp the level, speed and approaches required. If possible the teaching should spread over the whole week each week of the whole practice.

(v) Second T.P. student teachers have a satisfactory working timetable during the final week of T.P. when the student may be visited by an external moderator.

(vi) The reports made on student teacher should reach Bolton Institute of Higher Education, Chadwick Street Campus:

For first T.P. - the week after T.P. ends.
For second T.P. - on the Monday of the last week of T.P.
(i.e. before T.P. ends).

September, 1982

M. English Tutor Coordinating Teaching Practice
BOLTON INSTITUTE OF HIGHER EDUCATION
ACCEPTANCE FORM - COLLEGES

TEACHING PRACTICE

From 31 October 1983 To 2 December 1983
(5 weeks)

FIRST T.P. COURSE NO(S) .................................................................
SECOND T.P. COURSE NO(S) .................................................................

1. I am willing to provide Teaching Practice Facilities for the student(s) as listed below.

2. During the Teaching Practice period, my College will be closed for vacation on ....................................................... (please complete if applicable)

3. The following are special instructions which I wish the students to have concerning reporting to my college on the first day of practice. (In the absence of special instructions, the students are asked to report to the Principal at 9.00 a.m. on the first day of practice.

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COLLEGE .................................................................................................................................

PRINCIPAL .................................................................................................................................

Student ................................ BIHE ................................ MAIN ................................ COURSE ................................

47
IN-SERVICE TEACHING PRACTICE

TEACHING PRACTICE BRIEFING - NOTES ON LESSON PLANS, SCHEMES OF WORK, ETC.

1. GENERAL

1.1 During teaching practice, as well as during in-college periods, we wish to help you to develop your planning and organisational skills.

In part you can demonstrate these during the progress of your C. & M. assignments and during the college visits of your supervising T.P. tutors.

However, the T.P. visits occupy only a tiny fraction of the total time you spend planning and teaching. It is therefore thought necessary to specify that there must be evidence of on-going planning. Hence, the notes on "Evidence of Planning" in the general T.P. briefing notes.

1.2 We believe that we are helping you to become more efficient and well-organised by setting out some minimum standards. The standards suggested are not ends in themselves any more than are the schemes of work and lesson plans, etc.

1.3 If, therefore, you believe that a particular method or system is not improving your efficiency then it is up to you to change it for one which does. Helping you to find optimum planning methods for your various types of lessons is an important part of your T.P. tutor's framework of responsibilities. In general your tutor will only approach you with suggestions that your planning methods need examining if an observed lesson leads him/her to suspect that planning isn't adequate or suitable.

2. GENERAL PLANNING CONSIDERATIONS

2.1 Your decision, perhaps aided by your tutor, that the achievement of certain objectives, with certain students, calls for careful stage-by-stage management of teacher inputs and student activities, should indicate that a relatively detailed and specific plan is needed.

2.2 By comparison, should you decide that the objectives can best be achieved by maximising student inputs in a relatively informal setting then a detailed plan would not be suitable. A simple framework of key objectives and brief discussion-directing reminders would probably be adequate.

2.3 Hence a scheme of work or lesson plan can only really be assessed as one would assess any other kind of tool or instrument, i.e. against "fitness for purpose" criteria.

3. GUIDELINES AS TO CONTENT AND STANDARD

3.1 These notes are intended to serve as a guide. You should seek clarification as to how they relate to your particular range of teaching activities by asking your C. & M. tutor.

3.2 Tutors are expected to look at your "evidence of planning" and give you feedback information on it, plus guidance if it appears necessary (see 1 and 2 above). They look for suitably filed and well-organised sets of plans.

3.3 It is expected that you will be able to produce evidence of planning for all of the lessons (at least up to date) which you have included in your sample of teaching practice lessons as per the briefing notes.

3.4 There should be a scheme of work for each course of lessons in your sample.
3.5 A list of lessons headings and dates is not a complete scheme of work.

3.6 It is realised that a fully operational scheme of work cannot be realistically detailed until it has been operated and evaluated. However, this does not exclude attempts to design a "forecast scheme of work" with up-to-date evidence of progressive monitoring and evaluation. We also realise of course that you may be operating a scheme of work designed by someone else and with which, perhaps, you are not very happy. Talk to your tutor about it if you wish.

"Practical"Courses

.... Evidence of planning includes, as appropriate:

3.7 A scheme of exercises, preferably with an outline analysis of the objectives with which they are associated.

3.8 Evidence written down to show that you know/knew in advance of the lesson period, what each student will be doing, finishing or starting during the period. (if you operate a "shift" system with a given group then you may need to seek the co-operation of colleagues - to everyone's benefit.)

3.9 Prep. notes for any demonstrations to be given.

3.10 Filed prep. notes for previous demonstrations as in 3.3

3.11 Instruction/worksheets etc. filed or stored in an organised system.

4. SELF-ASSESSMENT

Your tutor will expect to see evidence that you are recording your own assessment of the efficiency and effectiveness of your teaching and resources.

Some tutors, and external examiners, give this at least as high a priority as the rest of your "paperwork".

RC/JP
October, 1982
APPENDIX 13
CURRICULUM & METHOD ASSIGNMENT  

1. Choose a topic from any syllabus associated with Business Studies or Secretarial Studies courses and prepare ONE detailed lesson plan which will show what you expect your students to achieve, time allocations, subject content and teaching methods. Indicate the types of students likely to be involved: explain and justify your plan.

To be submitted not later than 17th October, 1983

2. (a) Prepare an outline scheme of work drawn from a syllabus similar to that in 1 above and intended to cover a full term. Explain and justify your sequence and time allocations.

(b) Choose ONE learning situation from your scheme of work and show how you would introduce innovations into your teaching to meet the needs of the students and the subject matter involved.

(c) Prepare your own resource material or audio/visual aid for ONE topic from the scheme of work and justify the use of such a learning/teaching aid.

Course members will be expected to draw upon Education Studies material to support their explanations and justifications.

To be submitted not later than 6th April, 1984

3. Either (a) Develop a practical computer based learning package incorporating details justifying its structure.

Or (b) Write an essay of not more than 3000 words on a microtechnology topic to be agreed with your tutor.

To be submitted not later than 8th May, 1984

Course members must consult their appropriate C & M tutor before undertaking any work on the assignment. Each course member will be registered with the tutors who will supervise the C & M Assignment.

PLEASE KEEP A COPY OF EACH PART OF THE ASSIGNMENT

J. Aitken  
September, 1983
**BOLTON COLLEGE OF EDUCATION (TECHNICAL)**

**REPORT ON TEACHING PRACTICE**

carried out at (name of institution) .................................................................

Name of Student ........................................ Period of Practice 31.10.83 to 2.12.83

SUBJECTS TAUGHT AND GRADE

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<tr>
<th>SUBJECTS TAUGHT</th>
<th>GRADE</th>
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1. **Preparation of Lessons:**
   (includes knowledge of subject and selection to suit pupils)

2. **Classroom Skills:**
   (a) Voice, vocabulary and fluency.
   (b) Skill in exposition, description and narration.
   (c) Use of blackboard, visual aids, models, etc.
   (d) Use of questions.

3. **Practical Work:**
   (Demonstrations, and supervision of individual work in laboratory or workshop)

4. **Interest of Pupils:**
   (Skill in arousing and maintaining interest)

5. **Written Work:**
   (Attention to pupils' written work done in class or at home).

6. **Acceptability as a colleague and member of a common room.**

7. **Other matters:**
   Including weaknesses which seem to be particularly in need of attention.

Date ........................................ Signature ........................................

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APPENDIX 15
PRE-SERVICE COURSE TEACHING PRACTICE REPORT

Name............................... Course .................. Section ..................

T.P. College..........................

Period of T.P...........................................

T.P. Tutor Assessment..........

FIRST TEACHING PRACTICE

T.P. TUTOR..........................

VISITS UNDERTAKEN

| Date | Level of Class | Topic Area | Grade |

VISITING TUTOR'S REPORT

1. Evidence of overall course and individual lesson planning

2. Organisation of learning resources (seating, layout of materials, learning aids, etc.)

3. Methods and techniques (appropriateness, strategies, flexibility, sequencing, etc.)

4. Teaching skills (demonstrations, exposition, questioning, control, etc.)

5. Presentation of material to students (chalkboard, hand-outs, o.h.t., slides, etc.)

6. Subject-matter competence

7. Student involvement (interest, response, learning, activity, attitude, etc.)

8. Integration of student-teacher into college/dept. structure (co-operation, involvement, interest, etc.)
# PRE-SERVICE COURSE TEACHING PRACTICE REPORT

**Name** ..................................  **Course** ..................................  **Section** ..................................

**T.P. College** ..................................

**Period of T.P.** ..................................

**T.P. Tutor Assessment** ..................................

**Student visited by external examiner**  Yes  No

**Final (2nd) T.P. Assessment confirmed as** ..................................

## VISITS UNDERTAKEN

<table>
<thead>
<tr>
<th>Date</th>
<th>Level of Class</th>
<th>Topic Area</th>
<th>Grade</th>
</tr>
</thead>
</table>

## VISITING TUTOR'S REPORT

1. Evidence of overall course and individual lesson planning

2. Organisation of learning resources (seating, layout of materials, learning aids, etc.)

3. Methods and techniques (appropriateness, strategies, flexibility, sequencing, etc.)

4. Teaching skills (demonstrations, exposition, questioning, control, etc.)

5. Presentation of material to students (chalkboard, hand-outs, o.h.t., slides, etc.)

6. Subject-matter competence

7. Student involvement (interest, response, learning, activity, attitude, etc.)

8. Integration of student-teacher into college/dept. structure (co-operation, involvement, interest, etc.)
9. Summary and any additional comments.

Date........................................ Signature........................................
1. The Teacher's Certificate shall be awarded by Senate to candidates who have satisfactorily completed the prescribed courses and examinations.

2. The qualifications for entry upon a course leading to the Teacher's Certificate are as follows:

A candidate must

(a) satisfy the College authorities as to his age, character, probable suitability for the teaching profession, and health and physical capacity for teaching;

(b) satisfy the College authorities that he has had appropriate industrial or similar experience;

(c) satisfy Senate that he has obtained by examination a qualification satisfactory to the Senate.

3. ONE-YEAR COURSE IN A COLLEGE OF EDUCATION (TECHNICAL)

(i) Candidates shall follow courses, the syllabuses of which have been approved, and be examined in:

(a) Principles of Education

(b) Practice of Education

and

(c) English

(ii) Graduates who hold a degree of an approved university (or the equivalent) may be required to submit a substantial essay in English as an alternative to the English examination.

(iii) Teaching practice should normally involve not less than one-third of the duration of the course, including time taken for observation of students in schools and colleges.

4. ALTERNATIVE FORM FOR TEACHERS EMPLOYED IN POST-COMPULSORY EDUCATION

The qualifications for entry upon this course leading to the Teacher's Certificate are those set out above and the requirements as to courses, syllabuses and examinations are exactly as in regulation 3 above, except that:

(a) candidates must be members of the teaching staff of a college or school teaching subjects normally associated with further education;

and

(b) the duration of the course will be normally two consecutive and extended Summer terms' attendance at the College of Education (Technical) or other approved centre with the intervening two terms treated as part of the course for teaching practice (in the candidate's normal place of employment) under the supervision of the College of Education (Technical) concerned.
The duration of the course will be normally one day per week together with a full-time attendance of six weeks spread over two years. During the periods of part-time attendance, the other days of the candidate's week at his normal place of employment will be treated as part of the course for teaching practice under the supervision of the College of Education (Technical) concerned.

5. The syllabuses which follow are prescribed for courses leading to the Teacher's Certificate in accordance with the regulations for these courses.

PRINCIPLES AND PRACTICE OF EDUCATION

Introduction

Courses in the Principles and Practice of Education are compulsory for all candidates following the several courses leading to the Teacher's Certificate. The syllabuses and arrangements for these compulsory courses follow.

Aims

The general aims of the course are:

(a) to foster an appreciation of the aims and problems of education;
(b) to provide a necessarily limited but nonetheless systematic body of knowledge of human development, methods of learning, techniques of teaching and the development of educational thought;
(c) to demonstrate the interconnections between the organisation and administration of education and the developing social background against which they are set.

The syllabus is intended to indicate the general lines on which the study of the Principles of Education may be conducted; equal importance is not necessarily attached to all sections of the syllabus. Students will study the general principles of education as outlined in the syllabus, and will, in addition, make a special study of education at the secondary, secondary-youth, or further stage.

Syllabus

PROINCIPLES

(a) Philosophy of Education

Nature and purposes of education; different conceptions of education. The interconnection between the aims and the organisation of education. Concepts of Teaching

(b) Sociology of Education

Social bases of human development and behaviour. The school, college and the community. Education in relation to social change. Social psychology of learning including roles, group dynamics, social skills.
(c) Psychology for Education.

The nature of educational psychology and its application to the education and training of the adolescent and adult. Learning, motivation, perception, concept formation, skills, attitudes, abilities, personality, assessment.

(d) Organisation and Administration.

The structure of English Education. Political, social and economic factors underlying contemporary educational institutions. Developments in English secondary, further and higher education.

(e) Curriculum and Methods.

The curriculum and its bases. Analytical approaches to planning, management and evaluation of the learning process in particular subject areas.
Implications and uses of various teaching techniques and learning media. Curriculum development.

PRACTICE

Practical teaching experience. Application of course and lesson planning, teaching techniques and class management. Evaluation. School and college organisation.

ENGLISH

Introduction

Since language is the main medium of instruction in all aspects of teaching in this country, the English course has a dual purpose: (a) to develop a student teacher's own linguistic skill in spoken and written English to the level required of a competent and mature teacher of specialist subjects in the technical, commercial or scientific fields; and (b) to make serving and potential teachers aware of the language content inherent in effective teaching.

Syllabus

Whilst much emphasis in written English is placed on developing skill in the comprehension of mature modern writing, in creative writing and continuous prose, in techniques of report writing, note-making, summary and technical description, the course also stresses the essential value in teaching of a mastery of verbal communication. In addition, through the reading of modern novels, plays, short stories, memoirs and poetry, we hope to encourage powers of enjoyment, reflection and perception, while training in oral English should encourage students to develop effective speech in the classroom, the workshop and the laboratory.

EXAMINATION ARRANGEMENTS

The examination in PRINCIPLES AND PRACTICE OF EDUCATION will include written papers, assignments and a PRACTICAL examination.

The examination in Principles of Education will be in two parts.

(i) Written Papers

Principles of Education I (the philosophical, sociological and psychological bases of education).

One two a 1st writ paper .57
Examination Arrangements (cont.)

Principles of Education II (curriculum and methods of a group of vocational subjects).

One two and a half hour written paper

(ii) Course Assignments

Principles of Education I - A long essay or two shorter essays on an approved topic and totalling at least 2000 words.

Principles of Education II - A series of assignments on syllabus planning, curriculum design and classroom or workshop teaching strategies.

The assignments must be submitted on or before the Monday of the week in which the written examinations begin.

Notes:

(a) A candidate must pass in each part of the examination and there is no compensation between the parts.

(b) Compensation between the sections in either part of the examination is permitted, if a candidate reaches a minimum prescribed mark in the weaker section.

(c) A candidate may be considered for the award of Distinction or Commendation in the Principles of Education or for the award of Distinction or Commendation in the Practice of Education on the results of his examination.

The examination in ENGLISH will include a written paper and course assignments.

(i) Written Paper - One two and a half hour paper.

(ii) Course Assignments: (a) A major assignment on an approved topic and of at least 3000 words to be submitted on the first day of the final term.

[or at the end of the first five weeks of the final term (Sandwich course) or on the first day of full time attendance (Part-time course)]

(b) A presentation in oral communication to be submitted on or before the Monday of the week preceding the week in which the written examinations begin.

(c) A short classroom test to be completed during the final term.
Candidates who pass their written paper and assignments in English will be eligible for the award of a Commendation or a Distinction.

Graduates who hold a degree of an approved university (or the equivalent) and have been required to submit a substantial essay in English as an alternative to the English examination will have this essay assessed as part of the final examination. It will be eligible for the award of a Commendation or a Distinction.
In the three phases, course members are required to follow studies in:

a. Education Studies.
b. Curriculum Development and Methods of Teaching.
c. An Optional Study selected from an agreed range of subjects or topics.
d. The Practice of Teaching.

a. Education Studies

1 Human Learning


2. Aims, Purposes and Structure of Post-Compulsory Education

Key concepts. Stated aims, purposes, organisation and administration of post-compulsory education. Related aspects of secondary education and vocational training, and of the employment, health, social, youth and community services. The thinking manifested in current issues.
and recent developments. The organisational context of post-compulsory institutions. The professional development of teachers in post-compulsory education.

b. Curriculum Development and Methods of Teaching

1. The analysis of existing courses and syllabuses in specialist and related fields. Their interpretation and implementation.

2. The place of aims and learning objectives with reference to the problems faced by the teacher.

3. The analysis, structuring and use of curriculum material for optimum learning.

4. Methods of teaching and learning appropriate to the needs and circumstances of individual students.

5. Resources for learning and teaching. The role and selection of media. The design and production of learning and teaching materials.

6. Utilisation of the teaching accommodation, equipment and materials related to particular subject areas.

7. Evaluation of course design, student learning and teaching effectiveness. The selection, design and use of assessment techniques. Presentation and interpretation of data.

8. Practical aspects of student selection, guidance and counselling.

9. Students' language and study skills.

10. Management of courses.

c. Optional Study

A topic chosen from one of the following areas:

- Further education for students with special educational needs;
- Liaison with schools, industry and the community;
- Resources for learning and teaching;
- Student selection, guidance and counselling;
- Vocational preparation and adult re-training;
- Any other topic approved by the Board for Awards.

d. The Practice of Teaching

Planned teaching experience including observation and experimentation. Application of skills and techniques of planning, organisation, teaching, assessment and evaluation. Self and co-operative assessment of teaching effectiveness.
Supervised Teaching Practice - Regional Scheme 3.
Autumn: 30 October to 2 December, 1983
Spring: 30 January to 23 March, 1984

Teaching Practice Co-ordinator - Mike English

ORGANISATION

Each course member will be visited at least twice during first teaching practice and three times during second teaching practice by a supervising tutor. Visits may be made at any time during the term and notification of the date and time of a visit is left to the discretion of your supervising tutor. (The period of practice for full time students will take place during the periods 31 October to 2 December, 1983 and 13 February to 23 March 1984, and visits are most likely to take place during these periods.)

Attached to these notes are some blank timetables. Please complete one of these immediately your Autumn term timetable is known, and return it to the Teaching Practice Co-ordinator by Tuesday, 11 October at the latest. You should include all classes that you teach, including any evening classes. (Part time teachers should not have less than 8 hours class contact available per week. If there are any difficulties in this respect, you must contact the Teaching Practice Co-ordinator at once.) Also attached to these notes is a form TP2 I. This should be completed immediately and passed to Mike English along with your timetable.

Should your timetable alter for the Spring Term, please send to the Teaching Practice Co-ordinator either a new timetable or, for minor changes written notification of the changes. Please let the the Teaching Practice Co-ordinator know of any changes by Tuesday, 24 January 1984.

TEACHING PRACTICE VISITS

Your supervising tutor may request to see your normal schemes of work and lesson notes for all the courses which you teach, and these should be filed systematically. You should write brief comments at the end of each lesson, giving your own appraisal of its effectiveness. To assist your supervising tutor in organising his/her programme of visits and to reduce the number of abortive visits, you should inform him/her well in advance of any known absences from college and holiday periods you may have. You should also ensure that your tutor is informed as soon as possible of any absence from college due to illness or any sudden change in timetable arrangements.

ASSESSMENT OF TEACHING PRACTICE

This will take place during the fortnight beginning 12 March, 1984. In the New Year you will receive a timetable card on which you should enter in detail your exact timetable during the assessment period. This card is taken to be your formal request to be entered for the examination in "Practice of Education". It should be signed and returned to the Teaching Practice Co-ordinator not later than Tuesday, 21 February, 1984. It may be advisable to discuss your teaching programmes for this period with your supervising tutor before completing the exam. card. If you are to be visited by an external assessor, the precise date will be notified to you by your supervising tutor. It is important that you make sure you are available to be assessed during the examination period.

Should you have any queries, problems or comments about teaching practice, please get in touch with me to discuss them.

Mike English
26 September 1983
To be completed by Sandwich or Regional Scheme Students

Dr./Mr./Mrs./Miss/Ms. (Delete as necessary)  
**IN-SERVICE COURSE NO.**

**SURNAME.**

**FORENAMES.**

**Teaching Practice Information**

**COLLEGE NAME.**

**COLLEGE ADDRESS.**

**TEL. NO.** Your extension.

**PRINCIPAL’S NAME.**

**HEAD OF DEPARTMENT.**

**NAME OF DEPARTMENT.**

**NUMBER OF AND LOCATION OF YOUR STAFFROOM.**

**BRIEF DIRECTIONS FOR TUTORS TRAVELLING BY PUBLIC TRANSPORT.**

**BRIEF DIRECTIONS FOR TUTORS TRAVELLING BY CAR (including parking).**

**PERSONAL**

**HOME ADDRESS.**  **TEL. NO.**

**LECTURER GRADE.**  **SPECIAL RESPONSIBILITIES.**

**TEACHING EXPERIENCE**  **FT.** . . . . yrs.  **PT.** . . . . yrs.

**VACATION DATES:**  **XMAS/NEWYEAR.**

**EASTER.**

**OTHER HOLIDAY DATES THIS SESSION.**
PLEASE SHOW: (i) All of your teaching commitments, (ii) Brief descriptions at college codes, (iii) Exact start and finish times (iv) Official breaks. v) Room Nos. 

Label lessons as follows: C = classroom, L = Lab, W = Workshop, S = Shared Teaching

<table>
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<tr>
<th>Time</th>
<th>C</th>
<th>L</th>
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Total hours theory | Total hours practical | Total

NAME: ____________________________ COURSE: ____________________________
APPENDIX 19
IN-SERVICE COURSE TEACHING PRACTICE

Name: ........................................  Course: ...........................
Section: .................................

College: ..................................  T.P. Tutor: ............................


FIRST TEACHING PRACTICE

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject and Level of Class</th>
<th>Assessment</th>
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</table>

Areas of assessment

1. Preparations (lesson plans, schemes of work, notes, etc.)

2. Content competence

3. Lesson organisation (introduction, development, consolidation, revision, etc.)

4. Methods & Techniques (appropriateness, strategies, resources, etc.)

5. Practical work, if appropriate, (planning, organisation, demonstration skills, safety)

6. Oral skills (vocabulary, fluency, appropriateness, etc.)

7. Classroom management (attitude, confidence, impact, control, etc.)

8. Integration of student-teacher into college/dept. structure (co-operation, involvement, interest, etc.)

5 point rating

Comment

65
IN-SERVICE COURSE TEACHING PRACTICE

Name......................................... Course........................................
College................................................................. Section.................................

Period of T.P........................................................ T.P.Tutor Assessment..............

Student visited by external examiner Yes/No. (delete as appropriate)

Final (2nd) T.P. Assessment confirmed as........................................

VISITS UNDERTAKEN

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject and Level of Class</th>
<th>Assessment</th>
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Areas of assessment

1. Preparations (lesson plans, schemes of work, notes, etc.)

2. Content competence

3. Lesson organisation (introduction, development, consolidation, revision, etc.)

4. Methods & Techniques (appropriateness, strategies, resources, etc.)

5. Practical work, if appropriate, (planning, organisation, demonstration skills, safety)

6. Oral skills (vocabulary, fluency, appropriateness, etc.)

7. Classroom management (attitude, confidence, impact, control, etc.)

8. Integration of student-teacher into college/dept. structure (co-operation, involvement, interest, etc.)

5 point rating | Comment
|----------------|--
|                |           |
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66
9. **Summary and any additional comments**
PHASE AIM
1. To develop teaching abilities through giving practice in peer-group teaching and in evaluating that teaching.
2. To develop appreciation of the use of a variety of teaching tactics, learning resources and lesson strategies.

METHOD
a) Tutor demonstrations of some teaching methods; evaluation of their effectiveness.
b) Graded exercises in (and experiences of) communicating with peer-groups.
c) Group and individual evaluations of these video-recorded experiences.
d) Tutor presentations and group consideration of significant features and processes, e.g. formulating intentions, lesson planning.

N.B. Exercise groups consist of 12-16 students who offer a range of specialisms.

<table>
<thead>
<tr>
<th>LINKS</th>
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<tbody>
<tr>
<td>LEARNING GOALS</td>
</tr>
<tr>
<td>1. recognise significant features of a range of learning/teaching interactions, e.g. pace, relationships, dialogue, use of differing media.</td>
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<tr>
<td>2. analyse the reasons for learning/teaching success or failure.</td>
</tr>
<tr>
<td>3. identify teaching intentions and learning goals that are realistic in the context of a given exercise.</td>
</tr>
<tr>
<td>4. select learning experiences/teaching strategies appropriate to the achievement of particular learning goals.</td>
</tr>
<tr>
<td>5. draft a plan of intention for a lesson or other kind of learning situation.</td>
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<tr>
<td>6. teach a lesson on the basis of that plan, judging when to modify the plan in the light of class response.</td>
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<td>7. promote cohesion and ensure purposeful activity for a learning group.</td>
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<td>8. develop relationships conducive to learning.</td>
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<td>9. stimulate and sustain productive dialogue with and among their students.</td>
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</tbody>
</table>

* Although the sequencing of the learning goals implies progression, many will be promoted concurrently through the graded exercises and their evaluation.
PHASE AIMS

4. To start consideration of concepts and theories that promote understanding of students' behaviour, their language, and their learning processes.

2. To develop appreciation of the uses of a variety of teaching tactics, learning resources and lesson strategies.

METHOD

a) Lecture-presentations involving demonstration, illustration and video-recorded excerpts of teaching.

b) Seminars for consideration of the nature, applications and validity of the theories broached, and for pointing connections with TEACHING METHOD and SPECIAL METHOD.

c) Handbook containing lecture outlines, further illustrative material, graded reading lists, and identifying matters for discussion and reflection.

d) Video-recordings of lecture-presentations for individual student viewing and recapitulation.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>TM</th>
<th>LT</th>
<th>SM</th>
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<th>C</th>
<th>TA</th>
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<tr>
<td>The range of activities involved in teaching and learning. Inductive and deductive teaching methods; reception and discovery learning. Implications for student learning of different patterns of communication. Recognition of the effects of motivation and personality.</td>
<td>1</td>
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<td>Factors which influence perception. Special problems in the perception of visual, oral and auditory material. The crucial role of perception in the students' understanding of subject matter.</td>
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</tr>
<tr>
<td>How the learner organises knowledge. Providing cognitive structure that helps the learner to organise material meaningfully. Causes of individual differences in student perception of lesson material. Value to the learner of 'discovering' structure for himself.</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>The teaching and learning of concepts and principles. Helping the learner to discriminate, abstract and generalise. The learner as an active, problem-solving agent in his own learning, fitting new knowledge into an existing conceptual framework based upon experience.</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Analysis of the nature of skill. Use of demonstration, practice, verbal guidance and feedback in learning skills.</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>The relationship of formulating intentions (aims, goals and indicators) to the selection and sequencing of course and lesson content. The role of evaluation in the teaching/learning process.</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>4</td>
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<td>4</td>
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<td></td>
</tr>
</tbody>
</table>
### 6.2.1 (cont.)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
<th>LINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom speech climates and their influence on the quality of learning. The promotion of learning and thought through the use of questioning.</td>
<td>TM 3</td>
</tr>
<tr>
<td>7</td>
<td>Further consideration of the range of teaching approaches likely to be observed during S.T.E. (Phase II). Critique of their strengths and shortcomings.</td>
<td>TM 2</td>
</tr>
</tbody>
</table>
PHASE AIMS

3. To re-appraise subject matter and to explore traditional and changing learning objectives and teaching strategies in specialist areas.

2. To develop appreciation of the uses of a variety of teaching tactics, learning resources and lesson strategies.

PHASE: I
SECTOR: SPECIAL
METHOD
TIME: 32-48 hours
(4-6 hrs in each of 8 weeks)

METHOD

a) Group consideration and evaluation of aspects of teaching/learning in the specialist area mentioned in the Learning Goals.

b) Tutor and student demonstrations of segments of lessons.

c) Identification of learning resources available, and the devising of others.

<table>
<thead>
<tr>
<th>LEARNING GOALS</th>
<th>LINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. identify the fundamental and differing concepts and modes of enquiry, expression and practice in the specialist area.</td>
<td>TM 3,4</td>
</tr>
<tr>
<td>2. identify teaching aims and learning goals appropriate to different kinds of student ability and motivation.</td>
<td>3 1,6</td>
</tr>
<tr>
<td>3. devise learning experiences that will enable learning goals to be achieved and consider the interactive nature of learning goals and experiences.</td>
<td>4 7,8</td>
</tr>
<tr>
<td>4. consider which aspects of a topic or subject and which samples of the material available will most readily interest students, enlarge their understanding and develop their ability.</td>
<td>5 2,3 4 6</td>
</tr>
<tr>
<td>5. practise the teaching of particular skills associated with the specialist area.</td>
<td>5,7 1 6</td>
</tr>
<tr>
<td>6. use, devise and evaluate a selection of teaching and learning aids.</td>
<td>1,2 4 1,2</td>
</tr>
<tr>
<td>7. devise activities and exercises that will enable students to investigate the subject themselves.</td>
<td>7 7,4 4 5 5</td>
</tr>
</tbody>
</table>

* The sequencing of the learning goals indicate progression, but the activities that promote them will ensure overlapping emphases throughout the phase.
**PHASE AIMS**

4. To start consideration of concepts and theories that promote understanding of students' behaviour, their language, and their learning processes.

3. To re-appraise subject matter and to explore traditional and changing learning objectives and teaching strategies in specialist areas.

**TIME:** 16 hours

(2 hrs in each of 8 weeks)

---

**METHOD**

a) Lecture-presentations involving appropriate illustrative material.

b) Seminars for consideration of the nature, applications and validity of the theories broached, and for pointing connections with SPECIAL METHOD and other studies.

c) Handbooks containing lecture outlines, further illustrative material, graded reading lists and identifying matters for discussion and reflection.

d) Video-recordings of lecture-presentations for individual student viewing and recapitulation.

---

**WEEK** | **CONTENT** | **LINKS**
---|---|---
1. | Values: practical teaching issues arising from the nature of knowledge. | TM | LA | SM | P | LL | C | TA |
2. | Values: distinguishing ideals, teaching aims, learning goals and behavioural objectives. | 3 | 6 | 2 | 2 | 3 |
3. | Values: the role of concepts in everyday life and thought. | 3 | 4 | 1 | 1 | 3 |
4. | Values: notions of successful teaching and/or training: relevance to the choice of teaching methods. | 2 | 1 | 7 | 7 | 8 |
5. | Students: social influences on attitudes and expectations deriving from varieties of socio-economic background and cultural and gender differences. | 2 | 2 | 4 | 4 | 6 |
6. | Students: youth culture and its influence on attitudes, language and learning styles. | 7 | 2 | 4 | 4 | 6 |
7. | Students: effect of such social influences (4 and 5) on relationships and interactions between students and teachers. | 7 | 7 | 4 | 4 | 6 |
8. | Students: relationships and the responsibilities of the teacher. | 8 | 8 | 4 | 8 | 6 |

---

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PHASE AIMS

4. To start consideration of concepts and theories that promote understanding of students' behaviour, their language, and their learning process.
   (i. to develop the course member's own competence in speaking, aural comprehension, reading and writing.
   ii. to begin discussion of the nature and functions of language, its development in the individual and its role in education and across the curriculum.)

METHOD

a) Workshop activities:
   i) the examination, comparison and discussion of material (written, printed or recorded aurally or visually).
   ii) the extrapolation of ideas and principles from such material
   iii) the application of such ideas and principles in other situations.

b) Practical exercises in the four abilities of speaking, aural comprehension, reading and writing.

c) Occasional exposition and demonstration by tutors.
(Note: The activities and learning identified in the Learning Goals at once permeate and facilitate the activities and learning proposed in all the other components of the course. Specific connections are to be made as indicated).

LEARNING GOALS
(The first three learning goals apply primarily but not exclusively to Aim 4(i). The remainder apply similarly to Aim 4(ii).

<table>
<thead>
<tr>
<th>LINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM</td>
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<tr>
<td>-----</td>
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<tr>
<td>1</td>
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<td>5</td>
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<td>6</td>
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<td>7</td>
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</tbody>
</table>

* Student groups differ widely in composition; in attitude, aptitude, ability and in needs, wishes and aspirations. Therefore, schemes of work will be regulated in consultation with students and their personal and specialist tutors.
PHASE ATMS
5. To afford an orientation towards the range of current course provision in further education and towards types of college and departmental organisation.

METHOD
a) Lecture - presentations.
b) Seminars for clarification and applications of lecture content.
c) Handbook containing lecture outlines, further illustrative material, graded reading lists and identifying matters for discussion and reflection.
d) Video recordings for individual student viewing and recapitulation.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
<th>LINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TM</td>
</tr>
<tr>
<td>1.</td>
<td>The English educational system: outline of the system, its characteristics and current trends.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Colleges: the developing and changing nature of FHE: from technical education to further education.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Colleges: the range of work and functions of present-day colleges.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students: the participant groups (and non-participants) Their previous educational experience, curricula and qualifications.</td>
<td>8</td>
</tr>
<tr>
<td>5.</td>
<td>Colleges: internal structures and organisation of staff, courses and resources.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Colleges: customs and practices of decision-making and staff participation.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Teachers: different backgrounds and attitudes of teachers (including attitudes to teacher-training). The teacher as professional.</td>
<td>8</td>
</tr>
<tr>
<td>8.</td>
<td>F.E. Case Study: contexts of departmental development, e.g. general education and specialised departments.</td>
<td>8</td>
</tr>
</tbody>
</table>
### PHASE AIMS

2. To develop appreciation of the uses of a variety of teaching tactics, learning resources, and lesson strategies.

### PHASE: I

**SECTOR: TEACHING AIDS**

**TIME:** 8 hours

- 2 x 1 hr presentations
- 2 x 3 hr workshop sessions

(distributed over the 8 weeks)

### METHOD

a) Group consideration and evaluation of aspects of the use of audio-visual aids as part of a lesson strategy.

b) Use of specific aids as part of a lesson demonstration (see SM5)

c) Workshop periods for operation, training, and production of materials.

### LEARNING GOALS

<table>
<thead>
<tr>
<th>TM</th>
<th>LT</th>
<th>SM</th>
<th>P</th>
<th>LL</th>
<th>C</th>
<th>TA</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>1. identify potential learning difficulties within a given lesson strategy and purpose; types of teaching aids that may contribute to the solutions of these problems.</em></td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><em>2. compare and contrast the effectiveness of a range of simple classroom aids in terms of learning and classroom management.</em></td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td><em>3. develop competencies in the operation and production of materials for a range of simple classroom aids (chalkboard, display methods, overhead projector, spirit duplicator).</em></td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><em>4. identify the learning tasks from a given lesson plan and propose a range of teaching aids to achieve these objectives.</em></td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><em>5. distinguish the functions of a classroom handout and be able to design a handout to realise these functions.</em></td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><em>6. identify the value of (in terms of learning) and apply modes of communication (i.e. graphics, literacy, tactile) employed in the use of audio-visual aids.</em></td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td><em>7. practise the use of visual aids as part of a lesson strategy.</em></td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

* Although the sequencing of learning goals may imply progression, many will be promoted concurrently, and also through graded exercises in Teaching Studies and Special Method.
ref: STA/DO
ref: 24th October, 1983

Dear Principal,

Garnett College - Supervised Teaching Experience - 1983-84 Session

I would be grateful if you could again help us in placing our students for Supervised Teaching Experience.

The dates of the Supervised Teaching Experience periods are:

- Monday, 21st November - Friday, 9th December (3 weeks)
- Monday, 30th January - Friday, 23rd March (8 weeks)

During the first three weeks we would like our students to observe about 10 hours teaching and to teach about 6 lessons (or 12 hours). During the eight week period we would like them to observe about 36 hours and to teach about 72 hours.

The enclosed form and explanatory letter has been devised to help you to tell us what assistance you are able to offer (we enclose several copies in case this helps you in obtaining information from your individual departments). Although I am sure you will be interested in this, I have addressed the letter "Dear Colleague" to include the heads of Department who will be involved.

We have tried in recent years to minimise the work that we cause you by only sending the enclosed form to the colleges where we are reasonably likely to be able to take up the offers made; leaving the other colleges to be approached about individual placements. However, as last year, I am sending rather more colleagues copies of this information; if you only take two or three Garnett students in a normal year we would advise you to await individual approaches rather than undertaking the task of returning our form.

If you are returning the form will you please try to do so as soon as possible. As soon as we have correlated the offers made by the various colleges in London and the Home Counties with our student population we will let you have full details concerning the individual students whom we would like to send to your college and further information about the details of the tasks that we have asked our students to complete.

We are grateful for your help in this and previous years over these periods of Supervised Teaching Experience.

Yours sincerely,

[Signature]

J.T. APPLETON
Associate Vice Principal

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Inner London Education Authority
GARNETT COLLEGE
Supervised Teaching Experience 1983-84

of College offering experience places..........................................................................

of Person who should be contacted about placements..............................................

Tel. No. ..................................................................................................................

(please indicate where annexes are involved)

Insert the number of students you can take indicating \( \frac{1}{2} \) or \( \frac{1}{4} \) if appropriate.

<table>
<thead>
<tr>
<th>Garnett Faculty and Group</th>
<th>Number*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULTY OF COMMERCIAL AND INDUSTRIAL ARTS</td>
<td></td>
</tr>
<tr>
<td>Secretarial Business Studies (Secretarial)</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td>Fashion Design and Clothing</td>
<td></td>
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<tr>
<td>Economics</td>
<td></td>
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<tr>
<td>Photography</td>
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<tr>
<td>Art and Design</td>
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<tr>
<td>Vocational Preparation</td>
<td></td>
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<tr>
<td>General Subjects</td>
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<tr>
<td>Social &amp; Life Skills</td>
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<tr>
<td>Numeracy</td>
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<tr>
<td>Health &amp; Community Care</td>
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<tr>
<td>Social Work</td>
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<tr>
<td>Sociology</td>
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<tr>
<td>History</td>
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<tr>
<td>Government &amp; Politics</td>
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<tr>
<td>Business Subjects</td>
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<td>Accounting</td>
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<td>Data processing</td>
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<td>M./Statistics</td>
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<td>Marketing</td>
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<td>Management</td>
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<tr>
<td>Business Administration</td>
<td>77</td>
</tr>
</tbody>
</table>
Dear Colleague,

Certificate in Education Courses  
Supervised Teaching Experience (S.T.E.)

The pattern of supervised teaching experience with which we are seeking your co-operation remains basically the same as last year, comprising three weeks at the end of the Garnett Autumn Term and eight weeks at the end of our Spring Term.

For the course starting in September 1983 the dates for these two periods (known as Phases II and IV of the total course), are 21st November - 9th December, 1983 and 30th January - 23rd March, 1984. It is possible that the finishing dates of these periods do not coincide exactly with your own terms; if this is the case and our finishing date is later than yours it may be possible to transfer a week from the end of one term to the beginning of the next; this will be dealt with on an individual basis.

During each of the two phases of S.T.E. our students will be asked to complete a series of tasks for which they will be given detailed instructions. In addition to the long established tasks of preparing and presenting lessons and observing the work of practiced teachers, the students are asked to explore the working and structure of a further education college and to look into the backgrounds and aspirations of selected groups of students insofar as they may affect the educational achievements of those students.

To this end we would ask that each of our students should be attached to a nominated member of your staff who would act as mentor to the student. Included with each student's S.T.E. handbook will be a 'pullout' sheet providing 'Notes for Mentors'. These notes will include the following:

"In asking colleges to nominate mentors, Garnett College is seeking to enhance the greatly appreciated contribution made by the many educational establishments that have, for many years, accepted our students during their Teaching Practice/Supervised Teaching Experience. Knowing how very limited the resources of schools, colleges and hospitals are, and being very aware of the work-load of teachers during term-time, we would not wish to appear to be making demands upon their time. Therefore what is set out below should be regarded as a list of items that might be undertaken if time and effort is available.

"The first and most important function of the mentor is to act as a contact for our students during their Supervised Teaching Experience, a person to whom they may refer for information or who might direct them to other sources of information, etc."
"Secondly the mentor might act as a facilitator in some of the tasks that our students are asked to perform. Again this may amount to little more than referring them to other members of staff or existing documents etc.

"Thirdly the mentor might act as an adviser/tutor to help our students develop their skills as teachers. We recognise that this is primarily the role of the staff of Garnett College, but we cannot always be on the spot during S.T.E. to give help when it is most needed. The mentor might very well decide that the student should call for help from us if the matter demands it.

"Fourthly, the mentor can assist in the assessment function. For many years it has been our practice to ask colleges to make an assessment of our students' teaching abilities to supplement our own assessment. By establishing close contact with our students and by observing some of their teaching, the mentor might be in a good position to provide such an assessment for us."

We deeply appreciate all the help and advice we and our students have received in the past. We would be very pleased to receive any comments that you care to make - either now or after you have experienced working with students during the coming year.

Yours sincerely,

S.T. APPLETON
Associate Vice Principal
THIS HANDBOOK INTERPRETS THE TASKS AND LEARNING GOALS FOR PHASES II AND IV WHICH ARE AS FOLLOWS:

**LEARNING GOALS PHASE II** - see pages 3 and 4 for interpretation.

1. Appreciate the experience of the FE student by following a group through a day in college.
2. Apply appropriate schemes of analysis to at least six observed lessons.
3. Evaluate particular aspects of at least six observed lessons (e.g. use of questions, demonstration, teaching aids, teacher's language).
4. Explain the contribution made to a lesson taught in co-operation with the usual class teacher, describe what happened, and propose modifications (if any) for next time.
5. Draft plans of intention for all lessons taught (optimum: 6 lessons or 12 hours contact).
6. Apply appropriate schemes of analysis to all lessons taught.
7. Evaluate at least one taught lesson in co-operation with a tutor who has observed it.
8. Describe chosen aspects of a particular group of students (e.g. backgrounds, expectations, language abilities), and relate these to their learning behaviour during an observed lesson.
9. Describe the organisation and functioning of the Department and/or Course Team to which the student is attached.

**LEARNING GOALS PHASE IV** - see pages 7 and 8 for interpretation.

1. Evaluate all observed lessons, in co-operation with the class teachers engaged (optimum: 12 lessons or 21 hours teaching).
2. Analyse the responses of a particular group of students to the different styles of teaching experienced during one day in college.
3. Identify the characteristics of each course taught, in terms of course specifications, recruitment and college development of it.
4. Identify the characteristics of a course different in style from those normally encountered, in terms of specialism, student expectations, and/or learning/teaching methods.
5. Draft appropriate plans of intention for all lessons taught (optimum: 45 lessons or 80 hours contact).
6. Deploy a range of teaching strategies and evaluate the suitability of each in terms of class response, effective learning, and own performance skills.
7. Deploy a range of assessment procedures in the evaluation of student learning.
8. Analyse all lessons taught and justify changes (or no changes) in the plan of intention for subsequent teaching.
9. Evaluate several taught lessons in co-operation with the tutors who have observed them (optimum: 4 observed by Garnett tutors; 3 by college teachers).
10. Describe and analyse the responses of a particular group of students during teaching contact with them over the Phase.
11. Fulfil the requirements of the placement college as regards attendance, punctuality, and the keeping of records.
12. Survey the overall activities and educational provision of the college, consider its ethos, and evaluate its development and potential.
13. Organise all the documents required during the Phase into a commentary upon the STE.

* Sample formats, profiles and prompt questions will be provided.
This handbook is intended to provide essential information and to interpret the Tasks and Learning Goals to cover both Phase II (21 November - 9 December 1983) and Phase IV (30 January - 23 March 1984) of the course. It should be studied in conjunction with the course handbook where the phase aims, method for their achievement and the learning goals for yourself are listed (pages 12, 20 and 21).

Faculties within Garnett College may supplement this information with their particular requirements.

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4. Criteria for Assessment  1
5. Personal Relationships within your STE College  2
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NOTES FOR MENTORS - page for detachment

THE PURPOSE OF THE NOTES WHICH EMANATE FROM THIS STUDYGUIDE IS TO ASSIST THE STUDY OF EDUCATION BY A COURSE MEMBER OF GARNETT COLLEGE. THEY WILL NOT BE USED FOR ANY OTHER PURPOSE.
1. THE PURPOSE OF COURSE PHASES II and IV

The purpose of these phases is to provide opportunities for you to put into practice the skills and procedures that have been proposed in the Teaching Method, Special Method and Teaching Aids sectors of Phase I and III, linking them closely with Learning Theory, and to enable you to make first-hand investigations relating to all other sectors of the course.

2. SECTOR COMPLETION CRITERIA

To achieve these purposes and to complete the sectors for Phases II and IV you are required to carry out a number of structured tasks linked to Learning Goals, and to produce written evidence that you have made a reasonable and satisfactory attempt at achieving the tasks set for each phase thus fulfilling the Learning Goals.

It is your responsibility to ensure that you complete these tasks; any reports you produce should be concise and incisive.

3. DOCUMENTATION (STE File)

You are required to keep a loose-leaf type file, indexed for ease of reference, which should be available at all times for progress discussions between visiting tutors, yourself, and your Mentor.

Your completed STE file is to be handed to personal tutors at the end of each phase. The contents of your file, together with your assessment for practical teaching are considered in deciding the award of a distinction.

Your 'STE File' should contain:

a) A diary giving a very brief account of your day-to-day activities during STE.

b) Observation notes and evaluations as detailed under Learning Goals 2 and 3 for Phase II and Learning Goal 1 for Phase IV.

c) Plans of intent for all lessons or part lessons taught as detailed under Learning Goals 4 and 5 for Phase II and 5 for Phase IV.

d) The reports of all other tasks described in the following pages.

e) Reports given to you by tutors who have visited you.

NB: If you are in learning situations for which pre-planning and formalised record-keeping do not lend themselves, e.g. open-access, some practical classes, remedial classes, guidance should be sought from your tutor.

4. CRITERIA FOR THE ASSESSMENT OF SUPERVISED TEACHING EXPERIENCE

The following statement has been accepted by the CNAA regarding the assessment of STE.

Assessment of Supervised Teaching Experience should be confined to an overall pass/fail decision.
The following criteria will influence a pass or a fail decision:

a) Student-teachers should demonstrate that they have a clear idea of what learning they are trying to encourage and be able to justify the lesson in terms of its educational value.

b) The content should be appropriate and follow a logical sequence of development; the lesson should be planned but the teacher should be prepared to depart from the plan if necessary.

c) The teaching method used should be appropriate to the content and the teacher should show competence in using it (i.e. discussion method should not only be appropriate, but the teacher should also handle it well). It is not necessary for the teacher to 'teach' a set lesson by talking to the whole class for long periods. Evidence that some learning has taken place is important.

d) The teacher-student relationship should be seen to be appropriate; the teacher should not be domineering but the class should be orderly.

e) Teachers should demonstrate their ability to assess their students and keep adequate records.

f) Teachers should also produce evidence of their own progress, especially the ability to evaluate their own development.

g) Teachers should have particular regard for the personal safety of the students, especially when potentially dangerous apparatus is being used.

h) Teachers should be seen to adopt a professional attitude not only towards their colleagues but also to their work in the college.

It is believed that these criteria should be seen as a set of helpful guidelines rather than as a rigid formula for a model lesson. Students should be encouraged to be as flexible and as imaginative as possible in preparing their lessons and a lesson should be judged as a whole. However, serious errors or omissions on any one of the criteria will be sufficient to prevent a candidate from passing on that occasion.

Please also refer to the Course Handbook, page 34, for a further statement concerning the assessment of STE.

5. PERSONAL RELATIONSHIPS WITHIN YOUR STE COLLEGE

We would ask you to be particularly mindful that your placement in your college is by the invitation of that college and therefore neither you nor Garnett College is in a position to make 'demands' of them. The tasks which you are asked to carry out should therefore be regarded as recommended rather than mandatory and it is important that you get consent from the Head of Department and staff before starting on any activity. Do ensure that nothing which you say or write can give offence to your host college or its staff.

NB: It is also important to realise that quite often resources in colleges are very limited - usually the colleges are very helpful, but we have no claim to these.

6. MENTORS

Each college is asked to nominate a member of staff to act as mentor to you during your Supervised Teaching Experience. Your mentor should be able to give you help and advice and act as facilitator in the execution of both phases of STE. At the end of this handbook you will find a brief supplement which is to be detached and handed to your mentor.
7. PHASE II - OBSERVING, TEACHING AND INVESTIGATING

Below is a description of the major 'tasks' to be performed during Phase II, the completion of which should enable you to achieve a number of the Learning Goals for Phase II as set out on page 12 of the course handbook.

7.1 THE OBSERVATION TASK (Learning Goals 2, 3 and 8)

This task is achieved by 'sitting-in' on lessons given by other teachers: you should seek, in co-operation with the Head of Department, the agreement of several teachers to go into their classes and observe their teaching for a total of not more than twelve lessons. Greatest benefit will be obtained by choosing as wide a variety of teaching/learning situations as possible (e.g., lessons, workshop sessions, lectures, laboratory work, practical classes, discussion groups, project work).

You are asked, in Goal 2, to apply 'appropriate schemes of analysis' to the teaching you observe. Please make quite sure that the teachers observed are fully aware of what you are doing and that they agree to it. It is emphasised that you must not offend the teachers involved - you should simply attempt to examine what you perceive during the observation. Page 5, headed 'Observation Schedule for Practical Teaching' is appended as a general guide for the observation of lessons.

From your observations it should be possible to assemble sufficient information to achieve Learning Goal 3. Goal 8 may require additional contact with students in or out of the classroom.

7.2 THE TEACHING TASK - THIS TASK IS THE CENTRAL ACTIVITY OF STE.

It should fulfil Learning Goals 4, 5, 6 and 7 for Phase II. You are asked to teach a total of at least six lessons during Phase II; this should amount to a minimum of about twelve hours of direct teaching contact, depending on the length of lesson and the type of teaching involved in your subject specialism.

Learning Goal 4 suggests that you might start by teaching only part of a lesson in cooperation with the regular class teacher and that you should discuss your performance with him or her at the end of the lesson.

Any teaching you undertake must be planned and you must produce written evidence of that planning which should be in accordance with work done in the Teaching Method and Special Method sectors.

To improve and develop your practical teaching ability you are asked to analyse your own teaching performance. Page 6 headed 'Assessment Scheme for Practical Teaching' is included in this handbook to give you some guidelines for this. The regular class teachers may sit in the classroom while you are teaching and their opinion may well be of great help to you in answering some of the more subjective questions in the scheme.

7.3 THE INVESTIGATION TASK

Learning Goals 1, 8 and 9 require you to make investigations into the way that further education is run and into some aspects of the...
background and motivation of the students in FE. You will have received ideas on these from the Learning Theory, Language and Learning, Contexts and Perspectives Sectors during Phase I.

To fulfil Learning Goal 1 you will need to get consent to stay with a group of students throughout a day at the college. This should involve not only sitting in on the classes that they attend but also finding out how they spend the lunch break and any free time that they have. The object of this exercise is for you to get the 'feel' of what it is like to be an FE student for a day and your recording should be from this viewpoint and your experience of the teaching/learning.

Learning Goal 8 leaves a considerable choice as to what aspects of student background you investigate and how you set about it. The task should be approached with great tact and caution since you have no authority to pry into the private affairs or records of students. Note that the Learning Goal requires you to form links between background factors and behaviour during an observed lesson; this should be borne in mind when engaged in the Observation Task.

Learning Goal 9 asks you to write a description of the organisation of the department and/or course team to which you are attached. Again you will need to obtain the co-operation of your Head of Department and his staff. You might consider the aspects of staffing, courses provided, support services, specialist rooms, discipline, representation on college committees and resources, in your description.

7.4 TUTORS' VISITS

During at least one of the lessons that you give in Phase II a tutor from Garnett College should come to visit you and observe your teaching and afterwards analyse your performance with you. A member of staff of your host college will also probably do the same. Your tutor may also make a 'tutorial' visit.

7.5 TIMETABLES (see page 10 for main information)

It is important that you begin teaching early in Phase IV so please try to arrange your timetable for the first week before leaving your host college at the end of Phase II. During Phase III you may be able to prepare materials for Phase IV.
8. OBSERVATION SCHEDULE FOR PRACTICAL TEACHING
(for use when observing other teachers' lessons)

The following questions may help your observations. Which class did you observe? Record details of the course, year, subject, topic, number and age range of students, duration of class etc.

a) Broadly speaking, what type of learning/teaching situation was it? (e.g. lecture, lesson, workshop, seminar, laboratory practical etc.)

b) Record as many identifiable activities as you observe, paying particular attention to the difference between teacher-centred and student-centred activities. How was the time divided between these various learning activities that took place?

c) Were any learning aids etc. used during the class? If so were they effective?

d) How did the teacher deal with individual differences in the class?

e) Did the students seem to have any difficulty regarding the pace or level of the lesson?

f) What factors helped or hindered the students' involvement in the learning process? (beside use of language, questioning etc.).

h) How did the students become aware of the intended learning outcomes?

i) Was any test, quiz, problem solving activity or the results of practical work used to check that learning had taken place?

j) Did any circumstances arise during the class which prevented it proceeding as intended? (e.g. interruptions from outside, factors relating to the physical environment, unforeseen gaps in student knowledge, student behaviour, etc.)

k) What do you think the teaching intentions for this lesson were?

l) Were there any other features of this lesson worthy of comment?
9. **ASSESSMENT SCHEME FOR PRACTICAL TEACHING** (for use when evaluating your own teaching).
This scheme is also issued to tutors and mentors as a guide to assessing your teaching.

a) **Planning Abilities**

- Was there a plan of intent for the lesson?
- Were the objectives stated clearly?
- Were the objectives suitable?
- Did the plan allow for such things as:
  - stimulus variation
  - sequencing
  - checks on learning
  - variation of student ability?
- Was the combination of content and method selected appropriate to:
  - the objectives
  - the previous experience of the students?
- Were suitable aids prepared?
- Were demonstrations/materials properly prepared?
- Was the physical environment well managed?

b) **Performance Abilities**

- Was the opening of the lesson effective?
- Did voice, appearance and manner help learning?
- Was skill displayed in the use of:
  - questions
  - aids
  - discussion
  - demonstrations
  - explanation
  - analogy
  - illustration?
- Was the pace and level of presentation suitable?
- Was the progress of the lesson related to student response?
- Was the teacher adaptable when necessary?
- Were learning checks used?
- Was there an attempt at the end to bring together the planned and unplanned events, and to relate them to the short and long term objectives?

c) **Social Relationships**

- What was the teacher's attitude to his/her students?
- What was the attitude of the students?
- Was rapport established?
- Did the teacher induce co-operation?
- Had the teacher the ability to:
  - motivate
  - re-inforce
  - inspire
- Were the students involved?

d) **Post-Performance Analysis**

- Was the testing relevant to the objectives?
- Were suitable procedures used?
- Was the teacher skilled in their use?
- Did learning occur?
- Was the teacher able and willing to use this information to improve his/her own performance?
10. PHASE IV

During this Phase the three tasks of Phase II: OBSERVING, TEACHING AND INVESTIGATING are continued and developed. Please refer to pages 20 and 21 of the course handbook for details of the Learning Goals for this Phase.

10.1 THE OBSERVATION TASK - LEARNING GOALS 1 and 2 - EVALUATING LESSONS

During the whole of this Phase you should observe a total of about twelve lessons or twenty-one hours of teaching, whichever is the less.

It should now be possible for you to look more deeply into such things as the teachers' strategies, communication patterns, the language development, personality and motivation of the students, etc.

N.B. The purpose of following a group of students for a day (Learning Goal 2) is different here from Phase II.

10.2 THE TEACHING TASK - THE CENTRAL ACTIVITY OF PHASE IV should contribute to the achievement of Learning Goals 3, 5, 6, 7, 8, 9 and 10, and are extensions of similar Goals in Phase II.

You should organise, in co-operation with your Head of Department, a timetable which involves you in teaching a total of about forty to forty-five lessons or eighty hours of teaching. This should amount to an average of about ten hours teaching per week throughout the Phase. You might consider starting with four in the first week, building up to twelve hours per week for the last four weeks (the actual time may have to be adjusted according to the hours available in your department).

TEACHING STRATEGIES AND ASSESSMENT PROCEDURES (Learning Goals 6 & 7): Since the teaching strategies you use should be appropriate to the situations in which you use them, it will be necessary for you to negotiate to teach in as wide a variety of situations as possible within the constraints of your department and your own subject expertise.

10.3 THE INVESTIGATION TASK - LEARNING GOALS 3, 4 and 12

Goals 3 and 4 are intended to enhance your understanding in relation to the courses you teach on STE, and to compare and contrast them with other courses which take place in the college. You should examine the general nature of the curriculum; the course aims; the level and currency of the qualifications gained; the learning strategies used to achieve the aims; the patterns of attendance and the assessment methods used. Some of the information will come from your work in the Observation Task.

Learning Goal 4 asks you to examine the structure of a course which is 'different in style' from courses with which you are already familiar. This may mean going outside the department to which you are attached. You should observe at least one lesson from the course which you select.
Learning Goal 12 is an extension of Goal 9 in Phase II. It asks you to look into the structure and provision of the host college as a whole and in this case you should approach the Principal of your college to discuss these matters. If there are several Garnett College students in your college, it would be advisable and courteous to ask the Principal or his staff to meet you all at the same time. Do read Goal 12 carefully and prepare a list of points for discussion.

LEARNING GOALS 11 and 13:

Learning Goal 11 is achieved by all the above tasks jointly, and Learning Goal 13 is also covered by all the tasks and should be on-going throughout your Supervised Teaching Experience.

10.4 YOUR ROLE AND STATUS WITHIN THE COLLEGE

Although you are only a temporary member of staff you are required to conform to the standard procedures for academic staff as far as most aspects of college life are concerned, e.g.:

a) to attend a full week of thirty hours spread over ten sessions, which may include up to two evenings,

b) to stand in for other teachers in an emergency (this is usually a compliment to you),

c) to follow standard procedures regarding registers, records, reports, acquisition of materials, etc.
11. TIMETABLES

You are required to notify us of your activities during each week of Supervised Teaching Experience. This must be done IN ADVANCE starting from the second week of Phase II. The arranging of your timetable is the responsibility of the Head of Department under whom you are working in your STE college; he will have been given information concerning the tasks that you are expected to perform during each of the two phases, and informed of the course requirement 'for the student to teach a number of lessons' (see Notes for Mentors, page 12). If the Head of Department has not received this information the Associate Vice Principal, Mr S T Appleton, should be informed.

Early in the first week of Phase II you should consult with the Head of Department to arrange a timetable which will allow you to fulfil your STE tasks as far as the college is able to help you. Your agreed timetable may have more or fewer teaching hours than those mentioned in your instructions, depending on local conditions and the type of teaching involved. In the event of your not being convinced of the 'fairness' of your timetable please act on the timetable you have been given and bring your concern to the attention of a tutor from this college.

TWO copies of your timetable must be posted EACH WEEK, on the cards provided, to arrive at Garnett College by the FRIDAY of the week previous to the one to which they refer. (This is not a record of your activities but a prediction needed by staff of this college in order to plan supervisory visits to you). Pre-paid envelopes are provided for this purpose. For those in residence, cards should be left in the basket provided on the Mount Clare site.

It is essential that timetables are accurate and show all periods of teaching (T), observation (O) and assisting (A). Details of the class, subject, room and usual teacher for each lesson (see specimen timetable entry below) should be given, and the remainder of the thirty hours per week should show where you are and what activity you intend to be pursuing, e.g. lesson preparation in the staff room, etc.

<table>
<thead>
<tr>
<th>MON.</th>
<th>TEC 1 Eng. Science</th>
<th>T</th>
<th>'A' level Maths</th>
<th>Prepa-</th>
<th>CP 10 General Studies</th>
<th>T/A Workshop Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 6 R Dixon</td>
<td>9.15</td>
<td>11.30</td>
<td>Prepa-</td>
<td>Room 7 S Smith</td>
<td>Room 12 Staff Rm</td>
<td>Room 10 Room 5 L Brown</td>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>9.15</td>
<td>11.30</td>
<td>1.30</td>
<td>lunch</td>
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</tbody>
</table>

Please ensure that the details at the top of the timetable form are entered, ESPECIALLY THE TELEPHONE NUMBER. If some or all of your teaching takes place in annexes of your STE college, please make this plain; a small sketch map showing the location of annexes is very helpful to visiting tutors.

PLEASE INFORM US BY TELEPHONE OF ANY LATE OR UNFORSEEN TIMETABLE CHANGES
ASK FOR THE STE CONTROL ROOM: 01-789 6688

90
12. TUTORS' VISITS

You can expect visits by personal tutors and by other tutors. Please note:

a) We aim to make four visits during Phase IV and we ask your mentor or other staff to visit you about three times. We will normally let you know that we are coming; we will disturb your lessons as little as possible. You can introduce us to the class if you wish, or let us sit quietly and anonymously at the back, this is entirely up to you. Please introduce us to the class teacher if he/she is present.

WHETHER OR NOT A GARNETT TUTOR IS ATTENDING, THE CLASS TEACHER REMAINS LEGALLY RESPONSIBLE FOR HIS/HER CLASS.

b) When a Garnett tutor visits please hand him/her for use during the lesson:
   i) your STE file (see page 1),
   ii) a duplicate plan of intent for your lesson,
   iii) copies of any handout material prepared for the class.

c) Normally the tutor will make a written report on your lesson and discuss it with you.

d) To accomplish the tutorial function of visits, discussion time is essential and visits may therefore be made at times when you are not teaching.

13. ASSESSMENT

Our assessment is based upon all our visits and the reports made by the college in which you are teaching. CNAA representatives moderate or 'check on' college assessments by visiting a sample 'cross section' of our students in the last two weeks of Phase IV - you can make no assumption that you are good or bad as a result of a visit. No student can be failed without such a visit. You will be told that the visit will take place and you should treat the visit as a normal tutor's visit but prepare two sets of lesson plans.

14. ILLNESS

If you are ill please immediately telephone (or get someone else to telephone) Garnett College, STE Control Room on 01-789 6688, and telephone your STE college.

15. CONTACT DURING STE

For queries, information or receiving messages, the STE control room (01-789 6688) is manned from 9.00 a.m. to 5.00 p.m.

JUST A REMINDER! Staff in STE colleges are always very busy, and you are provided with the facilities and opportunities for Supervised Teaching Experience by the goodwill of the establishment in which you are placed. We therefore ask you to be generally helpful, i.e. to conform with the standards of behaviour and dress at your college so that we are able to continue to arrange these facilities in successive years.

The Staff of Garnett College wish you every success in completing Phases II and IV of the Course.

September, 1983.
DT/PS/wp24/ste.
TO COLLEGE MENTORS,

In asking colleges to nominate mentors, Garnett College is seeking to enhance the greatly appreciated contribution made by the many educational establishments that have, for many years, accepted our students during their Supervised Teaching Experience. We are very aware of the work-load of teachers during term-time and we do not wish to appear to be making excessive demands upon your time. Therefore what is set out below should be regarded as a list of items that might be undertaken if time permits.

As the Mentor we would ask you to act as a contact and facilitator for our students during their Supervised Teaching Experience; a person to whom they may refer for information or who might direct them to other staff and sources of information to enable them to carry out the various tasks required according to our course specification. We would appreciate it if you are able to act as an adviser/tutor to help our students develop their skills as teachers. We recognise that this is primarily the role of the staff of Garnett College, but we cannot always be on the spot during STE to give help when it is most needed. You might very well decide that the student should call for help from us if the situation really demands it.

If you can assist in the assessment function, this too would be helpful. For many years it has been our practice to ask colleges to make an assessment of our students' teaching abilities to supplement our own assessment. From close contact with our students and by observing some of their teaching, a mentor is in a good position to provide such an assessment for us. Each student has been provided with a page headed 'Assessment Scheme for Practical Teaching' which might help you if you are able to undertake this work. If you are uncertain about assessment, a Garnett College tutor will be only too willing to discuss it with you.

The Supervised Teaching Experience Handbook, which is given to each student and which is also circulated to all colleges which host our students for their STE, gives details of the tasks which the students are expected to perform, and describes the administrative procedures which we ask them to follow. One or two points from this handbook should be brought to your attention.

1. The students are asked to teach a total of at least six lessons (or about twelve hours) during the Autumn Term (Phase II) and eventually an average of ten hours per week during the Spring Term (Phase IV) allowing for a progression from four hours per week to twelve hours per week in the last four weeks.

2. They are asked to observe about sixteen hours of teaching during Phase II and about twelve lessons or twenty-one hours of teaching during Phase IV depending on the length of lessons.

3. To enable us to achieve the scheduled number of visits to students we are asking them to arrange their timetables for the first week of Phase IV before the end of Phase II so that they can start teaching during the first week.

We greatly appreciate your help in acting as Mentor and we hope that your involvement in teacher training is enjoyable. Should any difficulties arise or if you have any queries or would like any further information please contact us on 01-789 6688 and ask for the STE Control Room, and we will arrange for a tutor to contact you.
PHASE AIMS

1. To review the experience gained during Phase II, and to relate educational theory to that experience.
2. To refine teaching performance and to encourage experimentation with a range of teaching strategies.

METHOD

a) Group consideration of sample analyses and evaluation undertaken during Phase II, the samples to be selected by individuals within the group, and illustrated, where possible, by video-recordings of the teaching concerned.

b) Tutor demonstrations, video-recorded illustrations, and student practice in the use of group-learning strategies.

c) Student experience of resource-based learning in pursuit of learning goal 15.

<table>
<thead>
<tr>
<th>LEARNING GOALS</th>
<th>LINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>* 10. evaluate significant features of a range of learning/teaching situations through comparison of the analyses and evaluation undertaken during Phase II.</td>
<td>TM 1</td>
</tr>
<tr>
<td>* 11. use educational theory in the analysis of reasons for learning/teaching success or failure, including problems of cohesion and control.</td>
<td>TM 1</td>
</tr>
<tr>
<td>* 12. recognise the potential of alternative teaching strategies in particular learning situations.</td>
<td>TM 1</td>
</tr>
<tr>
<td>* 13. use various group participation strategies, e.g. buzz group, discussion, simulation, games.</td>
<td>TM 1</td>
</tr>
<tr>
<td>* 14. appreciate the use of individualised, resource-based learning strategies.</td>
<td>TM 1</td>
</tr>
<tr>
<td>* 15. identify the various means of evaluating learning and understand the principles that influence the teacher's choice among modes of assessment.</td>
<td>TM 3</td>
</tr>
</tbody>
</table>

Although the sequencing of the learning goals implies progression, many will be promoted concurrently because of the nature of the considerations and activities involved.
PHASE AIMS

1. To review the experience gained during Phase II and to relate educational theory to that experience.

2. To encourage experimentation with a range of teaching strategies.

3. To select, devise and make learning resources for use during Phase IV.

METHOD

a) Lecture presentations including demonstration, illustration and video-recorded excerpts some of which will be of students' own teaching.

b) Seminars for consideration of the nature, applications and validity of the theoretical ideas broached, and for pointing connections with TEACHING METHOD and SPECIAL METHOD.

c) Handbook containing lecture outlines, further illustrative material, graded reading lists, and identifying matters for discussion and reflection.

d) Video-recordings of lecture-presentations for individual student viewing and recapitulation.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
<th>LINKS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TM</td>
</tr>
<tr>
<td>1.</td>
<td>The different patterns of communication appropriate to various teaching/learning situations. The influence on learning of the differing roles, status and expectations of both students and teachers.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The importance of perception to an understanding of the dynamics of group interaction. The implications for student learning of different small group techniques such as discussion groups, buzz groups, role play, simulation and games.</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>An examination of aspects of motivation that may influence the students' interest in and commitment to a course. The varied patterns of incentive that may be appropriate to different individuals and groups.</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>The influence of the attitudes of teachers and students on learning and classroom relationships. Factors influencing attitude formation and attitude change. Teaching strategies likely to influence attitudes.</td>
<td>11</td>
</tr>
</tbody>
</table>
PHASE ATMS

1. To review the experience gained during Phase II and to relate educational theory to that experience.

2. To refine teaching performance and to encourage experimentation with a range of teaching strategies.

3. To appraise and/or devise schemes of work for courses in specialist areas.

4. To select, devise and make learning resources for use during Phase IV.

5. To start consideration of processes of curriculum development and implementation.

METHOD

a) Structured observation and discussion of specialist subject teaching.

b) Individual preparation and group discussion of lessons in the subject area.

c) Practice of particular aspects of teaching the specialist subject.

d) Lecture/demonstration.

e) Workshop activities.

LEARNING GOALS

<table>
<thead>
<tr>
<th>LEARNING GOALS</th>
<th>TM</th>
<th>LT</th>
<th>SM</th>
<th>P</th>
<th>LL</th>
<th>C</th>
<th>TA</th>
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<tbody>
<tr>
<td>* 8. analyse problems of control and identify means of averting or coping with them.</td>
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<tr>
<td>9. identify structures in subject matter appropriate to teaching and learning for different groups.</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td>9</td>
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</tr>
<tr>
<td>10. devise and evaluate a selection of teaching aids which complement the structuring of subject matter and teaching tactics.</td>
<td>11</td>
<td>2</td>
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<td>11</td>
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<tr>
<td>11. devise, practise and evaluate teaching/learning experiences in the specialist subject area.</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>10</td>
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<tr>
<td>12. select appropriate procedures for the assessment of student performance and development during Phase IV.</td>
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<td>4</td>
<td>10</td>
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<tr>
<td>13. identify the nature of contributions made by different subject areas to course programmes.</td>
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<td>2</td>
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<tr>
<td>14. identify the sources of course specifications.</td>
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<td>2</td>
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<tr>
<td>15. compare various styles of course specification and their underlying strategies, such as topics, themes, objectives.</td>
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<td>11</td>
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<tr>
<td>16. devise parts of schemes of work and use appropriate formats.</td>
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<td>1</td>
<td>11</td>
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</tbody>
</table>

* The sequencing of the learning goals indicates progression which takes account of the development of other sectors of Phase III.
6.4.3

PHASE AIMS
1. To review the experience gained during Phase II in the light of educational theory.
2. To promote thought about values in education, about social and economic influences on education, and about professional conduct.

PHASE: III
SECTOR: PERSPECTIVES VALUES: TEACHERS
TIME: 8 hours
(2 hrs in each of 4 weeks)

METHOD
a) Lecture-presentation involving appropriate illustrative material.
b) Seminars for consideration of the nature, applications and validity of the theories broached, and for pointing connections with SPECIAL METHOD and other studies.
c) Handbooks containing lecture outlines, further illustrative material, graded reading lists, and identifying matters for discussion and reflection.
d) Video-recordings of lecture-presentations for individual student viewing and recapitulation.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
<th>LINKS</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>TM</td>
</tr>
<tr>
<td>1.</td>
<td>Values: the nature of knowledge.</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Values: social influences on the curriculum.</td>
<td>15</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers: the teacher in the further education organisation.</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Teachers: the nature of the teacher’s authority.</td>
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<td>14</td>
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</table>
PHASE AIMS

1. To review the experience gained during Phase II and to test educational theory against that experience.

2. To refine teaching performance and to encourage experimentation with a range of teaching strategies.

PHASE: III
SECTOR: LANGUAGE AND LEARNING
TIME: 8 hours
(2 hrs in each of 4 weeks)

METHOD

a) Examination and discussion of examples of classroom discourse recorded orally or audio/visually or transcribed.

b) Discussion of and experiment with some existing systems for analysing classroom discourse.

c) Practice in the analysis of classroom discourse using an existing system or one devised by course members.

<table>
<thead>
<tr>
<th>LEARNING GOALS</th>
<th>LINKS</th>
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<tbody>
<tr>
<td></td>
<td>TM</td>
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<tr>
<td>7. distinguish among types of utterance and the functions which they may perform.</td>
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<td>12</td>
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<td>8. identify types of situation which produce utterances.</td>
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<td>4</td>
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<tr>
<td>9. identify ways in which utterances are related to one another.</td>
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<tr>
<td>10. use for record and analysis a rational recording system.</td>
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<tr>
<td>11. relate the information so gathered to subsequent classroom practice.</td>
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<td>15</td>
<td>12</td>
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<td>16</td>
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</table>

* As course members will differ widely in linguistic knowledge and sophistication, approaches will be determined by the needs of individual classes.
PHASE AIMS

4. To review the experience gained during Phase II in the light of educational theory.

5. To start consideration of processes curriculum development and implementation.

6. To promote thought about values in education, about social and economic influences on educational provision and about professional conduct.

METHOD

a) Lecture presentation.

b) Seminars for explication and applications of lecture content.

c) Handbook containing principal lecture points, graded reading lists, and identifying matters for discussion and reflection.

d) Video-recordings for individual student viewing and recapitulation.

THEME: Aspects of the Education and Training of the 16-19 Age Group.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
<th>TM</th>
<th>LT</th>
<th>SM</th>
<th>P</th>
<th>LL</th>
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<th>TA</th>
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<tbody>
<tr>
<td>1.</td>
<td>The problem of where the 16-19s should be educated: the emerging problem of school/college overlap: some solutions (co-operative arrangements, tertiary college etc).</td>
<td>10</td>
<td>8</td>
<td>2</td>
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<tr>
<td>2.</td>
<td>The setting of changing provision with reference to specific factors, responsible agencies, their different target groups and students in: a) General Education Courses.</td>
<td>12</td>
<td>4</td>
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<td>3.</td>
<td>b) Technical Education Courses.</td>
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<tr>
<td>4.</td>
<td>c) Vocational Preparation Courses.</td>
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</table>
PHASE AIMS

1. To review experiences during Phase III and relate educational theory to that experience.

2. To select, devise, and make learning resources for use during Phase IV.

METHOD

a) Group evaluation of the use of teaching aids based on examples selected from teaching practice (Phase II).

b) Workshop periods for the development of production skills in audio-visual aids.

c) Group/college presentations on the applications and development of learning resources.

d) Open access periods in resources workshop for production of audio-visual aids.

LEARNING GOALS

<table>
<thead>
<tr>
<th>LEARNING GOALS</th>
<th>TM</th>
<th>LP</th>
<th>SN</th>
<th>P</th>
<th>LL</th>
<th>C</th>
<th>TA</th>
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</thead>
<tbody>
<tr>
<td>3. develop practical skills in the production of audio-visual material for use during Phase IV.</td>
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<tr>
<td>9. develop a personal system for the organisation and storage of learning/teaching materials.</td>
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<tr>
<td>10. examine the contribution of learning materials in informal teaching/learning strategies, i.e. case-study, role-play, discussion, etc.</td>
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<tr>
<td>11. recognise the function of learning resources in directed private study and resource-based learning techniques.</td>
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<td>1</td>
<td>11</td>
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<tr>
<td>12. know some methods of departmental/college organisation of teaching and learning resources.</td>
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<td>12</td>
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<tr>
<td>13. evaluate the role and tactical use of aids in selected examples, experienced (self and others) during Phase II.</td>
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<td>14. evaluate the usefulness of some commercially produced learning materials.</td>
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</table>

* The programme of practical work will, to a large extent, be covered by individual programmes during open access periods to meet specific needs. Discussion related to the evaluation and use of aids could be integrated with special method and/or teaching studies periods.
PHASE AIMS

1. to evaluate the experience gained during Phases II and IV and to promote further exploration of concepts and theories to aid that evaluation.

2. to provide a study of curriculum that informs consideration of curriculum development in specialist areas.

3. to develop understanding of the contexts in which further/higher education operates, and of the factors that influence change and conservation, both nationally and internationally.

4. to consider ways in which the teacher and the College can provide for the study needs and personal development of the student.

5. to provide experience of team-working, experimentation and use of appropriate media through participation in group projects and presentations.

METHOD

a) Lecture/demonstration

b) Group work and discussion

c) Workshop activities

d) Resource based learning.

LEARNING GOALS

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<td>Ph</td>
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<td>FS</td>
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</table>

* 1.a) Translate examination syllabuses and course outlines into schemes of work, and plan some of these schemes in detail.

   - a) Devise assessment procedures appropriate to specialist areas.
   - b) Evaluate existing and projected assessment formulations and procedures appropriate to specialist areas.

* 2.a) Recognise national and local agencies concerned with learning resources and identify sources of information relevant to specialist areas.

   - b) Review and evaluate resources in relation to specialist possibilities.
   - c) Identify those areas of new development in media resources that may have potential applications to subject specialisms.

* 3. Identify ways in which specialist areas contribute to the general curriculum.
4. Recognise ways in which the teacher might offer academic, administrative and pastoral support to students.

5. Use language effectively in obtaining teaching posts.

5. Use language effectively in meeting the responsibilities inherent in teaching posts.

* Whilst progression within learning goals is indicated by alphabetical order, a response to differences across the course is made by recognising that goals will not necessarily be achieved in numerical order.
**PHASE AIMS**

1. to evaluate the experience gained during Phases II and IV and to promote further exploration of concepts and theories to aid that evaluation.

2. to provide a study of curriculum that informs consideration of curriculum development in specialist areas.

3. to develop understanding of the contexts in which further/higher education operates, and of the factors that influence change and conservation, both nationally and internationally.

4. to consider ways in which the teacher and the college can provide for the study needs and personal development of the student.

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**PHASE:** V  
**AREA:** PROFESSIONAL DEVELOPMENT  
**SECTOR:** LANGUAGE AND LEARNING ELECTIVES  
**TIME:** minimum 9 hours maximum 18 hours

**METHOD**

a) Workshop activities
   i) the examination, comparison and discussion of material (written, printed or recorded aurally or visually)
   ii) the extrapolation of ideas and principles from such material
   iii) the application of such ideas and principles in other situations.

b) Exercises, assignments and projects

c) Presentations, expositions, demonstrations, simulations by students and tutors.

A minimum of 3 hours will be devoted to any one of these electives.

<table>
<thead>
<tr>
<th>ELECTIVE</th>
<th>EXAMPLES</th>
<th>LINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Language acquisition and development.</td>
<td>Links between this and other Sectors will depend upon the electives chosen.</td>
</tr>
<tr>
<td>2.</td>
<td>Language and thought.</td>
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</tr>
<tr>
<td>3.</td>
<td>Language in a specific subject area.</td>
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<tr>
<td>4.</td>
<td>Language and text-books.</td>
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<tr>
<td>5.</td>
<td>Language and educational attainment or disadvantage.</td>
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<tr>
<td>7.</td>
<td>Language and values.</td>
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</tr>
</tbody>
</table>
**PHASE AIDS**

1. to consider ways in which the teacher and the college can provide for the study needs and personal development of the student.

2. to provide experience of team working, experimentation and use of appropriate media through participation in group projects and presentations.

**METHOD**

- a) Lecture demonstration
- b) Group work and discussion
- c) Exercises, assignments and projects
- d) Media workshop
- e) Independent study materials.

**PHASE: V**

<table>
<thead>
<tr>
<th>AREA:</th>
<th>PROFESSIONAL DEVELOPMENT</th>
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<tbody>
<tr>
<td>SECTOR:</td>
<td>MEDIA RESOURCES ELECTIVES</td>
</tr>
<tr>
<td>TIME:</td>
<td>Minimum 9 hours</td>
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<td></td>
<td>Maximum 18 hours</td>
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</table>

**OBJECTIVE**

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>LINKS</th>
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<tbody>
<tr>
<td>1. 35mm photography.</td>
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<tr>
<td>2. Classroom use of television.</td>
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<tr>
<td>3. College based CCTV productions.</td>
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<tr>
<td>4. The micro-processor as a classroom aid.</td>
<td>Links between this and other Sectors will depend upon the electives chosen.</td>
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<tr>
<td>5. Self-instructional learning package.</td>
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<tr>
<td>6. Production of teaching aids - OHP.</td>
<td></td>
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<tr>
<td>7. Production of teaching aids - charts and diagrams.</td>
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<tr>
<td>8. Production of teaching aids - reprographics.</td>
<td></td>
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</tbody>
</table>
6.6.3

**PHASE AIMS**

1. to evaluate the experience gained during Phases II and IV and to promote further exploration of concepts and theories to aid that evaluation.

2. to provide a study of curriculum that informs consideration of curriculum development in specialist areas.

3. to develop understanding of the contexts in which further/higher education operates, and of the factors that influence change and conservation, both nationally and internationally.

4. to consider ways in which the teacher and the college can provide for the study needs and personal development of the student.

5. to provide experience of team-working, experimentation and use of appropriate media through participation on group projects and presentations.

**METHOD**

Lecture/demonstration, group work and discussion; exercises, assignments, projects, workshop activities, resource based learning as appropriate.

A minimum of 3 hours will be devoted to any one of these electives.

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th>EXAMPLES</th>
<th>LINKS</th>
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<tbody>
<tr>
<td>1.</td>
<td>Pedagogic skills employed in discussion method.</td>
<td>Links between this and other Sectors will depend upon the electives chosen.</td>
</tr>
<tr>
<td>2.</td>
<td>Pedagogic skills employed in project method.</td>
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<tr>
<td>3.</td>
<td>Pedagogic skills employed in case-study method.</td>
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<tr>
<td>4.</td>
<td>Developments in the knowledge base of the specialist subject.</td>
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<tr>
<td>5.</td>
<td>The teaching of content in related specialist areas.</td>
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<td>6.</td>
<td>Exploration of problems associated with decision-making in relation to curriculum development in the specialist area.</td>
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<tr>
<td>7.</td>
<td>Techniques of teaching for revision.</td>
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</table>
PHASE AIMS

2. To provide a study of curriculum that informs consideration of curriculum development in specialist areas.

3. To develop understanding of the contexts in which further/higher education operates, and of the factors that influence change and conservation, both nationally and internationally.

5. To provide experience of team-working, experimentation and use of appropriate media through participation in group projects and presentations.

METHOD

a) Lecture presentations involving appropriate illustrative material (8 hours)

b) Seminars for explication and questioning of theories and explanations, as for pointing connections with SPECIAL METHOD and other studies. (8 hours)

c) Curriculum case studies.

d) Simulations of team curriculum planning and of negotiating in working party Departmental Committee or Academic Board.

(c + d = 18 hours: 2 hours in each of 9 weeks)

<table>
<thead>
<tr>
<th>LEARNING GOALS</th>
<th>LINKS</th>
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<tbody>
<tr>
<td>* 1. recognise implications of technological development for education and for students.</td>
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* 2. understand the influence of social, economic and political factors upon expectations of education.

| 1              | 2     | 1   |
| 2              | 3     | 2   |
| 3              | 3     | 3   |
| 4              | 4     |     |
| 5              | 5     | 7   | 8   |

* 3. understand the ways in which Government responds to such influences and promotes change.

| 2              | 8     | 2   |
| 5              | 9     | 3   |
| 4              | 4     | 7   | 8   |

* 4. identify the principal direct agencies of curriculum change.

| 1              | 1     | 2   |
| 2              | 2     |     |

* 5. question assumptions about knowledge and its transmission.

| 1              | 5     | 4   | 1   | 1   |
| 7              | 2     | 2   |     |
The theoretical input will be concentrated into the first two weeks of the Phase. The considerations broached will thus be available to inform the case studies and simulated curriculum development activities to be conducted throughout the Phase - as and when such reference is needed.
**PHASE AME S**

1. To evaluate the experience gained during Phases II and IV and to promote further exploration of concepts and theories to aid that evaluation.

2. To provide a study of curriculum that informs consideration of curriculum development in specialist areas.

3. To develop understanding of the contexts in which further/higher education operates, and of the factors that influence change and conservation, both nationally and internationally.

**METHOD**

a) Lecture presentation

b) Seminars for explication and applications of lecture content for Curriculum Development and other Sectors

c) Handbook containing principal lecture points, graded reading lists, and identifying matters for discussion and reflection, including international references where appropriate.

d) Video recordings of individual student viewing and recapitulation.

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<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
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<tr>
<td></td>
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<tr>
<td>1.</td>
<td>Education and industry: a recurring debate.</td>
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<td>2.</td>
<td>Agencies influencing curriculum development and change in post-compulsory education.</td>
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<td>3.</td>
<td>Technical Education</td>
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<td>a) the impact of a late nineteenth century educational 'movement'</td>
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<td>Technical Education</td>
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<td>b) the growth of technical education 1900-1944</td>
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<td>5.</td>
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<td>c) developments 1955-56.</td>
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<tr>
<td>6.</td>
<td>Continuative Education</td>
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<td>a) notions of continuative education</td>
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<td>b) vocational preparation since the 1970's.</td>
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<td>8.</td>
<td>Higher Education</td>
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<td>a) twentieth century evolution of higher education</td>
<td>2 7 8</td>
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<td>9.</td>
<td>Higher Education</td>
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<tr>
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<td>b) The Binary Policy: higher education in further education</td>
<td>2 7 8</td>
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</table>
PHASE AIDS

1. To evaluate the experience gained during Phases II and IV and to promote further exploration of concepts and theories to aid that evaluation.

2. To provide a study of curriculum that informs consideration of curriculum development in specialist areas.

3. To consider ways in which the teacher and the college can provide for the study needs and personal development of the student.

METHOD

a) Lecture-presentation involving appropriate illustrative material
b) Seminars for consideration of the nature, applications and validity of the theories broached
c) Handbooks containing lecture outlines, further illustrative material, graded reading lists, and identifying matters for discussion and reflection.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
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<th>HC</th>
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<tbody>
<tr>
<td>1.</td>
<td>Models of curriculum organisation.</td>
<td>1</td>
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<td>12</td>
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<tr>
<td>2.</td>
<td>Traditional and progressive models of education.</td>
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<td>3.</td>
<td>Vocational education and education as a preparation for life.</td>
<td>3</td>
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<td>4.</td>
<td>Education and the development of reason - The concepts of education.</td>
<td>3</td>
<td>5</td>
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<tr>
<td>5.</td>
<td>Moral education and education of the emotions.</td>
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<td>8</td>
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<td>6.</td>
<td>The work ethic and education for leisure.</td>
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<td>9</td>
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<td>7.</td>
<td>Aesthetic education and the teacher in further education.</td>
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<td>8.</td>
<td>Freedom and equality in education.</td>
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<tr>
<td>9.</td>
<td>Democracy and student participation in further education.</td>
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<td>3</td>
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</table>
**PHASE AIMS**

1. To evaluate the experience gained during Phases II and IV and to promote further exploration of concepts and theories to aid that evaluation.

2. To provide a study of curriculum that informs consideration of curriculum development in specialist areas.

3. To consider ways in which the teacher and the college can provide for the study needs and personal development of the student.

**METHOD**

a) Lecture-presentation involving appropriate illustrative material

b) Seminars for consideration of the nature, applications and validity of the theories presented

c) Handbooks containing lecture outlines, further illustrative material, graded reading lists, and identifying matters for discussion and reflection

d) Video-recordings of lecture-presentations for individual student viewing and recapitulation.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
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</table>

**CONTENT**

1. The curriculum - the organisation of knowledge and control within the educational institution.

2. The curriculum - experiencing the transition from school/college to work.

3. Further education, social stratification and the social division of labour.

4. Changes in patterns of sexual stratification in employment and further education.

5. Primary socialisation, secondary socialisation and vocational socialisation.


**PHASE:** V

**AREA:** THEORETICAL ASPECTS OF POST-COMPULSORY EDUCATION

**SECTOR:** SOCIOLOGICAL STUDIES

**TIME:** 18 hours (2 hrs in each of 9 weeks)
### Table 6.6.7 (cont)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
<th>CC</th>
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<tr>
<td>7</td>
<td>The changing patterns of employment in contemporary society.</td>
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<td>8</td>
<td>The social factors influencing the character of education in a multi-cultural society.</td>
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<td>9</td>
<td>Alternatives to transitional forms of education provision.</td>
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</table>
**PHASE AIMS**

1. To evaluate the experience gained during Phases II and IV and to promote further exploration of concepts and theories to aid that evaluation.

2. To provide a study of curriculum that informs consideration of curriculum development in specialist areas.

3. To consider ways in which the teacher and the college can provide for the study needs and personal development of the student.

**METHOD**

- a) Lecture-presentations involving demonstration; illustration and video-recorded excerpts of teaching
- b) Seminars for consideration of the nature, applications and validity of the theories presented and for pointing connections with Curriculum Development and Professional Development.
- c) Handbook containing lecture outlines, further illustrative material, graded reading lists and identifying matters for discussion and reflection.
- d) Video-recordings of lecture presentations for individual student viewing and recapitulation.

**WEEK CONTENT**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
<th>LINKS</th>
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<tbody>
<tr>
<td>1.</td>
<td>Psychological analysis of the product and process models in curriculum development.</td>
<td>CC: 1  CD: 5  HC: 1  Ph: 1  S: 1  PS: 1</td>
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<td>CC: 3  CD: 6  HC: 2  Ph: 2  S: 2  PS: 2</td>
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<td>CC: 7  CD: 9  HC: 3  Ph: 3  S: 3  PS: 3</td>
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<td>2.</td>
<td>Some teaching strategies adopted in a range of subjects taught in further education; their justification and critique from a psychological perspective.</td>
<td>CC: 1  CD: 5  HC: 1  Ph: 1  S: 1  PS: 1</td>
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<td>CC: 3  CD: 6  HC: 7  Ph: 7  S: 7  PS: 7</td>
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<td>CC: 8  CD: 9  HC: 8  Ph: 8  S: 8  PS: 8</td>
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<td>3.</td>
<td>Individual differences in ability and aptitude: intelligence, the nature of the concept. Problems of attempting to measure individual differences in ability.</td>
<td>CC: 4  CD: 7  HC: 4  Ph: 4  S: 4  PS: 4</td>
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<td>CC: 8  CD: 3  HC: 8  Ph: 8  S: 8  PS: 8</td>
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<td>4.</td>
<td>Individual differences in ability and aptitude: intelligence, the nature/m录制 debate; controversy surrounding the concept of intelligence and intelligence testing.</td>
<td>CC: 4  CD: 4  HC: 4  Ph: 4  S: 4  PS: 4</td>
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<td>CC: 8  CD: 3  HC: 8  Ph: 8  S: 8  PS: 8</td>
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### 6.6.8 (cont)

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<th>WEEK</th>
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<td>6.</td>
<td>Individual differences in cognitive styles; distinctions in teaching and learning styles and their educational implications.</td>
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<td>7.</td>
<td>Individual differences in the self-picture: the origin of the self-picture; its educational significance.</td>
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<td>8.</td>
<td>Age as an influence upon student behaviour: physical, emotional and social changes in adolescence and their educational implications.</td>
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<td>9.</td>
<td>Age as an influence upon student behaviour: the special needs and problems of the older student and the retrainee.</td>
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RECOMMENDED SOURCES: for Phases I, III, V

Throughout this Appendix, these lists are intended to represent a selection of sources indicating the range and level of material considered suitable as a basis for the development of content or learning goals. They do not constitute exhaustive bibliographies. Relevant bibliographies for course members will be issued to students as the teaching of the course progresses.

Contents of this Appendix

<table>
<thead>
<tr>
<th>Chapter 6 paragraphs:</th>
<th>Subjects</th>
<th>Phases I only</th>
<th>Phases I &amp; III only</th>
<th>Phases III only</th>
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<td>6.2.0, 6.4.0</td>
<td>Teaching Method (TM)</td>
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</table>
| 6.2.1, 6.4.1          | Learning Theory (LT) | * | | *
| 6.2.2, 6.4.2          | Special Method (SM) samples: | | | |
|                       | Biology | * | | *
|                       | Economics | * | | *
|                       | English | * | | *
|                       | Modern Languages | * | | *
|                       | Science | * | | *
|                       | Sociology | * | | *
| 6.2.3, 6.4.3          | Perspectives | (P) | * | *
| 6.2.4, 6.4.4          | Language and Learning (LL) | * | | *
| 6.2.5, 6.4.5          | Contexts | (C) | * | *
| 6.2.6, 6.4.6          | Teaching Aids | (TA) | * | *
| 6.6.0                 | Professional Development Core Course (CC) | * | | |
| 6.6.1                 | Electives - Language & Learning Sample: Language & values | | | |
|                       | Media Resources Samples: CCTV & still photograph | | | |
|                       | Special Method Samples: Biology, Food Studies, Science | | | |
| 6.6.4                 | Curriculum Development (CD) | | | *
| 6.6.5                 | Historical & Contemporary Studies (HC) | * | | *
| 6.6.6                 | Philosophical Studies (PH) | * | | *
| 6.6.7                 | Sociological Studies (SS) | * | | *
| 6.6.8                 | Psychological Studies (PS) | * | | *

Each list shows 1) Phase, Sector/Area, and subject.
2) Paragraph where goals/content are set out.
Recommended sources for:

Phase I
Sector: Teaching Method (TM) See paragraph 6.2.0

BARNES, D. Language, the learner and the school. Penguin 1969

B.B.C. Sixteen Plus (6 video tapes) 1973

BEARD, R. Teaching and learning in higher education. 3rd ed. Penguin 1979


MAGER, R.F. Preparing instructional objectives. 2nd ed. Fearon Press, 1975


RICHARDSON, E. The environment of learning. Heinemann, 1973


Recommended sources for:

**Phase III**  
**Sector:** Teaching Method (TM) See paragraph 6.4.0


MUSGRAVE, G.R. Individualised instruction. Allyn & Bacon, 1975

NASH, R. Classrooms observed. Routledge & Kegan Paul, 1973


RODERICK, G.W. & STEPHENS, M.D. eds. Teaching techniques in adult education. David and Charles, 1971

ROWNTREE, D. Assessing students: how shall we know them? Harper & Row, 1977


THYNE, J. Principles of examining. University of London Pr., 1974
Recommended sources for:

Phase I
Sector: Learning Theory (LT) See paragraph 6.2.1

BARNES, D. From communication to curriculum. Penguin, 1976
BRUNER, J.S. The process of education. Harvard Univ.Pr. 1960
BRUNER, J.S. Towards a theory of instruction. Harvard Univ.Pr. 1968
LOVELL, R.B. Adult learning. Croom Helm, 1980
MORRISON, A. & McINTYRE, D. Teachers and teaching. 2nd ed. Penguin 1973
ROGERS, J. (ed.) Adults in education. B.B.C. 1972
STONES, E. Readings in educational psychology. Methuen, 1970
Recommended sources for:

**Phase III**  
**Sector:** Learning Theory (LT) See paragraph 6.4.1


LOVELL, R.B. Adult learning. Croom Helm, 1980


NASH, R. Classrooms observed: the teachers perception and the pupil's performance. Routledge & Kegan Paul, 1973

OESER, O. ed. Teacher, pupil & task. 2nd. ed., Tavistock Pubs., 1960

VERNON, M.D. Human motivation. Cambridge Univ. Pr., 1969
Recommended sources for:

Phase I
Sector: Special Method

See paragraphs 6.2.2

BIOLOGY

ASSOCIATION FOR SCIENCE EDUCATION. Alternatives for science education. A.S.E., 1979


DALLAS, D. Teaching biology today. Hutchinson, 1980

DUCKWORTH, E. Either we're too early and they can't learn it or we're too late and they know it already: the dilemma of 'applying Piaget'. Harvard Educ. Rev. Vol.47, No.3 (1979), pp. 297-312


ROGERS, J. (ed.) Adults in education. B.B.C. 1972

Recommended sources for:

Phase III
Sector: Special Method (SM)  See paragraph 6.4.2

BIOLOGY


120
Recommended sources for:

Phase I
Sector: Special Method (SM) See paragraph 6.2.2

ECONOMICS

LEE, N. (ed.) Teaching economics. 2nd ed. Heinemann, 1975

MODERN LANGUAGES

GREAT BRITAIN DEPARTMENT OF EDUCATION AND SCIENCE. Matters for discussion, No.12 DES, 1980


RIVERS, W.M. & TEMPERLEY, M.S. A practical guide to the teaching of French. Oxford Univ.Pr., 1978

WILKINS, D.A. Second language learning and teaching. Arnold, 1974
Recommended sources for:

Phase I.
Sector: Special Method (SM) See paragraph 6.2.2

ENGLISH

ALLEN, D. English teaching since 1965. Heinemann, 1980
DIXON, J. Growth through English. 3rd ed. Oxford Univ.Pr. 1975
DOUGHTY, P. Language, "English" and the curriculum. Arnold, 1974
PEET, M. & ROBINSON, D. The critical examination. Wheaton, 1977
SAMPSON, G. English for the English. New ed. Cambridge Univ.Pr. 1970
WILKINSON, A. Spoken English. Univ. of Birmingham 1965
Recommended sources for:

**Phase I**
**Sector:** Special Method

See paragraph 6.2.2.

**SCIENCE**

ASSOCIATION FOR SCIENCE EDUCATION Alternatives for science education. A.S.E., 1979


NUFFIELD CHEMISTRY Teachers' handbook. Longman, 1974

NUFFIELD PHYSICS Teachers' guides, Yrs. 1-4. Longman, 1977


TECHNICIAN EDUCATION COUNCIL Policy statement. TEC, 1974

TECHNICIAN EDUCATION COUNCIL Standard units for physical science, engineering science, biology.
Recommended sources for:

**Phase III**

**Sector**: Special Method

See paragraph 6.4.2

**SCIENCE**


JENKINS, B.W. From Armstrong to Nuffield. John Murray, 1979


NEDELSKY, L. Science teaching and testing. Harcourt, Brace & Jovanovitch, 1965


TISCHER, P.R. et al Fundamental issues in science education. Wiley, 1972
Recommended sources for:

Phase I
Sector: Special Method (SM) See paragraph 6.2.2

SOCIOLOGY


GCE EXAMINING BOARDS, TEC, BEC, etc. Various syllabuses and documents.

GLEESON, D. & WHITTY, G. Developments in social studies teaching. Open Books, 1976


NORTH, P. People in society. 2nd ed. Longman, 1980

OPEN UNIVERSITY Video recordings relating to 'The sociological perspective'(D283). Open Univ., 1972

SCHOOLS COUNCIL Social sciences and the sixth form. (S.C. Pamphlet No.11), Schools Council, 1973

SOCIAL SCIENCE TEACHER (all issues of the Journal from 1975), published by the Association for the Teaching of the Social Sciences.

Recommended sources for:

**Phase I**

**Sector:** Perspectives (P)  
See paragraph 6.2.3


**ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS.** *The education, training and employment of women and girls.* A.T.T.I., 1973

**BRAKE,** M. *The sociology of youth culture and youth subcultures.* Routledge and Kegan Paul, 1980

**HARGREAVES,** D. *Interpersonal relations and education.* Routledge and Kegan Paul, 1972

**LONDON EDUCATION REVIEW** Vol.II, No. 3, 1973

**MUSGRAVE,** P. *The sociology of education.* 3rd ed. Methuen, 1979

**O'CONNOR,** D.J. *An introduction to the philosophy of education.* Routledge and Kegan Paul, 1957


**PRING,** R. *Aims and objectives.* Unit 7 in *OPEN UNIVERSITY curriculum philosophy and design.* (Course E263 units 6-8). Open Univ.Pr., 1975

**REID,** I. *Sociological perspectives on school and education.* Open Books, 1978


LAWTON, D. Class, culture and the curriculum. Routledge & Kegan Paul, 1975

PETERS, R.S. Authority, responsibility and education. 3rd ed. Allen and Unwin, 1973


Recommended sources for:

**Phase I**

**Sector:** Language & Learning (LL)  
See paragraph 6.2.4

---

**BARNES, D.** Language, the learner and the school. Penguin, 1969

BARNES, D. From communication to curriculum. Penguin, 1976

**BRITTON, J.** Language and learning. Penguin, 1970

COMMITTEE OF INQUIRY INTO READING AND THE USE OF ENGLISH  

**BUZAN, T.** Use your head. B.B.C., 1974

**EDWARDS, A.D. & FURLONG, V.J.** The language of teaching. Heinemann, 1978

**FLOWER, F.** Language and education. Longman, 1966


**NEWBY, P.** How to study. Middlesex Polytechnic, 1978

**STRINGER, D.** Language variation and English. Open Univ.Pr. 1973

**STUBBS, M.** Language, schools and classrooms. Methuen, 1976
Recommended sources for:

Phase III
Sector: Language and Learning (LL) See paragraph 6.4.4

BARNES, D. Language in the classroom. Open Univ.Pr., 1973

DELAMONT, S. Interaction in the Classroom. Methuen, 1976

STURBS, M. & DELAMONT, S. Explorations in Classroom Observation. Wiley, 1975

Recommended sources for:

Phase I
Sector: Contexts (C) See paragraph 6.2.5

GREAT BRITAIN Department of Education & Science: The educational system of England and Wales. New Ed. DES, 1978


FLOWER, F.D. Transition and access. F.E.U., 1980


MACLUNES, J.D. Educational documents - 4th Ed. Methuen 1980

NATFHE The future development of college government. 1979

CHARLTON, D. et al The administration of technical colleges. Manchester Univ.Pr., 1971


BRADLEY, J. & SILVERLEAF, J. Making the Grade: careers in F.E. teaching NFER, 1979
Recommended sources for:

**Phase III**

**Sector:** Contexts (C) See paragraph 6.4.5


GREAT BRITAIN: Manpower Services Commission: Young people and work. 1977
Recommended sources for:

**Phase I**
**Sector:** Teaching Aids (TA)  
See paragraph 6.2.6

EVANS, T. Audio Visual Aids, NCAVAE, 1973

ILEA Educational Technology series. 1972 (videotapes)


POWELL, L.S. Guide to the use of visual aids. 3rd ed. EACIE 1970

POWELL, L.S. Guide to the use of the Overhead Projector.  
2nd rev. ed. EACIE, 1974

VISUAL AIDS Stewart Film Distributors. n.d. 16mm film
Recommended sources for:

Phase III
Sector: Teaching Aids (TA) See paragraph 6.4.6

BESWICK, N. Resource Based Learning, Heinemann 1977

APLET, Journal

Aspects of educational technology - the proceedings of the Programmed Learning Conference (annually) Pitman/Kogan Page 1966 to date.

Non-book materials from many subject areas can be used for purposes of review.
Recommended sources for:

Phase V
Area: Professional Development Core Course

See paragraph 6.6.0

COMMITTEE OF ENQUIRY INTO READING AND THE USE OF ENGLISH
A language for life (The Bullock report) H.M.S.O., 1975

BIZAN, T. Use your head. B.B.C, 1974

CITY & GUILDS OF LONDON INSTITUTE Manual on objective testing.
2nd ed. C&GLI., 1977

LAWTON, D. Social change, educational theory and curriculum planning. Unv. of London Pr., 1973


MARLAND, M. Language across the curriculum. Heinemann, 1977

McKENZIE, N. et.al. Open learning. UNESCO, 1975

ROWNTREE, D. Learn how to study. 2nd ed., Macdonald & Janes, 1976


General sources include notes for guidance and syllabuses from advisory examining and validating bodies such as TEC/BEC, C&GLI, RSA, Schools Council and professional bodies.
Recommended sources for:

**Phase V**  
**Area:** Professional Development - Language & Learning  

See paragraph 6.6.1

A typical elective: language and values:


FOWLER, R. *The languages of literature.* Routledge & Kegan Paul, 1971

HARE, R.M. *Freedom and reason.* Oxford Univ.Pr., 1963

HARE, R.M. *The language of morals.* Oxford Univ.Pr., 1964

HARRIS, A. *Language and values.* Open Univ.Pr., 1973

**Area:** PROFESSIONAL DEVELOPMENT - MEDIA RESOURCES  

See paragraph 6.6.2

A typical elective: C.C.T.V.

GIBSON, T. *Practice of ETV.* Hutchinsons, 1970

I.L.E.A. (Educational Technology series) *CCTV/Television teaching,* 1972  
(videotape) : Photography

(videotape)

LANGFORD, M.J. *Basic principles of photography.* 2nd ed. Focal Press, 1971

MACLEAN, R. *Television in education.* Methuen, 1968
Recommended sources for:

**Phase V**

**Area:** Professional Development - Special Method electives

**Biology**

See paragraph 6.6.3

---

**DONELLY, J.** Popper and Kuhn and the nature of science.

**FIDO, H.** Analysis of the content of Biology curricula, courses and texts by means of biological levels of organization.

**GILBERT, J.K. & OSBORNE, R.J.** Some problems of learning science.

**GOULD, C.D.** The readability of school biology text books.

**NICODERMUS, R.** Influences in biology teachers' reported familiarity with and use of new curriculum materials.
J.Biol.Educ. Vol.9, No.6 (1975), pp. 256-246

**SLATER, B.C., THOMPSON, J.J.** Science teachers described.

**TAWNEY, D.A.** The nature of science and scientific inquiry in Science Teacher Education Project. The art of the science teacher.
McGraw-Hill, 1974

**WHITFIELD, R.** Educational research and science teaching.

**WOODWARD, E.** Self-instruction as an aid to in-service training and its application in the medical laboratory.
Recommended sources for:

**Phase V**
**Area:** Professional Development: Special Method Elective

See paragraph 6.6.3

**PEDAGOGIC SKILLS EMPLOYED IN CASE-STUDY METHOD (FOOD STUDIES)**

**BACIE** Case studies. BACIE, 1970

**BRITISH INSTITUTE OF MANAGEMENT** How to lead case-studies. BIM, 1963

**CURZON, L.B.** Teaching in further education. Cassell, 1976 (Chapter 12).

**CUTLIFFE, G. & STRANK, R.H.D.** Analysing catering operations. Arnold, 1971

**ELGOOD, C.** How to get the most out of case-studies. Industrial and commercial training, Vol.6, No.11 (Nov.1974), pp. 504-514

Recommended sources for:

**Phase V**  
**Area:** Professional Development: Special Method Elective  
See paragraph 6.6.3

**SCIENCE**


DUCKWORTH, D.  *The continuing swing? Pupils' reluctance to study science.* NFER, 1978

OMEROD, M.B. & DUCKWORTH, D.  *Pupil attitudes to science.* NFER, 1975

SCHOOLS COUNCIL  *Changes in schools science teaching (Curriculum Bulletin No. 3).* Evans/Methuen, 1970

SCHOOLS COUNCIL  *Assessment of attainment in sixth form science. (Curriculum Bulletin No.27).* Evans/Methuen, 1973


T.E.C.  *Physical science standard unit (draft of revised version).* Technician Education Council, 1980

WARING, M.  *Social pressures and curriculum innovation.* Methuen, 1979
Recommended sources for:

**Phase V**  
**Area:** Theoretical Aspects of Post-compulsory Education - Curriculum Development  
See paragraph 6.6.4

**Barrow, R.** Common sense and the curriculum. Allen & Unwin, 1976

**B.E.C.** Policy statements, course and option module specifications, notes for guidance and example assignments

**Eggleston, J.** The sociology of the school curriculum. Routledge & Kegan Paul 1977

**Great Britain Training Services Agency** The vocational preparation of young people. HMSO, 1975

**Great Britain Further Education Curriculum Review & Development Unit** Experience, reflection, learning. FEU, 1978

**Great Britain Further Education Curriculum Review & Development Unit** 'A basis for choice'. FEU, 1979

**Kerr, J.O.** Changing the curriculum. Univ.London Pr., 1968

**Lawton, D.** Social change, education theory and curriculum planning. Univ.London Pr., 1973

**Open University Films** 'A.O.B.'


**T.E.C.** Policy statements, circulars and guidelines
Phase V
Area: Theoretical Aspects of Post-compulsory Education - Historical and Contemporary Studies

See paragraph 6.6.5

ARGLES, M. South Kensington to Robbins. Longman, 1964


GREAT BRITAIN DEPARTMENT OF EMPLOYMENT et.al. A better start in working life. 1979

GREAT BRITAIN TRAINING SERVICES AGENCY Vocational preparation of young people. 1975


GENERAL SOURCES: appropriate White Papers, Reports, Government Consultative Documents.
Recommended sources for:

**Phase V**

**Area:** Theoretical Aspects of Post-compulsory Education - Philosophical Studies

See paragraph 6.6.6

**BARROW, R.** Common sense and the curriculum. Allen & Unwin, 1976


**MACY, C.** Let's teach them right: perspectives on religious and moral education. Pemberton Books, 1969


**RUBINSTEIN, D. & STONEMAN, C. (eds.)** Education for democracy. 2nd ed. Penguin, 1972


Recommended sources for:

**Phase V**

**Area:** Theoretical Aspects of Post-compulsory Education - Sociological Studies

See paragraph 6.6.7

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BANKS, O. The sociology of education. 3rd ed. Bellsford, 1976


GREAT BRITAIN MANPOWER SERVICES COMMISSION. Young people and work. M.S.C., 1977


LAWTON, D. Class, culture and the curriculum. Routledge & Kegan Paul, 1975


MAIZELS, J. Adolescent needs and the transition from school to work. Athlone Pr., 1970

RUTTER, M. Cycles of disadvantage. Heinemann, 1976

SMITH, D.J. Racial disadvantage in Britain. Penguin, 1977

TRUDGILL, P. Accent, dialect and the school. Arnold, 1975

YOUNG, M. & WHITTY, G. Society, state and schooling. Palmer Pr., 1977
Phase V
Area: Theoretical Aspects of Post-compulsory Education - Psychological Studies

See paragraph 6.6.8

BELBIN, E. Training the adult worker. HMSO, 1964
BROMLEY, D.B. The psychology of human ageing. 2nd ed. Penguin, 1974
GOLBY, M. (ed.) Curriculum design. Croom Helm, 1975
KAMIN, L. The science and politics of I.Q. Penguin, 1977
LOVELL, R.B. Adult learning. Croom Helm, 1980
MAIZELS, J. Adolescent needs and the transition from school to work. Athlone Pr., 1970
PEEL, E.A. The nature of adolescent judgement. Staples Pr., 1971
ROGERS, C.R. On becoming a person. Constable, 1967
<table>
<thead>
<tr>
<th>Stage of Phase</th>
<th>Units</th>
<th>Unit-time</th>
<th>Class hours: Total hours</th>
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<td>Initial Block (say 2 weeks)</td>
<td>College Introduction</td>
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<tr>
<td>Full-time</td>
<td>Unit 1.2: Planning Teaching</td>
<td>30 hours</td>
<td>41:60</td>
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<td>Unit 1.3: Assessing Learning (half)</td>
<td>5 hours</td>
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<tr>
<td>Term 1 (say 11 weeks)</td>
<td>Unit 1.1: Study Skills (half)</td>
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<td>Part-time day-release</td>
<td>Unit 1.3: Assessing Learning (half)</td>
<td>5 hours</td>
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<tr>
<td></td>
<td>Unit 1.4: Classroom Communications &amp; Teaching Skills</td>
<td>40 hours</td>
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<tr>
<td>Term 2 (say 11 weeks)</td>
<td>Unit 1.5: Teacher-student &amp; Classroom Relationships</td>
<td>20 hours</td>
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<tr>
<td>Part-time day-release</td>
<td>Unit 1.6: The Context of Teaching in Post-Compulsory Education (part)</td>
<td>8 hours</td>
<td>48:66</td>
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<tr>
<td></td>
<td>Unit 1.8: Teaching and Learning - Special Applications (half)</td>
<td>20 hours</td>
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</tr>
<tr>
<td>Term 3 (say 8 weeks)</td>
<td>Unit 1.6: The Context of Teaching in Post-Compulsory Education (part)</td>
<td>16 hours</td>
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<tr>
<td>Part-time day-release</td>
<td>Unit 1.7: Course Planning</td>
<td>20 hours</td>
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<tr>
<td>Final Block (say 2 weeks)</td>
<td>Unit 1.6: The Context of Teaching in Post-Compulsory Education (part)</td>
<td>16 hours</td>
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<td>Full-time</td>
<td>Unit 1.8: Teaching and Learning - Special Applications (half)</td>
<td>20 hours</td>
<td>41:60</td>
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<tr>
<td></td>
<td>Unit 1.1: Study Skills (half)</td>
<td>5 hours</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 1.1

UNIT 1.1 - STUDY SKILLS (10 hours)

6.1.1 Aims

(a) To review assumptions, expectations and habits brought by students to a new course; to enhance awareness of the range of skills deployed by the sophisticated learner; to develop flexibility in approach to coursework; to provide opportunity and encouragement to develop competence and confidence in studying, building on the best in their own style and assimilating new ideas with minimal disruption to coursework.

(b) To prepare course members to approach their own students-as-learners with understanding, through observing their learning styles.

6.1.2 Content

Selection of content by tutors should reflect the needs of each group.

A study of notetaking techniques and appropriate practice.

A review of reading strategies and appropriate practice.

An active engagement in 'learning-thru'-discussion and a study of the aims and intentions of groupwork.

A consideration of writing styles and conventions for essays and reports.

Basic library skills: information and practice.

A consideration of some student evaluations of coursework and attitudes to studying in further and higher education; a review of the expectations and assumptions of course members; a review of how the topics could be approached with students in further and higher education.

6.1.3 Teaching approach

Teaching should probably best be by group/peer counselling; tutors will need to adopt a supportive and listening role - this may be difficult for some tutors to implement. Didactic approaches have been found inappropriate; they ignore the essential concern for
UNIT 1.1

what in-service teachers bring with them to the courses. Evidence is accumulating that prescriptive, structured skills courses may undermine student competence.

Materials should be developed and enriched by tutors to meet the experience and expectations of course members.

6.1.4 Assessment probably needs a profile of study competence rather than a grade.

Assessable activities include summaries, essays, library searches compiling bibliographic knowledge about student attitudes to course libraries, books and study habits. Less easily assessable activities include notetaking, discussion and flexibility in depth of processing reading.

6.1.5 Recommended Sources and Resources (see Note overleaf)

A Library Bibliography on study skills includes items on technical report writing. The references cited here for tutors may be appropriate for some course members.

ASSOCIATION FOR PROGRAMMED LEARNING


Buzan, T.

Use your head, BBC, 1974.

Buzan, T.

Keep it together. BBC, 1974.

Entwistle, N.


Entwistle, N. & Hounsell, D. (eds)


Ewing, J.

UNIT 1.1

GIBBS, G. Learning to study: a student-centered approach. in Teaching at a Distance, 8, March 1977, pp. 3-9.

NEWBY, P. How to study. Middlesex Polytechnic, 1978

REID, P. & REES, L. The development and evaluation of study skills courses for students in higher education (i.e. polytechnics). Newcastle Poly: PETRAS for SCEDSIP, 1977

SOCIETY FOR RESEARCH INTO HIGHER EDUCATION Study courses and counselling; problems and possibilities. (ed) P.J. Hills, 1979

WARD, I. The study habits of college students in Vocational Aspect, 24, 58, 1972, pp. 101-104.

NOTE Throughout this document, these lists are intended to represent a selection of sources indicating the range and level of material considered suitable as a basis for the development of the content of the Unit. They do not constitute exhaustive bibliographies. Relevant bibliographies for course members will be issued to them as the teaching of the Unit progresses.
UNIT 1.2

6.2 UNIT 1.2 - PLANNING TEACHING (30 hours)

6.1.1 Introduction

The purpose of this Unit is to provide course members with the basic knowledge and skills necessary to the planning of their teaching. It poses the view that planned teaching is likely to be more successful than unplanned teaching and that our students' learning can be made most effective where teachers pay careful attention to established principles.

6.2.2 Aims

From given syllabus outlines, the Unit aims to:

(a) enable course members to prepare schemes of work and lesson plans, relevant to their own specialism, that show an awareness of the relationship between objectives, content, methods and assessment.

(b) acquaint course members with the use and potential of the more commonly available audio-visual aids.

(c) enable course members to produce simple teaching and learning resources with a satisfactory degree of professional proficiency.

(d) suggest how course members can make a reasoned choice of resources according to the requirements of specified learning situations.

(e) give course members new to teaching an outline of sound practice sufficient to survive in the initial stages of the job.

6.2.3 Content

The construction of aims and objectives and their use in preparing and evaluating a teaching programme. Factors involved in the design and production of schemes of work. Principles behind the preparation of lesson plans. The part played by preparation in the effective management of the learning process.
UNIT 1.2

The use of chalkboards and whiteboards; overhead and other classroom projectors; recording equipment for playback purposes. The design and production of handouts, worksheets and other non-projected learning resources; overhead projector software; models and simple audio-visual aids for everyday teaching and learning.

Appropriate practical exercises under simulated conditions in the preparation, presentation and perception of basic teaching/learning resources. Knowledge of the range of resources commonly available and the sources of commercially produced material. The considerations and constraints affecting choice in specific circumstances, including the importance of language in teaching and learning (see Unit 1.4).

6.2.4 Teaching Approach

Lectures, case studies, demonstrations and syndicate team work with individual practical work under guidance in workshops and method tutorials. Wherever possible practical work with the help of video recording and group discussions will be employed to examine the appropriateness of course members' techniques their language and their decision making in planning to teach.

6.2.5 Assessment

Course members will be required to produce a course folder specifying appropriate factors relating to some 20 hours of their own class-contact. They will be deemed to have successfully completed this Unit if the folder satisfies the content criteria set. (See para. 8.4.3.)

6.2.6 Recommended Sources and Resources

BAUME, A.D. & JONES, B.

Curzon, L.B.

Education by objectives. Nelpress, 1974


UNIT 1.2


POWELL, L.S. A guide to the overhead projector. 2nd ed., Bacie, 1974

ROGERS, J. (ed.) Adults in education. Chapter 8. BBC, 1973

6.3 UNIT 1.3 - ASSESSING LEARNING (10 hours)

6.3.1 Aims

(a) To introduce course members to the principles underlying formal and informal assessment and to the related terminology.

(b) To consider the more important assessment techniques and their implications for teachers, students and employers.

(c) To enable course members to undertake the setting, administration marking and evaluation of simple tests.

This Unit assumes that the course member will have acquired a working knowledge of educational objectives and their classification using appropriate taxonomies in Unit 1.2. It is designed to give a broad overview and a theoretical underpinning of assessment methodology on which further detailed study of assessment techniques relevant to particular teaching specialisms can be based during Unit 1.5. The principles introduced will be consolidated and extended during the Certification Phase by Unit 2.5.

6.3.2 Content


(b) Overview of current assessment practices including a consideration of the role of the teacher. Brief consideration, relative merits and feasibility of common methods of assessment - subjective and objective written tests, oral assessment, practical tests, projects and assignments, in-course assessment, student profiles, observation techniques.
UNIT 1.3

(c) Planning, setting, administering, marking and moderating of simple instruments of assessment. Outline of procedures for interpreting and evaluating test results.

6.3.3 Teaching approach

Lectures/seminars, discussion and group exercises; further exercises/assignments with associated reading to be completed outside class time. For some content items the use of learning packages would be a suitable alternative approach.

6.3.4 Assessment

(a) Essay on some aspect(s) of the unit content.
(b) Construction and justification of an assessment specification.
(c) Construction, implementation and elementary evaluation of a simple instrument of assessment.

6.3.5 Recommended Sources and Resources


GRONLUND, N.E. Constructing achievement tests. 2nd ed. Prentice-Hall, 1968.


<table>
<thead>
<tr>
<th>Author/Source</th>
<th>Title/Description</th>
<th>Publisher/Publication Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL ASSOCIATION OF TEACHERS IN FURTHER &amp; HIGHER EDUCATION</td>
<td>Assessment. 1977.</td>
<td></td>
</tr>
<tr>
<td>Schools Council</td>
<td>Examination Bulletins.</td>
<td>HMSO &amp; Evans/Methuen Educational, 1963-</td>
</tr>
</tbody>
</table>
UNIT 1.4 - CLASSROOM COMMUNICATION AND TEACHING TECHNIQUES
(40 hours)

6.4.1 Aims
The purpose of this Unit is to develop the communication skills of course members and to promote the application of these skills to a range of teaching techniques and learning situations. The Unit aims to provide the course member with answers to 5 questions:-
(a) How can I communicate more effectively with my students?
(b) How can my students communicate more effectively with me and with each other?
(c) How can such patterns of communication be analysed?
(d) What teaching methods will lead to effective communications?
(e) What can I do to improve the motivation of my students?

The Unit aims to develop the knowledge that the answers to such questions will require. It will examine different language roles and functions embodied in different kinds of teaching and learning experiences.

6.4.2 Content
(a) Theory Components
This Unit will examine the following issues:-

(i) The contribution of learning theories to an understanding of how to organize material so that it helps the teacher to be more effective in communicating meaning to the students.

(ii) The teaching and learning of concepts and the role of language in the process. The place of language in thinking, in feeling and in inter-personal relationship and group interaction, related to the importance of 'language roles', 'speech climates' and the appropriate balance between 'teacher-talk' and 'student-talk'.

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(iii) The social psychology of groups and leadership behaviour: social skills in interaction. The use of groups in teaching and the way different kinds of groupings can be used for different purposes. The differing patterns of communication within groups (teacher-student/student-student) which will depend on those purposes and which will be related to directive/non-directive styles of group management.

(iv) Motivation – individual differences in motivational profiles.

(b) Activities

The links between principles and practice will be made explicit through activities.

There will be a range of activities in which students will participate. These activities will cover:

(i) The use of oral questioning – the use of question and answer techniques in different contexts for different purposes.

(ii) The teaching of a skill (including non-manipulative skill).

(iii) The use and evaluation of exposition methods contrasted with 'discovery' and 'guided discovery' methods.

(iv) "Talking to learn" – leading a discussion group; organizing small groups in a classroom, laboratory or workshop setting.

(v) The use of case studies, role-play simulations.

(vi) The use of individual or small group projects.

(vii) Non-verbal communications.

6.4.3 Teaching Approach

The link between theory and practice is a link between direct experience and the analysis of that experience.
The course members will be practising teachers. They will need and want practice, guidance and advice which will help them with their daily duties. In this way the course should try to build on their experience in their own colleges in order to enable them to reflect upon that experience in the company of their tutor and their fellow course members. This could be achieved by providing opportunities to try out, to rehearse, to review and to evaluate different teaching methods, so that course members can analyse their performance in the light of comments made by tutors and peers.

Two kinds of activities could be used:

(a) The mini-lesson or micro-teaching (recorded on V.T.R. if and when appropriate) to provide simulated practice with fellow members of a tutorial group.

(b) Video-tape recordings or transcripts of lessons or parts of lessons given by course members in their own colleges as part of their normal teaching requirements.

Both kinds of activities would form the basis of analysis by the tutor and fellow members of the tutorial group. Such analysis would seek to focus on the principles which underpin practice. Such principles would also be the theme of the lectures/seminars which would be the appropriate form for exploring the theoretical components of the course.

The balance between the theoretical and activity based components of the course should be approximately 16/24 hours respectively (i.e. 8 lectures/seminars and 8 x 3 hours of activity sessions).

6.4.4 Assessment

Assignments will seek to explore issues in such a way that theoretical/practical perspectives inform one another; experience and reflection on experience should be complementary. In this way the presentation and evaluation of a lesson or sequence of lessons would need to take into account the principles which illuminated the practice.
6.4.5 Recommended Sources and Resources


BARNES, D. Language, the learner and the school. Penguin, 1971

BARNES, D. From communication to curriculum. Penguin, 1976

BEARD, R. Teaching and Learning in higher education. Penguin 1976

BLIGH, D. What's the use of lectures? Penguin, 1972


CHILD, D. Readings in psychology for the teacher. Holt, Rinehart & Winston, 1977


MORRISON, A. & McIntyre, D. Social psychology of teaching. Penguin, 1972

STONES, E. Readings in educational psychology. Methuen, 1970

UNIT 1.5

6.5 UNIT 1.5 - TEACHER-STUDENT AND CLASSROOM RELATIONSHIPS (20 hours)

6.5.1 Aims

To explore perceptions and implications of the roles and relationships of teachers and students and to enhance awareness of the causes of cohesion and conflict which may affect the teaching and learning process.

The Unit will seek to extend the perceptions of course members in relation to the issues dealt with in Unit 1.4 and emerging from the practical activities of that Unit. Whilst the issues of Unit 1.4 would have been approached primarily from a socio-psychological point of view, they will be further developed in this Unit from sociological and philosophical viewpoints.

6.5.2 Content

(a) Sources of social cohesion and conflict within classroom relationships: social perceptions and expectations of the role of the teacher/student, including perceptions of work and non-work; societal influences deriving from varieties of socio-economic backgrounds and cultural differentiation; educational factors including differences in prior experience, achievements, ability, maturity or preferred learning style.

(b) Manifestations of social conflict: deviance, labelling and other aspects of the phenomenological approach to the study of classroom interaction.

(c) Principles underpinning the teaching-learning situation and the choice of teacher/learner centred models: a consideration of practical issues raised by teaching activities including a discussion of such ideas as, personal autonomy, respect for persons and the development of appropriate personal relationships, the tutorial responsibilities of the newly appointed teacher, analysis of the 'needs and interests' approach to curriculum organisation, the nature of the teacher's authority and the limits of his responsibility, problems of classroom discipline.
6.5.3 **Teaching approach**

Lecture/classes where appropriate followed by group exercises, such as discussions, case studies and role-play.

6.5.4 **Assessment**

(a) Essay(s) in order to develop an understanding of some relevant areas of theory in relation to practice.

(b) Assignments: drafting and discussing a sociogram for a particular class; drawing up a class profile according to a given specification; considering incidents and situations from a course member's own experience and reflecting on alternative courses of action.

6.5.5 **Recommended Sources and Resources**

**BRAMLEY, W.**
Personal tutoring in higher education. Society for Research into Higher Education, 1977

**CAVILLA, J.L.**
Teaching and personal relationships. Garnett College, 1973 (Audio Tape)

**DEARDEN, R.F. et al (ed)**

**HAMMERSLEY, M. et al (ed)**

**HIRST, P.H. & PETERS, R.S.**

**LAWTON, D.**
UNIT 1.5

MILNER, P.  
Counselling in education.  
J.M. Dent & Sons, 1974

NASH, R.  
Teacher expectations and pupil learning.  Routledge & Kegan Paul, 1976

NEWSTONE, A. et al  
Student counselling in practice.  
University of London, 1973

NOBLETT, R.  
Educating the failures: the further education college and special provision for the 'disadvantaged student'.  

RICHARDSON, E.  
The environment of learning. Heinemann, 1973

WATKINS, V.  
Tutoring/Counselling - an information pack. Garnett College, 1979 (Kit)
UNIT 1.6

6.6.2 (b) The changing aims and functions of further education colleges
An outline and consideration of the post-war development of further education and of current developments. These changes will be related to economic and political pressures which have led to changes in the work of further education colleges and teachers.

(c) The teacher in college
A consideration of the complexities of the organisation and management of further education colleges paying particular attention to the working of their democratic and consultative machinery and to the opportunities for participation in decision-making of the professional teacher.

(d) The students in further education
The relationship between further education and industrialisation will be examined in general terms with particular consideration being given to equality of opportunity, the transition from school to work and occupational socialisation.

6.6.3 Learning approach
This will consist of lectures, seminars, role-play, case studies and visits.

6.6.4 Assessment
Students will be asked to select a particular aspect of this Unit for investigation and prepare a report.

6.6.5 Recommended Sources and Resources
ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS
The education of the 16-19 age group. A.T.T.I., 1972

ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS
Towards college democracy. A.T.T.I., 1975

COSIN, B.R. et al (eds)
UNIT 1.6


GREAT BRITAIN, MANPOWER SERVICES COMMISSION Young people and work. H.M.S.O. 1977

GREAT BRITAIN, MANPOWER SERVICES COMMISSION Review & plan. H.M.S.O., 1977


MANN, J. Education. Pitman, 1979

NATIONAL ASSOCIATION OF TEACHERS IN FURTHER & HIGHER EDUCATION Education & Training for the 16-19s. N.A.T.F.H.E., 1979


TRAINING SERVICES AGENCY/ MANPOWER SERVICES COMMISSION Vocational preparation of young people. H.M.S.O., 1975

UNIT 1.7

UNIT 1.7 - COURSE PLANNING (20 hours)

6.7.1 Introduction

Most teachers in further education, especially newly-appointed ones, are required to implement courses designed or imposed by someone else. But for many teachers recruited to colleges because of their subject expertise or their recent industrial or commercial experience, there is often an even more daunting task lying in wait - that of planning or designing courses, not only for themselves, but also for other groups of teachers. Most teachers in further and higher education today, whether recruited for their specific expertise outlined above or simply doing their job as part of a team, will, at some time or other, be called upon not only to teach a course, but to plan or change one.

This Unit is designed to provide the basic tools partially to meet this need. Its function is to introduce the course members to the skills and understanding necessary to cope with, for example, the differing demands imposed by the Technician Education Council - TEC - (including DATEC, its Committee for Art and Design) and the Business Education Council (BEC), or the differing approach to teaching and assessment introduced by the wide range of 16-19 General Education courses. Beneath the general umbrella of teaching the course member how to plan and design courses as a whole it will make reference to and necessary links with Unit 1.2 (planning schemes of work), Unit 1.3 (assessing learning), Units 1.4 and 1.5 (classroom teaching skills and relationships), and Unit 1.6 (the pressures for change in further education), and later, to Unit 1.8.

6.7.2 Aims

(a) To familiarise the course member with the basic elements (such as aims, objectives, teaching strategies) of curriculum design, so that he will be able to recognise and evaluate them in published curricula or build them into his own.
UNIT 1.7

(b) To show course members how these elements can be represented and manipulated in various models of the curriculum, which he should analyse and explore.

(c) To equip the course member with the ability to assess whether a curriculum or course is suitable for its expressed purpose and how far it is successful in achieving that purpose.

6.7.3 Content

(a) Revisiting the ideas introduced in Unit 1.2 - aims, objectives, teaching strategies, assessment etc., - to show how these elements may be interlinked in any well-planned course of study. Examination of various courses in further education, as appropriate to course members' needs, to trace their constituent elements and to suggest improvements.

(b) Behavioural and non-behavioural approaches to course planning; appropriateness for subject disciplines.

(c) Means of effecting curriculum evaluation. Evaluation of differing curricula e.g. product and process based.

(d) Links with Unit 1.6 to examine where much modern curriculum development starts; economic and social pressures. A brief introduction to power and influence in the curriculum - to be dealt with more fully during the Certification Phase.

(e) In the light of evaluation studies, develop a short course or re-design a unit of an existing course.
UNIT 1.7

6.7.4 Teaching Approach

There will be some exposition and lecturing, but most of the work will consist in analysing and discussing curriculum examples, and in constructing part or whole courses.

Group work will be very important to enable larger classes to criticise, assess or construct as large a number of curriculum elements or sections as possible.

Possible project - each group writes a course plan incorporating appropriate elements and design. Mutual evaluation of proposals.

6.7.5 Assessment

Mostly in the form of the many tasks which should form part of the teaching method. There will be plenty of opportunity for assessing participation and progress by the nature of the work carried out in sections 6.7.3 (a) and 6.7.3 (b) above. The evaluation of a course submission would be appropriate for section 6.7.3 (c) above.

6.7.6 Recommended Sources and Resources

BAUME, A.D. & JONES, B. 
Education by objectives. 
Nelpress, 1974

BUTTS, D.C. & KIRKLAND, G. 
The systems approach. Jordanhill College of Education, 1977

DALE, S. 
Curriculum design and development 
OU Course E203UL. Open University Press, 1976

JENKINS, D. & SHIPMAN, M. 
Curriculum: an introduction. 
Open Books, 1976

KELLY, A.V. 
The curriculum, theory and practice. 
Harper & Row, 1977

LAWTON, D. 
UNIT 1.7

OPEN UNIVERSITY FILMS

Stantonbury: a blueprint.
E 203/5. Open University Films

REYNOLDS, J. & SKILBECK, M.

Culture & the classroom.
(Mainly as background for Content Section 4 above.)

RUDDICK, J. & WHIPPEN, P.

Staff development in the social services: planning short courses.

TEC/BBC

Guidance notes for course planning.
6.8.1 Introduction

"Special Method" has always formed an important component of Certificate in Education Courses for teachers in further and higher education and it continues to occupy a central position in this proposal. However, the title "Teaching & Learning - Special Applications" has been selected on the grounds that it seems more indicative of its content and nature.

Since the early 1970s, Garnett College, with its collaborative networks, has been able to offer Special Method studies to specialist teachers within the following areas:

**Commercial & Industrial Arts**
- Fashion & Craft Subjects - including Hairdressing
- Food Studies
- Printing & Graphic Arts
- Secretarial & Office Studies

**Humanities & Business Studies**
- Business Studies including Law, Accountancy, Economics, Management.
- General Education - including Humanities, Social Work, Police Studies.
- Language & Arts, including English, English as a Foreign and as a Second Language, Music, Drama.

**Science & Technology**
- Biology
- Chemistry
- Construction
- Electrical Engineering
- Mathematics & Computing
- Mechanical & Motor Vehicle Engineering
UNIT 1.8

Nautical Subjects
Nursing & remedial professions
Physics
Production & Craft Engineering

The Research and Development Committee of Garnett College has recently completed a survey whose aim was to review the purposes of Special Method. The survey established, inter alia, that Special Method was concerned with the specific application of other, more general, aspects of the Certificate Course to the subject area concerned so that in this proposal, for example, all course members will be introduced, in Unit 1.6, to the general context of the establishment of TEC (including DATEC) and BEC. In Unit 1.8, which follows, specialist teachers of science and technology, business studies and art and design respectively will study the implications of one of those bodies in much more detail and under the guidance of a specialist tutor.

6.8.2 Aims

(a) To confirm that each course member, under the guidance of an appropriately qualified and experienced tutor, is able to apply effectively to specific subjects and specified groups of students the general principles of learning and teaching that have been introduced in the preceding Units.

(b) Through experiencing and analysing (in both real and simulated situations) a variety of teaching/learning strategies, to deepen the course members' insights into these same general principles.
UNIT 1.8

6.8.3 Content

Clearly, the precise nature of this Unit will differ for course members of differing subject-specialisms and this diversity is illustrated by the examples attached.

The three particular examples have been selected, not because they are likely to be followed by large numbers of course members, but as a sampling of the courses that will be offered. Other examples will be available.

In all cases the studies will be divided into a series of Sub-Units (covering for example, specific applications of both teaching and examining techniques) from which each course member will be guided into making an appropriate choice.

6.8.4 Teaching approach

A variety of approaches will be involved, again, with some differences between specialisms. However, it is intended that the course members' ongoing experience four-days each week shall be the main vehicle for much of the learning.

It has been agreed by all collaborative networks (see para. 4.1.2), and, through the Regional Tutors Committee (see para. 2.3.7) throughout the Region, that one week of block-attendance each summer will be staged simultaneously. It is intended to utilise this period to assemble in one appropriate location course members from all Sub-Centres in viable specialist groups.

6.8.5 Assessment and Recommended Sources and Resources

See specific examples: 6.8.6 Art and Design Education
6.8.7 Engineering
6.8.8 General Education 16-19
UNIT 1.8

6.8.6 Special Applications - Art & Design Education (40 hours)

This Unit is intended for teachers whose area of specialisation is categorised as 'creative', it would include painting, sculpture, graphic design, photography, typography, ceramics, architecture, general art and design studies.

The Unit attempts to take into account the diverse nature of the above specialisms and to provide for individual needs, it is recognised that additional studies will be provided where appropriate.

Teaching in art and design education is very often carried out on a one-to-one basis through individual projects and the tutorial guidance methods. Subjects are usually integrated and teaching is informal and often spontaneous. Therefore the social setting is most important and reflects the mode of teaching and teacher/student relationships. The timetable is sub-divided into days rather than hours, students and staff are highly motivated and often work together.

So that the needs of newly appointed teachers to art and design education can be provided for, the special method course will attempt to achieve the following aims:

(a) To provide a practical and theoretical foundation from which sound professional practices can be developed during the initial stages of a teaching career in art and design education.

(b) To complement and develop 'special' applications of topics introduced in other units of the course.

(c) To introduce techniques, issues and problems relevant to teachers of art and design and to provide practice and supervision where appropriate.

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UNIT 1.8

6.8.6.1 Content

To achieve the above aims there will be five main areas of study:

(a) The pedagogy of art & design

A review of teaching methods used in art & design education. Interpersonal relationships. The art school/department as a social setting. The tutorial responsibilities of the teacher. The use of resources in art and design education. Practice and application of informal and formal methods of teaching appropriate to art and design education.

(b) Teaching in the studio


(c) Creativity and aesthetics


(d) Assessment and evaluation

UNIT 1.8

(e) Curriculum


6.8.6.2 Teaching Approach

Projects and assignments which complement the teacher's college or departmental responsibilities. 'Inputs' and discussions. Simulated practice where appropriate. Lectures from visiting experts. Visits to art and design departments.

6.8.6.3 Assessment

One assignment together with examples of work related to each course member's teaching responsibilities.

6.8.6.4 Recommended Sources and Resources

ARCHER, B. Towards a revolution in art and design education. Royal College of Art: RCA Papers No. 6, 1978

ART EDUCATION The journal of the National Art Education Association

BARRETT, M. Art education: a strategy for course design. Heinemann, 1979

DE BONO, E. Lateral thinking. Ward Lock, 1970


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<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher/Date</th>
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<tr>
<td>GUILDFORD, J.P.</td>
<td>Creativity in Personality, growth and learning.</td>
<td>Open University, 1971</td>
</tr>
<tr>
<td>TECHNICIAN EDUCATION COUNCIL</td>
<td>Guidelines for art and design submissions, April &amp; October 1979</td>
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<tr>
<td>TORRANCE, E.P.</td>
<td>Creativity in the classroom.</td>
<td>National Education Association of the U.S., 1977</td>
</tr>
<tr>
<td>WHITEHEAD, J.</td>
<td>Personality and learning 1.</td>
<td>Open University, 1975</td>
</tr>
</tbody>
</table>
6.8.7 Special Applications - Engineering (40 hours)

6.8.7.1 Introduction

The Unit will be taken by those course members teaching one or more of the following specialisms in engineering courses:

- Applied Science
- Engineering Drawing & Communication
- Mathematics for engineers
- Technology

6.8.7.2 Aims:

(a) To explore the basic principles and concepts associated with the engineering applications and devise appropriate strategies for teaching and promoting learning.

(b) To consider various approaches to practical activities and skills in the workshop or laboratory and develop appropriate learning situations.

(c) To investigate and more constructively apply curriculum developments within the above mentioned specialisms.

6.8.7.3 Content

A review of the nature of knowledge, facts, concepts, and important principles, for each specialism and relationship within the structure of that knowledge. An examination of appropriate syllabi and units (such as Technician Education Council, City & Guilds of London Institute and Industrial Training Boards); investigation into the relationships between aims and objectives, methods of assessment and teaching methods. The application of particular teaching strategies to subject areas; demonstration and practical activities in workshop and laboratory; inductive and deductive methods in mathematics and science; safety-education by example and precept; the uses of a range of audio-visual aids in teaching these subjects. The assessment of learning by means of tests, examinations and projects; the assessment of practical work. The organisation of specialist accommodation and materials; health and welfare.
UNIT 1.8

6.8.7.4 Teaching approach

Lectures, demonstrations, followed by group and individual exercises, discussion, case studies and projects related to specific subject topics within each specialism. The preparation of materials; the preparation, presentation and analysis of lessons and demonstrations. Special consideration of every student's difficulties and alternative approaches.

6.8.7.5 Assessment

An assessment of a selection of the outcomes of the activities outlined, such as a series of lessons for a topic (such as a phase test), a scheme of work for a selected course, resource-material for a series of lessons, an assessment scheme, worksheets for practical technology exercises and laboratory sheets for applied science.

Recommended Sources and Resources

Much of the activity will involve the application of the objectives of Units 1.2, 1.3, 1.4 to special applications. The same sources and references will therefore apply.

Additionally, appropriate regulations, programmes, circulars and bulletins relating to engineering courses in further education will be available.
UNIT 1.8

Special Applications - General Education (40 hours)

6.8.1 Many factors, demographic, economic and social, are currently combining to make this the most significant growth-area in further education and these same pressures have changed the emphasis of such provision away from GCE 'O' and 'A' level courses towards a bewildering array of new courses which must often be developed in colleges to meet particular needs. Many teachers in further education are now appointed specifically for such work; others, initially appointed for other purposes, find themselves involved in it for part or all of their teaching programme. Experience has shown that both categories benefit from some specific training.

6.8.2 Aims

(a) To acquaint course members with the whole range of courses currently offered in this area, with their sponsoring agencies and with resulting opportunities and constraints.

(b) To familiarise course members with the major curriculum elements of such courses.

(c) To provide opportunities for course members to develop appropriate teaching techniques and materials for such courses.

6.8.3 Content

Range of continuing general education and pre-vocational courses; the training responsibilities of the Manpower Services Commission and its Youth Opportunities Programme; Unified Vocational Preparation, Training Opportunities Programmes (TOPS) courses and preparatory courses; Foundation, Link and Bridging Courses; Special Temporary Employment Programme (STEP) and Training Workshops; Community Industry; courses for unemployed school leavers. The teaching of literacy, communications,
UNIT 1.8

numeracy, vocational skills, social education and careers education for 16-19s. Language and curriculum for mixed ethnic groups. The problems of ESN students in further education and of students with specific learning disabilities.

6.8.8.4 Teaching approach

Some more formal input by Unit tutors, by visiting speakers and, where possible, by course members themselves. Seminars, case-studies, role-play and, for the production of materials, a workshop approach.

6.8.8.5 Assessment

Examples of the sorts of assignments that might be required are as follows:

(a) Multi-Cultural Materials

i) Collate a 'teaching pack' of materials on the voting system, for learners of English as a second language. Many materials are already available but need to be added to.

ii) Find out about the backgrounds and language characteristics of three different groups of second language learners.

(b) Adult-Literacy

Devise a resource pack or series of worksheets bearing in mind the students' level of attainment and interests, concentrating on social sight vocabulary, some related phonic rules, or a particular work or social context (garage, shop, medical services etc).

(c) Communications

i) Evaluate a number of Communications Skills Project assignments and consider how you would use them (possibly with adaptation) with a particular student group in mind.
ii) Write your own communication skills assignments (possibly following the City and Guilds of London Institute guidelines). This could include work in literacy and numeracy.

(d) Numeracy

i) Adapt games from primary maths source book 'Maths Games and Activities' for use with 16+ year olds.

ii) Make analysis of some specific areas of skill teaching which students meet in workshop/practical classes, to provide associated numeracy work, such as measuring, weighing, multiplication, ratio.

5.8.8.6 Recommended Sources and Resources

FURTHER EDUCATION STAFF COLLEGE

Schools & colleges 16-19.

The education of the less able student.

Coombe Lodge Report, Vol.7, No.10, 1974

FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT

Experience reflection learning.


FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT

Postal survey of F.E. provision for Young Unemployed.

The Unit, 1978

FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT

A basis for choice. The Unit, 1979 (Suggested core curriculum for pre-employment courses.)

GARNETT COLLEGE

UNIT 1.8

GREAT BRITAIN,
EDUCATION AND SCIENCE,
Department of

D.E.S. report on education No.94, December 1978; non-advanced further education.


GREAT BRITAIN,
EDUCATION AND SCIENCE,
Department of

Young people and work. H.M.S.O., 1977.

I.L.E.A.

### Sequence and timing of Units

<table>
<thead>
<tr>
<th>STAGE</th>
<th>UNITS</th>
<th>UNIT-TIME</th>
<th>CLASS: TO TOTAL HOURS</th>
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</thead>
</table>
| Term 1  
(say 12 weeks) | Unit 2.1: Teaching Strategies  
Unit 2.2: Developments in Post-Compulsory Education & Training  
Unit 2.3: Project Experience | 20 hours  
20 hours  
5 hours | 45:72 |
| Term 2  
(say 11 weeks) | Unit 2.3: Project Experience  
Unit 2.4: Wider Perspectives in Post-Compulsory Education  
Unit 2.5: Psychological Perspectives on Post-Compulsory Education  
Unit 2.8: Curriculum Strategies | 15 hours  
10 hours  
20 hours  
5 hours | 50:66 |
| Term 3  
(say 6 weeks) | 2.6: Philosophical Perspectives on Post-Compulsory Education  
2.7: Sociological Perspectives on Post-Compulsory Education  
2.8: Curriculum Strategies | 10 hours  
10 hours  
10 hours | 30:36 |
| Final Block  
(say 4 weeks) | 2.3: Project Experience  
2.4: Wider Perspectives in Post-Compulsory Education  
2.6: Philosophical Perspectives on Post-Compulsory Education  
2.7: Sociological Perspectives on Post-Compulsory Education  
2.8: Curriculum Strategies | 25 hours  
20 hours  
10 hours  
10 hours  
5 hours | 70:120 |
**UNIT LEADERS**

<table>
<thead>
<tr>
<th>Unit 1.1</th>
<th>Mrs. P. Noble</th>
<th>Garnett College</th>
</tr>
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<tbody>
<tr>
<td>Unit 1.2</td>
<td>R.M. Croucher</td>
<td>Havering Technical College</td>
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<tr>
<td>Unit 1.3</td>
<td>B. Edmunds</td>
<td>Mid-Kent College of Higher and Further Education</td>
</tr>
<tr>
<td>Unit 1.4</td>
<td>A. Rees</td>
<td>Garnett College</td>
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<tr>
<td>Unit 1.5</td>
<td>Mrs. F. Ronald</td>
<td>Garnett College to September 1981*</td>
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<td>Unit 1.6</td>
<td>P.R. Checkley</td>
<td>Garnett College</td>
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<td>Unit 1.7</td>
<td>R. Boyer</td>
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</tr>
<tr>
<td>Unit 1.8</td>
<td>K.A. Galton</td>
<td>Garnett College</td>
</tr>
</tbody>
</table>

* Ms. M. Francis  Brooklands Technical College from September 1981
UNIT 2.1

UNIT 2.1 – TEACHING STRATEGIES (20 hours)

7.1.2 Content

A problem-solving approach will be adopted, backed by presentation, discussion, role-play and micro-training exercises.

7.1.4 Assessment

(a) An analysis of the teaching strategies adopted for a particular course and,

(b) Demonstration of the ability to use a particular method under actual or simulated conditions.
1.5 Recommended Sources & Resources

BEARD, R. Teaching & learning in Higher Education. Penguin 1976
CALLENDER, P. Programmed learning: its development and structure. Longmans, 1969
FYFE, T.W. Preparing an individual learning unit. Dundee College of Education, 1975
HOLT, J. Instead of education: ways to help people do things better. Dutton, 1976
MUSGRAVE, G.R. Individualised instruction. Allyn & Bacon, 1975
ROGERS, J. Adults learning. 2nd ed. Open University Press, 1977
ROWNTREE, D. Educational technology in curriculum development. Harper & Row, 1974
UNIT 2.1


WARWICK, D. Team teaching. University of London Press, 1971


General sources include Council for Educational Technology publications, guides for the improvement of instruction in higher education (Michigan State University); the Times Educational Supplement, Programmed Learning and Educational Technology, Computing News.
UNIT 2.2

7.2 UNIT 2.2 - DEVELOPMENTS IN POST-COMPULSORY EDUCATION AND IN TRAINING (20 hours)

7.2.1 Aims

The focus of this Unit will be upon issues and trends of current significance within post-compulsory education and training in England and Wales. The work of the Unit will follow upon study of post-war policies undertaken in Unit 1.6 of the Induction Phase and will aim to develop course members' awareness and understanding of the historical and organisational context of

(a) the education of the 16-19 age group
(b) the relationships between education and industry.

Opportunities will be offered where possible for course members to follow up areas of development of special interest to them.

7.2.2 Content

(a) The education and training of the 16-19 age group

The emerging problem of education of the adolescent seen in its social and historical context: proposed solutions such as compulsory day-release.

The institutional overlap between secondary and further education: relationship between educational policies and economic and demographic changes.

Assumptions underlying curricular provision for the age-group: innovation and change in courses; implications of these for student opportunities.

(b) Education and industry

The relationships between post-compulsory education and training and industry in England and Wales: the activities and criticisms of pressure groups for technical education and training; official policies and practices with regard to the supply of manpower, the structure and content of further and higher education and industrial training.
UNIT 2.2

7.2.3 Teaching approach
Lecture, seminar, directed study.

7.2.4 Assessment
Essay(s) or seminar paper(s) to develop the ability to set current issues in post-compulsory education within the appropriate theoretical framework.

7.2.5 Recommended Sources and Resources


DEAN, J. et al The Sixth Form and its alternative. N.F.E.R., 1979


GREAT BRITAIN, EDUCATION & SCIENCE, Department of Trends in Education; 16-19 age group. June 1976

GREAT BRITAIN, EDUCATION & SCIENCE, Department of Providing educational opportunities for 16-18 year olds. H.M.S.O., 1979

GREAT BRITAIN MANPOWER SERVICES COMMISSION Review and plan etc. H.M.S.O., 1977, 1978


NATIONAL UNION OF TEACHERS The 14-19 age group in Secondary Education Vol.6, No.1, June 1976


TRAINING SERVICES AGENCY/MANPOWER SERVICES COMMISSION The vocational preparation of young people. H.M.S.O., 1975

UNIT 2.3

Unit 2.3 - Project Experience* (45 hours)

7.3.1 Aims

(a) This Unit will provide an opportunity for course members to experience a group or individual project exercise and report on a relevant topic chosen by themselves in consultation with course tutors.

(b) The exercise will give course members the opportunity of putting theory into practice (e.g. translating course aims into special applications) and should be of practical use and interest.

(c) The project will also provide course members with first hand experience of a particular teaching/learning method commonly associated with programmes of integrative studies (e.g. TEC and BBC), and where course aims seek to promote resourcefulness, independence and enthusiasm in students.

7.3.2 Content

(a) Aims and objectives of the group and individual members of the group.

(b) Strategy, information collection and costs.

(c) Collation of results and presentation.

7.3.3 Teaching Approach

The tutors' role throughout the project experience will be supportive and concerned with the administration of the assessment procedure.

It is envisaged that the Unit will be organised in three phases, one phase in each term. The first phase will be the Initiation Phase, the second the Course or Project Phase and the third the Report and Assessment Phase. During these three phases the tutor will monitor progress and will record either the contribution of each members of a group or the individual initiative in the case of a project involving one course member alone.

(Note: The project brief could be tutor-supplied)
7.3.4 **Assessment**

This will be carried out towards the end of each phase and will encompass objectives, research, construction, and presentation and will put the emphasis on validity rather than reliability.

7.3.5 **Recommended Sources and Resources**

Clearly, these will vary according to the nature of the project.

* At the request of CNAA this Unit (as it was originally proposed) was revised. This revised version was approved by Academic Board 16/2/81 and CNAA 1/5/81.
UNIT 2.4 - WIDER PERSPECTIVES IN POST-COMPULSORY EDUCATION (30 hours)

7.4.1 Introduction

This Unit will seek to introduce course members to further issues of current concern to teachers in the field of post-compulsory education. Course members will be encouraged to take a broad, professional view, and to equip themselves for informed debate and involvement in shaping the service of which they are part.

Subject, of course, to the total availability of resources within the Network, the identification of topics will be dependent on the needs and interests of course members, set against problems and issues to which the teaching profession is addressing itself and in each year the topics will be agreed and published by the Board of Studies. Course members will be required to select up to five areas as sub-units for investigation.

7.4.2 Aims

As a result of participation in this Unit, each course member will:

(a) be able to select and evaluate information on up to five current issues in post-compulsory education, and

(b) be able to make a clear, considered personal statement on each of the selected issues.

7.4.3 Content

For this particular Unit, it would be inappropriate to be over-prescriptive about content, given the flexibility required in order to meet the needs of the current course membership, and allowing for future change and development in the concerns and problems faced by the education service. Content can therefore best be illustrated by examples of sub-units. These might well include:

Health and Safety in Educational Institutions
The Economics of Education
UNIT 2.4

The Disadvantaged Student
Ethnic Minorities
Transition from School to Work
Comparative Education (Europe, USSR, USA)
The Impact of Micro-Processors on Curriculum Development
Computers in Education
Prison Education
Management in Further, Higher & Adult Education
Women in Education
Adult Education
Interviewing, Selection and Counselling of Students
College Democracy (see Recommended Sources & Resources below. para. 7.4.6).

7.4.4 Teaching approach

Introductory presentations, projects and investigations, discussion, case-studies, problem-solving exercises.

7.4.5 Assessment

It will be open to course members to submit an assignment on one of the sub-units, or to link work undertaken in this Unit with the projects of Unit 2.3

7.4.6 Recommended Sources and Resources

Example of Sources and Resources for ONE sub-unit "College Democracy".

ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS


EDUCATION ACT

GREAT BRITAIN, EDUCATION AND SCIENCE, Department of

1968

GREAT BRITAIN, EDUCATION AND SCIENCE, Department of


Circular 7/70. Government and Conduct of Establishments of Further Education.


Articles and Instruments of Government obtaining in course members' college.

Case study material from the Further Education Staff College and selection from OPEN UNIVERSITY, Management in Education, Unit 12. E321.
UNIT 2.5

7.5 UNIT 2.5 - PSYCHOLOGICAL PERSPECTIVES ON POST-COMPULSORY EDUCATION (20 hours)

7.5.1 Aims

This Unit develops and extends the study of psychological theory and research introduced during the Induction Phase and introduces new material that will enable course members to make rational and informed decisions when selecting teaching and curriculum strategies, when dealing with interpersonal relationships and when assessing and evaluating student abilities and academic progress. The Unit will relate the syllabus content directly to the specific work of the course members whenever possible.

7.5.2 Content

(a) Psychology and curriculum implications

Psychological analysis of some teaching strategies adopted in a range of subjects taught in further education; their relationship to theories of learning and to concept attainment and the development of cognitive structures. Product and process models in curriculum development; applications to current practices in further education; their justification and critique from a psychological perspective.

(b) Interpersonal perception and social interaction

Interpersonal perception and social interaction. Teacher and group influences on the development of attitudes and self-image. Factors influencing the creation of social climate; social climate and learning outcomes.

(c) Individual differences and their identification

Individual differences and their significance for the further education teacher. Personality dimensions related to teaching and learning. The concept of intelligence: general intelligence and special abilities. Reliability and validity in the design of tests. The use of assessment and evaluation techniques in the identification of student abilities and academic progress.
UNIT 2.5

7.5.3 Teaching approach

The course will be taught through lectures, seminars, workshops and case-studies as appropriate. Course members will be given a clear overview of the content of the Unit through the use of a study guide. They will be expected to bring illustrative examples of the matters under consideration, drawn from their current teaching experience, to be analysed and discussed during the seminars.

7.5.4 Assessment

Essay(s) or seminar papers to set coursework in context.

7.5.5 Recommended Sources and Resources

BARNES, D. From communication to curriculum. Penguin, 1976

BEARD, R. Teaching and learning in higher education. 3rd ed. Penguin, 1976


LOVELL, R.B. Adult learning. Croom Helm 1980

MORRISON, A. & McINTYRE, D. Teachers and teaching. 2nd ed. Penguin, 1972

NASH, R. Classrooms observed. Routledge & Kegan Paul, 1973

OESER, E. (ed) Teacher, pupil and task. 2nd ed. Tavistock Publications, 1960
UNIT 2.5

SIMON, B. Intelligence, psychology and education: a Marxist critique. 2nd rev. ed. Lawrence & Wishart, 1978


UNIT 2.6 - PHILOSOPHICAL PERSPECTIVES ON POST-COMPULSORY EDUCATION (20 hours)

7.6.1 Aims

To provide a basis for the further development of a philosophical perspective on issues facing the serving teacher by extending the debate beyond issues raised in the Induction Phase of the course, particularly in Units 1.5 and 1.6.

The Unit will centre on the contribution which philosophy of education makes to the elucidation of the four most general questions of immediate concern to the teacher at this stage of his initial training:
(a) What is education?
(b) What content does an education call for?
(c) How should we educate?
(d) In what social context should education take place?

7.6.2 Content

Introduction to the study of the philosophy of education.
Concepts of education and training.
An examination of ideals, aims and objectives in further education via an introduction to some seminal writers on education.
The nature of knowledge: vocational education, education for leisure, aesthetic education and education of the emotions.
Social philosophical aspects of equality of educational opportunity and freedom of choice in further education.

7.6.3 Teaching approach

Lecture/classes where appropriate followed up by seminar discussions and case studies drawn from the experience of course members.

7.6.4 Assessment

Essay(s) and seminar paper(s) to develop the ability to set current issues in further education within a relevant theoretical framework.
UNIT 2.6

7.6.5 Recommended Sources

BENN, S.I. & PEETERS, R.S.

Social principles and the democratic state.
Allen & Unwin, 1961

DEARDEN, R.F. et al


ELVIN, L.

The place of commonsense in educational thought.
Allen & Unwin, 1977

HARRIS, D.

Education for leisure in Vocational Aspect, Autumn 1966

LANGFORD, G. & O'CONNOR, D.J. (eds)


LONDON EDUCATION REVIEW


PETERS, R.S.

Ethics and education.
Allen & Unwin, 1966

PETERS, R.S.

Authority, responsibility and education. 3rd ed.
Allen & Unwin, 1973

REID, L.A.

Meaning in the Arts.
Allen & Unwin, 1969

SCHOFIELD, H.

The philosophy of education.
Allen & Unwin, 1972

SCRUTON, R.

Art and imagination: a study in the philosophy of mind. Methuen, 1974

WALL, G.I.

The concept of vocational education in Proceedings of annual conference of Philosophy of Education Society of Great Britain 1968, pp. 51-65

WHITE, J.

Towards a compulsory curriculum.
UNIT 2.7

UNIT 2.7 - SOCIOLOGICAL PERSPECTIVES ON POST-COMPULSORY EDUCATION (20 hours)

Aims

This Unit will extend some issues raised in the Induction Phase and introduce new ones. In general, it aims to develop a sociological perspective on issues of concern to the practising teacher. In particular, course members should:

(a) be able to relate research findings to their own areas of experience and involvement in education and begin to appreciate some of the methodological problems of sociology;

(b) develop an awareness of how a sociological perspective will enable them to analyse their own practice critically, and appreciate the social constraints within which they work, and the opportunities open to them, as individuals, as members of a team, of a college, and within the educational system as a whole;

(c) understand some of the problems, constraints and opportunities in primary and secondary education, and perceive the connections between different sectors of the educational system;

(d) understand the character of modern industrial society, and the relations between post-compulsory education and modern industrial society.

Content

(a) The reproduction of the social division of labour: an examination of the central features characterising the relationship between the further education system, the state and the occupational structure.

(b) The social organisation of knowledge within the educational institution; an examination of the relationship between the college of further education as a complex organisation and current curriculum practices; the implications for organisational structure of curriculum innovation; an
examination of the manner in which educational procedures and particular pedagogical styles are legitimated within further education and of how they relate to the occupational structure.

(c) Theories of cultural reproduction. An examination of the way in which ideologies are formed and sustained within the further education setting and further, how they become reinforced or negated by dominant cultural patterns within society.

7.7.3 Teaching approach
Lectures/classes where appropriate followed by seminar discussions and case studies drawn from the experiences of course members.

7.7.4 Assessment
Essay(s) and seminar papers(s) to set issues in theoretical framework.

7.7.5 Recommended Sources and Resources


CICOUREL, A.V. & KITSUSE, J. Educational decision - the education of decision makers. Bobbs-Merrill, 1963


FURTHER EDUCATION STAFF COLLEGE


FURTHER EDUCATION STAFF COLLEGE


KARABEL, J. & HALSEY, A. (eds)


Chs. 1, 4, 5, 7, 11, 15, 16, 18, 21, 25, 27, 28, 39, 32, 36, 37.

KING, R.


REID, I.

Sociological perspectives on School and Education. Open Books, 1978

TIPTON, B.

Conflict and change in a Technical College. Hutchinson, 1973

WILLIS, P.E.

Learning to labour: how working class kids get working class jobs. Saxon House, 1977

YOUNG, M.F.D.


YOUNG, M. & WHITTY, G. (eds)

UNIT 2.8

UNIT 2.8 - CURRICULUM STRATEGIES (20 hours)

7.8.1 Introduction

The initial purpose of this Unit is to consolidate and expand those principles of curriculum planning and evaluation introduced in Unit 1.7 and to apply some of the concepts introduced in Units 2.2, 2.5, 2.6 and 2.7, by working in greater depth and detail with particular examples of post-compulsory curricula.

Secondly it is hoped to introduce the course member to the conditions and difficulties attendant upon curriculum innovation and change in further education and to outline strategies whereby such innovation and change might be implemented.

Lastly the Unit is designed to elaborate on the question of power and influence in further education introduced towards the end of Unit 1.7. This will entail a brief examination of the impact of ideologies in education to give the teacher some understanding of

(a) the political nature of his teaching situation, and
(b) some of the forces which more, than academic considerations, shape the curriculum on which he works.

7.8.2 Aims

(a) To consolidate the teacher's ability to handle problems and issues of curriculum planning, design and evaluation.

(b) i) To make the teacher aware of obstacles to curriculum innovation and change.

ii) To suggest means of implementing such innovation and change.

iii) To examine the organisational and institutional implications of change.

(c) To re-examine issues of ideology and power in further education which have been touched upon in Unit 1.7 and their bearing on the curriculum.
UNIT 2.8

8.3 Content

(a) i) Detailed work on specific examples of further education curricula to consolidate the principles of curriculum construction and design, outlined in Unit 1.7, such as detailed comparisons of TEC college-designed objectives and EEC standard objectives, or of TEC/DATEC and EEC assessment schemes taken from specific submissions.

ii) Practice in the evaluation of a number of further education courses directed towards specific student groups in specific subjects (including formative evaluation of specialist courses currently being taught by course members; greater detail will be required than when looking briefly at course evaluation in Unit 1.7).

(b) i) An examination of curriculum innovation and change in further education, building and elaborating on the Induction Phase Unit 1.7.

ii) Examining bodies: their roles in encouraging or opposing change.

iii) The further education teacher and the college as an organisation; a recipe for change.

(c) i) The further education curriculum and provision as influenced by national and local government, the National Association of Teachers in Further and Higher Education, the Inspectorate, etc.

ii) Priorities in further education: the economy or the student?

iii) Knowledge in further education: its status and distribution.
UNIT 2.8

7.8.4 Teaching approach
In content section (a) i) and (a) ii) some lectures, but mainly examination and discussions of actual curricula through group or workshop sessions.

In section (b) and (c) some lectures with ensuing discussions, drawing on the experience of course members wherever possible.

The key should be to gain a working familiarity with relevant curricular examples and problems in further education.

7.8.5 Assessment
As in Unit 1.7 assessment should be based where possible on the tasks, analyses, criticisms etc., undertaken by course members as part of the normal working content of the course.

Case studies or essay-type problems could be set to assess content sections (b) and (c) which are less practically based than section (a).

7.8.6 Recommended Sources and Resources

HARRIS, A. (ed)  Curriculum innovation. Croom Helm for the Open University, 1975


LAWTON, D.  Social change, educational theory and curriculum planning. University of London Press, 1973

LAWTON, D.  Class, culture and the curriculum. Routledge & Kegan Paul, 1975

MacDONALD, B. & WALKER, R.  Changing the curriculum. Open Books, 1976

OPEN UNIVERSITY UNIT  E202 Parts 16 & 17  The politics of curriculum reform.  1977

202
## UNIT LEADERS

<table>
<thead>
<tr>
<th>Unit 2.1</th>
<th>J. F. Sellars</th>
<th>Brooklands Technical College</th>
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<tr>
<td>Unit 2.2</td>
<td>W. Bailey</td>
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<td>Unit 2.3</td>
<td>A. Shuttlewood</td>
<td>Luton College of Higher Education</td>
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<td>Unit 2.4</td>
<td>D. C. Oakley</td>
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<td>Unit 2.5</td>
<td>R. B. Lovell</td>
<td>Garnett College</td>
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<td>Unit 2.6</td>
<td>J. L. Cavilla</td>
<td>Garnett College</td>
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<td>Unit 2.7</td>
<td>Ms. P. Brain</td>
<td>Garnett College</td>
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<tr>
<td>Unit 2.8</td>
<td>R. Knowles</td>
<td>Garnett College</td>
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Application for Admission for 
Training for Teaching in Further and Technical Education

Form only should be completed for all four Centres and returned to your Centre of first choice.

<table>
<thead>
<tr>
<th>Centre</th>
<th>Enter order of preference: 1, 2, 3, 4</th>
<th>Whether residential accommodation required</th>
<th>Leave blank</th>
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<td>Watford (London)</td>
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<td>Hampshire</td>
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Date of Birth

Use BLOCK CAPITALS

Name

Names

Maiden name (if married woman)

Date of Birth

Please use BLOCK CAPITALS

MR/ M/S/ MISS/ MRS

Nationality

Single, Married or Widowed

No of Children

You made any previous application?  When? To which College?

Employment Held Currently (Complete details of other employment overleaf)

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<tr>
<th>Employer address</th>
<th>Title of Post</th>
<th>Description of Duties</th>
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HER Technical or Professional Qualifications

Please give details of your highest qualification (Other details to be completed overleaf)

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<th>Awarding body</th>
<th>Title of Award</th>
<th>Subjects studied</th>
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204
**General Information**

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<th>Name of School/College/University attended</th>
<th>Course followed</th>
<th>Dates from</th>
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**Qualifications Gained**

General educational qualifications (School Certificate, G.C.E., etc.) If none please state 'nil'

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<th>Degree body</th>
<th>Title of Certificate</th>
<th>Level</th>
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<th>Grade</th>
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Other technical or professional qualifications (Give progressive details of all qualifications including those at intermediate levels and the listed on page 1)

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<th>Degree body</th>
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<th>Details of degreehonours</th>
<th>level</th>
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**Qualifications for which you are now working (Educational or Professional)**

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<th>Degree body (and College/Institution)</th>
<th>Title of Certificate</th>
<th>Level</th>
<th>Subject of examination</th>
<th>Date of</th>
<th>Examination</th>
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205
**Yrment and Training Account** for the whole time other than full-time education in chronological order. Include service with H.M. Forces and indicate periods of apprenticeship and other training.

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<thead>
<tr>
<th>&amp; address of year</th>
<th>Exact title of your post</th>
<th>Description of your duties</th>
<th>Dates from</th>
<th>to</th>
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**Teaching Experience**

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<th>Time</th>
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<th>Subjects taught</th>
<th>Age of students</th>
<th>Dates from</th>
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<td>Time</td>
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**Experience teaching teaching kind**

**Interests, accomplishments, activities (e.g. Youth Work, Music, Sports, Hobbies)**
ional Centres for
Training of Teachers for Further and Technical Education

full-time courses of initial training for teaching in further and technical education are provided at the four Centres as indicated below.

The location of the Centres appears overleaf.

<table>
<thead>
<tr>
<th>Centre</th>
<th>Wolverhampton</th>
<th>Bolton</th>
<th>Huddersfield</th>
<th>London</th>
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<td>Design</td>
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<tr>
<td>Studies (Professional &amp; Secretarial)</td>
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<td>Engineering (all branches)</td>
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<td>Liberal Studies</td>
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<td>Social &amp; District Nurses</td>
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<td>Graphic Art</td>
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</table>
| Subjects: London, Bolton and Huddersfield include modern languages.

Application Forms should be sent to the College most suited to your specialisation and convenience.

- for the return of application forms are as follows:—

The Director
Bolton College of Education (Technical)
Chadwick Street, Bolton BL2 1JW
telephone: Bolton (0204) 22132

The Principal
Garnett College, Downshire House
Roehampton Lane, London SW15 4HR
telephone: London 01-789 6533
National Centres for
the Training of Teachers for Further and Technical Education

Polytechnic Huddersfield
incorporating
Huddersfield College of Education (Technical)

Bolton College of Education
(Technical)

The Polytechnic Wolverhampton
incorporating
Wolverhampton College of Education (Technical)

Garnett College
Application
be helpful if you could indicate in the space below:

reasons for wishing to teach
ind of educational establishment in which you would like to teach; the type(s) and level(s) of students/pupils you have in mind and the
courses you would like to offer.
areas of your experience, education and previous training which you feel give particular support to your application
her information you consider relevant—PLEASE CONTINUE ON A SEPARATE SHEET IF NECESSARY

See from Public Funds
ordinarily resident in the U.K. for three years immediately preceding the start of the course may apply for a maintenance grant from the Local
Authority for the area in which their permanent home address is situated. An initial application should be made as soon as possible,
awaiting formal acceptance on course. Persons not ordinarily resident in the U.K. should enquire from the College of their first choice or from
Education Authority about their eligibility for an award.
lucation Authority to which application is being made for an award
is
ach will be made to present employer unless included as a referee
nts are requested to quote as referees two persons who are able to speak of their academic work and experience in industry, commerce or the
suitable referees would be:
Principal of the Further Education establishment or the Head of the University department in which the applicant studied for his or her main
qualification. (For those basing their application on job-based training, the appropriate Senior Training Officer or their equivalent)
posible person able to speak of the applicant’s work and experience in industry, commerce, or other recent employment.
se give Status and Qualifications if known

2. Name
Position
Address

Give the source of information which led you to make this application, e.g. name of newspaper in which advertisement seen

209 Date
APPENDIX 31
Subject Tutor's Report on the Interview of M ........................................

(a) Source of information about the Pre-Service Course ........................................

(b) Appearance and Bearing ........................................................................

(c) Speech and Delivery ........................................................................

(d) General Education ........................................................................

(e) Industrial Training and Experience ........................................

(f) Full or Part-Time Teaching Experience ........................................

(g) Interests in Youth Work ........................................................................

(h) General Reading ........................................................................

(i) Sports ........................................................................

(j) Main WEAKNESS ........................................................................

Interview Board's Recommendation ........................................................................

Date of Board: ........................................  Subject Tutor's Signature: ........................................
1. **BASIC TEACHING STUDIES** Contact hours: 88

**Aims**

To form a foundation for the whole course and raise questions to be pursued in later units.
To enable students to acquire basic skills in teaching and the confidence to undertake the first Practice Teaching Period.
To prepare students for assignments to be completed during the Practice Teaching period.
To familiarise students with the aims and purposes of Further Education and to consider aspects of what is taught, to whom, why and how.

**Content**

The unit will be taught by a team of tutors who can supply expertise in the four main content areas described below. It is intended that, so far as is possible, there should be considerable integration between the areas described.

1. **The Nature of Further Education: aims and organisation**
   - How colleges are organised; qualifications and experience of staff.
   - The structure of courses for vocational and non-vocational students; particular reference to Science, General Subjects and Business Studies courses.
   - The age, background, abilities and aspirations of F.E. students.
   - Sociological perspectives on adolescence, students' social class background and the F.E. curriculum.
   - An introduction to education in a multi-cultural society.
   - Links between F.E. and the community.

2. **Psychology and the Teacher: an introduction**
   - Some philosophical assumptions underlying educational theory.
   - Learning theories, types and conditions.
   - Awareness, perception, and attention in learning.
   - Motivation in learning situations - cognitive and social aspects.
   - Intellectual development in adolescence and concept development.
   - Students' learning difficulties.

3. **Planning Teaching and Learning Activities**
   - An introduction to epistemology with reference to particular subject areas.
   - The study of relevant syllabuses and schemes of work.
   - The writing of lesson aims and student learning objectives.
   - The preparation of lesson plans for different types of lesson.
   - Selection and preparation of teacher-support and student-support materials (texts, illustrative material, handouts, etc).
   - Questioning technique.

4. **Managing Teaching and Learning Activities**
   - The development of communication skills with special reference to socio-linguistic theory.
   - Effective use of the chalkboard and other audio-visual techniques.
   - Consolidating student learning.
   - The management of learning using different teaching strategies (formal lessons, discussion methods, directed study etc).
   - Problems of student management and discipline.
Methods of Teaching

Lectures, seminars, tutorials and case studies. Small group work. Visits to colleges to observe teaching. Use of audio and video recording and micro-teaching techniques. Role-play and simulation exercises. Practical exercises in the production and use of teaching materials.

Methods of Assessment

Six assignments, at least three of which will be specifically related to lesson preparation. Assignments in the form of essays and reports will be approximately 1500 words in length.

Bibliography

Essential reading (Selected Chapters from the following.)

Barnes, D. Language, the Learner and the School. 2nd ed. Penguin, 1971
Bristow, A. Inside the Colleges of Further Education 2nd ed. HMSO 1976
Child, D. Psychology and the Teacher. 2nd ed. Holt, Rinehart & Wilson, 1977
Gronlund, N.E. Stating Behavioural Objectives for Classroom Instruction Collier Macmillan, 1970

Hirst, P.H. & Peters, R.S. The Logic of Education, RKP 1971
Worsley, P Introducing Sociology, Penguin, 1970

Prospectuses and relevant syllabuses.

Recommended reading

Beard, R. Teaching and Learning in Higher Education. 3rd Ed. Penguin, 1976
Cantor, L.M. Further Education in England and Wales. 2nd ed. Routledge, 1972
Cleugh, M.F. Educating Older People 2nd Ed. Tavistock 1970

De.Cecco, J.P. Psychology of Learning and Instruction. 2nd Ed Prentice Hall, 1974
Hudson, B. Assessment Techniques, Methuen, 1973

McFarland, H.S.N. Intelligent Teaching, professional skills for student teachers. Routledge, 1973

Rogers, J. Adults Learning. 2nd ed. Penguin, 1972
Vernon, M.D. Human Motivation, Cambridge U.P. 1969

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SPECIALIST TEACHING STUDIES  Contact hours: 94

Aims

To consider the application of educational principles in the teaching of course members' specialisms.
To develop learning aids, activities and teaching methods (required in the teaching of specialisms) of a more sophisticated kind than those developed in Basic Teaching Studies.
To review research and literature relevant to the teaching of particular subjects and methods of teaching.
To introduce course members to techniques of assessment and examinations in their subject specialisms.
To consider the needs of particular groups of students whom course members might teach.

Introduction

Different emphasis will be placed upon the core elements of the Specialist Teaching Studies Unit according to the needs of students preparing to teach various subject specialisms. For example, graduate scientists and technologists will study in depth practical work in laboratories, linking this with essential studies of safety, laboratory and workshop design, and skill learning. They will also study project and assignment work, field work, and the need to link these studies with those of individualised learning, research findings and appropriate organisational methods and assessment procedures. On the other hand, the students preparing to teach general subjects and business studies will need to study somewhat different forms of practical and project work.

Outside the common core there is a need for elective studies in the third term. These elective specialist studies will fulfill different needs of students who, for example, may already have a clear idea of their professional needs. Other students will need to embark upon curriculum development activities in their own specialist fields or in co-operation with students of other disciplines.

During the Specialist Teaching Studies Unit work will be undertaken in preparation for the Graduate Teaching Studies Assignment. (See Part II para. 7).

CONTENT

A common core of essential studies will include:
Curriculum planning and development, and the preparation of schemes of work and lessons.
The identification and analysis of key concepts and principles, and the development of methods and aids to promote their learning by differing individuals. (Topic illustration, algorithms, schematic models, demonstration models, etc).
Practical, project and assignment work.
Evaluation and assessment procedures, including basic statistical techniques. Marking and marking schemes.
A review of examiners' reports, conference publications, research findings, and similar documents relating to the teaching of specialisms.
Interaction studies in the learning situation.
Review and evaluation of resources for teaching specialisms.
The teaching of multicultural groups of students.
Teaching disadvantaged students.
Individualised learning and tutorial work.
Educational technology.

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Specific themes will be selected from the following according to the specialist needs of the groups:

The use of specialist teaching aids and resources.
Specialist teaching methods (e.g. in modern language teaching, in teaching English as a foreign language).
Labatory work and practical work teaching.

Informal methods of teaching
Skill learning and teaching
The selection and use of textbooks and reference material
Programmed learning
Gaming and simulation
The use of educational broadcasts
Group methods in general studies teaching.

Methods of Teaching

By lectures (not more than 3 per week) seminars and tutorials. Production, by teams, of learning materials, teaching schemes, and assessment procedures. Video-recording and micro-teaching techniques. Role play, simulation and games, educational visits. Group interaction techniques. Preparing exhibitions e.g. Science Fair.

Methods of Assessment

Continuous assessment of materials produced for the Specialist Teaching Studies file, which must include:

1. The preparation of a teaching scheme derived from a published syllabus, to include a minimum of two fully prepared lessons.
2. The development of an imaginative learning aid, together with teaching notes to be used in the teaching of a concept or principle in a specialist teaching subject.
3. A critical appraisal of one piece of research into the teaching of the course member's specialism or related specialism. (1200 - 1500)
4. The presentation of a scheme of assessment to include a variety of types of question.
5. An essay considering the needs of particular groups of students whom the course member is likely to teach (1500 - 2500 words).

The compulsory elements will represent 75% of the work for this unit. The remaining 25% will be awarded for work undertaken according to individual student needs and directly related to the teaching of an appropriate specialism.

Bibliography

Detailed bibliographies relating to each subject specialism are prepared separately.

During the specialist teaching studies unit course members will be given further training in the systematic use of library resources and they will also be
encouraged to prepare themselves to teach basic library skills to their future students.

**INDIVIDUAL DIFFERENCES AND THE EDUCATIONAL PROCESS** Contact hours: 18.
Approximately 12 hours lectures, 6 hours seminars/tutorials.

**Aims**

To enable teachers to respond to the individual needs and problems of their own students through an understanding of the psychology of individual differences. To relate the understanding of individual differences to work undertaken in the area of specialist teaching studies, and to prepare students for work on their "Graduate Teaching Studies Assignment."

**Content**

This part of the course will vary slightly according to the needs of groups e.g. Science or General Subjects, and will be selected from sections 1 - 4 below. Further work from sections 5 - 6 will be included. The content will emphasise both theoretical bases and experimental findings and will include discussions on educational implications.

1. **Personality**
   - theories of personality, intuitive and inferential.
   - Personality needs and development during adolescence and in adult life.
   - Personality factors influencing educational attainment.
   - Interaction between personality and role.

2. **Intelligence**:
   - contemporary models of human intelligence and of intellectual growth.
   - The structure of human abilities and their assessment.
   - The interaction between heredity and environment.

3. **Cognitive styles**:
   - relationship to personality and preferred learning strategies.
   - Learning styles and teaching styles.

4. **Language**
   - its acquisition and relationship to cognitive development. Other human communication modes. The idiolect of the learner and its significance for the teacher.

5. **Perceptual-motor skills**
   - individual differences in development and abilities. Compensatory programmes.

6. **Attitudes and Behaviours**:
   - origins of differences in social/cultural background. Resultant problems and techniques in teaching and counselling used in overcoming difficulties.

**Methods of Teaching**

- together with seminars and tutorials.
Method of Assessment

This will be by means of a written assignment. (Approximately 2,000 words)

Bibliography

Essential Reading


Further Required Reading (to be selected from the following in accordance with the needs of particular tutorial groups).

Argyle, M
Benett, N.
Butcher, H.J.
Child, D. (ed)
Coop, R.H. & White, K.
Conger, J.J.
Greene, J.
Messick, S et al
Morrison, A & McIntyre, D (eds)
Open University (E281)
Robinson, W.P.
Turner, J.

Psychology of Interpersonal Behaviour Penguin 1967
Teaching Styles and Pupils' Progress Open Books, 1976
Human Intelligence, Its Nature and Methuen, 1968
Assessment Holt, Rinehart & Wilson, 1977
Readings in Psychology for the Teacher

Psychological Concepts in the Classroom Harper Row, 1974
Contemporary Issues in Adolescence Harper & Row, 1975
Thinking and Language Methuen, 1975
Individuality in Learning Jossey Bass, 1976

Social Psychology of Teaching Penguin, 1972
Learning Styles

Language and Social Behaviour

Psychology for the Classroom

Open University
Penguin, 1972
Methuen, 1977
SOCIAL GROUPS AND THE EDUCATIONAL PROCESS

Contact Hours 18. Approximately 8 hours lectures and 10 hours seminars/tutorials.

Aims

To enable course members to understand and manage the dynamics of classroom groups in order to facilitate more effective learning.
To enable them to put into operation on their final teaching practice, by the degree of control and sensitivity to learners' behaviour they have thus acquired, the advanced techniques developed in their specialist teaching studies.
To enable them to tackle effectively the Teaching Studies Assignment, and, later on in their teaching careers, problems of curriculum development and management with a good theoretical grasp of the necessary management techniques.

Content

An appropriate selection of content from the areas described below will be made to meet the particular needs of each group of students e.g. Science or Business Studies/General Subjects. The content will be a blend of theoretical underpinning, empirical findings, and practical implications for teaching.

1. Social Interaction - some essential concepts
   - Roles, expectations and values.
   - The nature and effect of the socialisation process
   - Role differentiation and role strain
   - Group norms and normative control, dominance hierarchies, cohesiveness, leadership, deviance and conformity
   - Culture and social context

2. Social Constraints on the Learning Process
   - Social class, age (e.g. adolescence), sex differences and racial differences.
   - Social and occupational backgrounds of learners.
   - Aspects of the social construction of knowledge

3. Social Relations in the Learning Situation
   - Teacher-student interaction; the importance of the self concept and adolescent/adult identity formation.
   - Conceptual models of the learning group and the learning environment.
   - Principles of teacher control.
   - Negotiation of the rules and behaviour patterns in the classroom.
   - The importance of the peer group and the educational sub-cultural group.
   - Teaching mixed age, sex, race and ability groups.

4. Communication in the Learning Situation
   - Verbal and non-verbal communication.
   - An introduction to theories of language derived from psychology and sociology.

5. Interactive and Intervention Skills
   - The development of course members' interpersonal skills in face to face situations.
   - An introduction to techniques of evaluating group behaviour.
6. The changing role of the teacher

Application of group and role theory to the function of the teacher as leader or consultant. The effect on role relationships of demands made by recent curriculum developments. Possible sources of role conflict and its resolution.

Methods of Teaching

Lectures, seminars and tutorials. Study of tapes, case-studies, videotapes and films. Where possible investigations into real classroom situations. Use of role-play and micro-teaching techniques.

Method of Assessment

Assessment will be based on a piece of written work (approximately 2,000 words) or practical assignment.

Bibliography

Essential Reading (Selected extracts from the following).

Delamont, S.
Open University
Social Relationships Part I
E201 Block 7

Open University
Social Relationships Part II
E201 Block 7

Michael Stubbs
Language, Schools and Classrooms
Methuen, 1976

Additional Reading

The choice of recommended additional reading will be determined by the specific needs of particular pre-service groups, but will be made from this list.

Argyle, M.
Social Interactional new ed. Tavistock
Holt,Rinehart, Winston 1970

Adams, R & Biddle, B.
Realities of Teaching: Explorations with the Video tapes.

Barnes, D.
Language in the Classroom
Open University
E 262 Block 4, 1973

Carter, M.P.
Into Work
Penguin 1966

Cashdan, A.
Language in Education
Open University
Reader 1972

Douglas, J.W.
The Home and the School
Panther, 1969

Published Fontana 1972
Entering the World of Work
Interpersonal relations & Education
Behaviour Analysis in Ed & Training.

Face to Face New Ed.1976 Institute of Hightown Grammar

The Psychology of the Learning Group

Social Psychology of Teaching
The Sociology of Small Groups
The Age Between
Youth in a Changing Society
Adolescence

Culture of the School E282 (3-4) 1972
Education and Inequalities D302 1976
Language in the Classroom E262 Block 4 1973
Language and Social Reality E262 Block 2, 1973
School Knowledge & Social Control E202 (14-15) 1977
Social Relationships & Language E262 Block 3 1973
Sorting them out (9-10) E282 1972
Group Work in Secondary Schools 1968

Sociolinguistics
Group Processes
Psychology & Social Structure

Explorations in Classroom Observation
Dynamics of Groups at Work

Born & Bred Unequal
The Young Worker at College
The Apprentices out of their time
Glad to be out?

Introducing Modern Sociology

HMSO 1975
Hargreaves, D.M.
HMSO 1975
New Ed.Routledge '75
Heron, J.
Brit.Postgrad.
HMSO 1975
Med.Federation 1977
Honey, P
Personnel Mang.
Lacey, C
Man.Un.Press 1976
McLeish, J

HMSO 1975
Matheson, W
Open University
&
Morrison, A
Open University
&
McIntyre, D
Open University
(eds)
Mill, T.M.
Open University
Miller, D.
Open University
Milson, F
Open University
Mitchell, J.J.

Open University

Open University

Open University

Open University

Open University

Pride, J.B.
Open University
Holmes J (ed)
Open University
Smith,P.B. (ed)
Open University
Stacey, B.
Open University
Stubbs, M &
Open University
Delamont S (ed)
The Open University
Thelen, H.A.

Open University

Taylor, G &
Open University
Ayers, N.
Open University
Venables, E
Open University
Venables, E.
Open University
Weir, D &
Open University
Nolan,F

Worsley,P

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Penguin, 1972
Penguin, 1970
Methuen, 1976

Wiley, 1976
Phoenix Books,
Univ. of Chicago
Press, 1954

Longmans 1969
Faber 1967
Faber 1974
Scottish Council
for Research in Ed
1977
Penguin, 1970
VALUES AND THE CURRICULUM

Contact Hours: 18.
9 Lectures totalling approximately 11 hours plus 7 hours of tutorial time.

Philosophical Perspectives (Elective 1)

Aims

The aims of the course are to examine presuppositions made in conflicting proposals about what shall be done in the curriculum and in conflicting evaluations of what constitutes valuable educational practice. For example, different sides of warring educational factions (whether in the educational press, in staff meetings, or curriculum planning sessions) accuse each other of indoctrinating, brainwashing, restricting freedom, treating students unethically, and so on. As a result of this unit the student should become aware of the precise nature of the fundamental presuppositions of some of these influential factions, and be able to detect whether concepts which guide practice ('education,' 'training,' 'ideology,' 'indoctrination,' etc) are being used clearly and consistently by individual advocates of curricular proposals.

The course is offered in the belief that a great amount of bad practice has resulted from the failure of individual teachers to analyse educational concepts and their own fundamental presuppositions clearly or to apply these consistently. We hope that the student's own practice will be improved by attention to this particular aspect of why we fail as teachers.

Content

An appropriate selection of content from the areas described below will be made to meet the particular needs of various groups of students.

1. Educational Training

A consideration of the concepts of 'education,' 'training,' 'learning' and 'conditioning.' A critique of behaviourism as capable of defining exhaustively educational objectives. The relationships between vocational courses and educational aims in the context of the developing patterns of the curriculum for 16 - 19 year olds.

2. Liberal Studies/General Studies in the F.E. and Sixth-Form College

The distinction between indoctrination and teaching. Plato's attack on applied knowledge. An exposition of four fallacies committed by Plato and found in contemporary thinking about the curriculum.

3. Knowledge and the Curriculum

Empiricist, pragmatist, and utilitarian approaches to knowledge; scientific as opposed to other kinds of knowledge. An examination of what constitutes 'technical' knowledge. An examination of the kinds of knowledge/disciplines of inquiry exhibited in the graduate student's first degree and its value in the education of the 16 - 19 year old.
4. Hirst's Theory of the Forms of Knowledge and the Curriculum

The claims of the 'forms' of knowledge to constitute the 'objective' foundations of the curriculum in contemporary society.
Liberal education and the 'consensus' curriculum.
The de-schoolers as critics of liberal education.
The Hegelian dialectic and some proposals for curriculum integration.
Definitions of ideology and the place of political and religious studies in the curriculum.

5. Further Education, the Sixth-Form College, and Values

Implications of values and their justification. Utilitarian and transcendental strategies for curriculum justification.
Democracy, technology, and educational change.
Positive and negative concepts of freedom in student-centred educational theory.
The role of 'authority' in education.

Methods of Teaching

Lectures and tutorials. In consultation with the tutor responsible for the unit students may elect to attend tutorials only.

Method of Assessment

Assessment will be based on an essay to be completed on the campus within one day. Access to the library and the students' own notes will be permitted.

Bibliography

Essential Reading


Rent, A Philosophical Foundations for the Curriculum Allen & Unwin 1978

Students will be advised which of these books will be appropriate to the work of the particular tutorial group they are to join.

Further Required Reading

See page 21.
Further Required Reading (To be selected from the following in accordance with the needs of particular tutorial groups).

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<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
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<tr>
<td>Arrow, R.</td>
<td>Commonsense and the Curriculum</td>
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<td>Whist, P.</td>
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<td>Kerspers, J.</td>
<td>An Introduction to Philosophical Analysis</td>
<td>Routledge 1967</td>
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<td>Peters, R.S. (ed)</td>
<td>Ethics and Education</td>
<td>Allen &amp; Unwin 1966</td>
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<td>Cheffler, I.</td>
<td>The Language of Education</td>
<td>Thomas, 1960</td>
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<tr>
<td>Hite, J.</td>
<td>Towards a Compulsory Curriculum</td>
<td>Routledge, 1973</td>
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</table>
VALUES AND THE CURRICULUM (CONT'D)

Sociological Perspectives (Elective 2)

Contact Hours: 18. eight 1-hour lectures and 10 hours group tutorials.

Aims

The course seeks to examine the extent to which a society's educational provision derives from considerations of socio-economic and political nature, and to show how the formal structures, pedagogical practices and curriculum content of a given educational apparatus is responsive to such factors. The role of education in a number of contrasting social contexts will be examined and the place of vocational education especially scrutinised with the aim of affording students a broadened awareness of their own educational system and a heightened capacity to make informed judgements about their individual tasks within it. The course will, by exposing students to some introductory critical analysis of education as a constituent element of ideology, seek to establish a perspective against which their own practice may be evaluated as only one of a set of possible alternatives. There will be an attempt to assess the extent to which education within an advanced industrial society can be regarded as a pivot for effecting wider social change and the implications of such a pre-supposition for vocational training.

Content

1. Educational development in advanced societies

A discussion of factors held to be common among industrial societies and hence to promote substantial similarities beneath apparent differences.

2. A Discussion of the determining effects of political philosophy

The case examined for free enterprise/market forces economies. The extent to which education accommodates the needs of private enterprise in selected cases.

3. Education under socialism

The marxist perspective (a) as derived from basic texts: the role of ideology in Marx and Engels: education as a superstructural element: (b) as exemplified in selected cases e.g. the Soviet Union.

4. Developing societies

Contrasting evaluations of imperialism: neo-colonial tutelage and the concept of foreign aid: opportunities made available to Third World migrants in terms of (a) the host nation's labour needs and (b) educational provision for overseas students.

Methods of Teaching

Students will study the course by attendance at formal lectures. Each lecture will be followed by the distribution of a focus paper which builds upon the lecture topic. A structured discussion will follow perusal of the focus papers.
Method of Assessment

Assessment will be by means of a question paper of 3 hours duration (two questions to be attempted). The paper will be unseen. No other materials may be brought to the examination.

Essential Reading

(a) Each follow-up focus paper will contain further reading for the topic at issue;
(b) Students will additionally be expected to read appropriate chapters of the following books:

Bohning, W.R. Basic aspects of immigration and return migration in W.Europe ILO 1975
Bowles, S & Gintis, H. Schooling in Capitalist America RKP 1976
Dow, J.C.R. The Management of the British Economy CUP 1971
Elliott, M. Soviet Planning Today Heath 1972
Kerr, C et al Industrialism and Industrial Man Heath 1972
Young, M & Whitty, G Society, State and Schooling Palmer 1977

Additional Reading

Ablin, F. Contemporary Soviet Education IASP 1969
Ellman, M Economic Reform in the Soviet Union PEP 1969
Florence, P.S. The Logic of British & American Industry RKP 1970
Hcbsbawm, E.J. Industry and Empire Penguin 1969
Hoselitz & More (eds) Industrialisation & Society Unesco 1970
Johnson, C (ed) Change in Communist Systems Stanford 1970
Krejci, J Social Structure in divided Germany Croom Helm 1976
Lavigne, M. The Socialist Economies of the Soviet Union and Europe Robertson 1974
Marshall, A The Import of Labour Rotterdam 1973
Nove, A. The Soviet Economy Penguin 1975
Sklair, L. Organised Knowledge Paladin 1973
6. THE EDUCATIONAL SYSTEM

Contact Hours: 18, nine lectures totalling 11 hours plus 7 hours for tutorial purposes.

Aims

The aims of the course will include:

- an understanding of the pressures on the system, producing (and inhibiting) change. Reference will be made to the impact, in general terms, of historical, socio-political, economic and philosophical factors;
- an awareness of the agencies of control in education as they affect professional activity;
- identification of the means of influencing change (particularly in regard to recent developments);
- an appreciation of recent developments in the structure of courses and forms of educational provision (including an awareness of the relevant issues).

Content

The course will be based on the organisation of education in England and Wales, including a study of current problems. (It is not anticipated that all of the topics listed below will be covered but that a selection will be made in accordance with needs of particular groups of students).

1. The Control of Education

The evolution of the educational system; a tradition based on

(a) diversity of provision;
(b) local control.

The relationship between the D.E.S. and L.E.A.s

(a) the notion of 'partnership';
(b) the growth of central control;
(c) the role of H.M. Inspectorate;
(d) the finance of education

The legislative framework: - the Education Act 1944, together with a survey of subsequent legislation, D.E.S. circulars, and White Papers.

The structure of further education: - regional advisory councils; hierarchy of colleges (including the polytechnics); C.H.A.A.; the relationship with industry and the Training Services Agency.

2. The Growth of Participation in College Government

The Education (No.2) Act, 1968 and Circular 7/70.
Implications for the role of the Principal.
The implications for participation of the policies of the Technician and Business Education Councils.
The position of the L.E.A.s - the 'autonomy - accountability' conflict (to include reference to the Robbins (1963) and Weaver (1966) Reports).
The role of the professional associations.
The increased emphasis on community involvement.

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3. Factors Affecting the Structure of Courses

Modes of attendance - evening classes and the growth of other patterns of attendance (economic factors; the effect of the Industrial Training Act, 1964 and subsequent developments).

The classification, selection and assessment of students - the development of technician education (Haslegrave Report, TEC, BEC); the role and composition of examining bodies.

The non-vocational element in technical education.

The significance for further education of developments in the schools: R.O.S.L.A.; comprehensive education; 'link'/work experience courses.

4. The Structure of Educational Provision of the 16 - 19 age range

The 'tertiary' and 'community' college concepts:

(a) The socio-political, economic and educational arguments;
(b) The problem of rationalisation of provision in relation to the separate traditions of the schools and further education, formalised by the Education Act, 1944.

5. Contemporary issues in primary and secondary education

Examples of topics which will be considered are:

Comprehensive education; parental involvement; independent education.

Method of Teaching

Lectures and tutorials. In consultation with the tutor responsible for the unit students may elect to attend tutorials only.

Method of Assessment

Assessment will be based on an essay to be completed on the campus within one day. Access to the library and the students' own notes will be permitted.
Bibliography

Essential Reading

Bristow, A.
Burgess, T.
Cantor & Roberts
Dent, H.C.

King, R.
Kogan & Van der Eyken
Pratt Burgess etc.

Inside the Colleges of Further Education
A Guide to English Schools (3rd ed)
Further Education in England & Wales (2nd ed)
Education in England & Wales
School & College
County Hall
Your Local Education

Further Reading

Baron & Howell
Birley, D
Bratchell, D.F.

Business Education Council
Children and Their Primary Schools
Clegg, A.B.

D.E.S. McGrath, E.J.

Moore, B.M.
Midwinter, E.
Ross, Bunton, etc.

Venables, E.
Venables, E.

Technician Education Council Policy Statement.
Perry, P.J.C.
Fowler G etc.
(eds)

Robinson, E.E.

The Government & Management of Schools
The Education Officer & His World
The Aims and Organisation of Further Education
First Policy Statement, 1976
(Plowden Report) 1967
The Changing Primary School
A New Partnership for Our Schools (Taylor Report) 1977
Should Students Share the Power?
Block or Day Release?
Priority Education
A Critical Appraisal of Comprehensive Education.
The Young Worker at College
Apprentices out of their time
The evolution of British Manpower Policy
Decision-making in British Education
The new Polytechnics

HMSO
Penguin, 1972
Routledge, 1972
Hodder & Stoughton 1971
Routledge, 1976
Penguin, 1973
Penguin, 1973
Athlone, 1974
Routledge, 1970
Pergamon, 1968
Chatto & Widnus, 1972
N.F.E.R. 1969
Penguin, 1972
N.F.E.R. 1972
Faber, 1967
Faber, 1974
June, 1974
BACIE 1976
Heinemann/Open University Press 1973
Penguin 1968
7. GRADUATE TEACHING STUDIES ASSIGNMENT

The assignment is intended to make a vital integrative and synoptic contribution to the course. Its design requires students to draw together as many aspects as possible of their work on the principles and practice of education and their practical teaching experience.

Assignment topics will arise directly from the students' practical teaching experience in educational institutions (usually Colleges of Further Education) while pursuing the Graduate Certificate course. During the first placement period students will be encouraged by tutorial staff to focus on a number of significant factors apparent in the practical teaching situation, and to make observations which will be helpful in identifying a topic to be chosen as the central issue of the Assignment. By the end of the first teaching placement the student will: (a) have been helped to identify the topic he wishes to study or at least the general line he wishes to pursue, and (b) be ready to submit plans for approval by the appropriate tutorial staff. During the period falling between practical teaching placements students will be assisted in progressing their Graduate Teaching Studies Assignment (a) by means of relevant aspects of the taught units and (b) by the provision, whenever possible, of individual tutorials. During the second practical teaching placement further information and data will be gathered under the guidance of visiting tutorial staff. A substantial period of time following the second placement will be allocated for the writing up and final presentation of the Graduate Teaching Studies Assignment.

It is expected that the length of an assignment will be 6,000 - 8,000 words. The structure of the Graduate Teaching Studies Assignment should make clear the precise nature of the topic at issue; it should show adequate reading and such a measure of critical analysis as is appropriate to the subject; the conclusion should reflect the student's evaluation of the topic in the light of his practical experience no less than his associated enquiries. The final form of the Graduate Teaching Studies Assignment should be of an acceptable academic standard with references, footnotes and bibliography.

8. PRACTICAL TEACHING EXPERIENCE

Students undertake two periods of practical teaching experience in appropriate departments of Colleges of Further Education or Polytechnics. The first of these periods is usually of five weeks duration and occurs during the first term. The second is usually of six weeks duration and occurs during the second term. The equivalent of an additional week is allocated for visits to various educational institutions in order to undertake practical teaching assignments.

All these arrangements are based upon close co-operation with F.E.Colleges and in particular with the growing number of Professional Tutors.

The overall aims of practical teaching experience are to enable students to:

- acquire experience of teaching their own specialisms;
- try out professional skills and techniques;
- discover by observation differences in abilities, interests and attitudes of those taught;
- involve themselves in working relationships with F.E.College staffs;
- acquire first-hand experience of the structure and organisation of F.E.Colleges.
Students are not expected to take on the duties of full-time members of College staff but more usually work a half timetable. They are encouraged to appraise their own strong and weak points, to ask tutors for help when necessary and generally to look upon tutors as counsellors rather more than assessors. Furthermore, students are encouraged to work co-operatively in small teams (wherever possible) and to learn from each other. Students are normally visited on a minimum of four occasions. During practical teaching placement information is gathered which is subsequently used in the preparation of the Graduate Teaching Studies Assignment.

Method of Assessment

Teaching effectiveness is assessed by visiting tutors and is recorded on a Pass/Fail basis. A sample of students is visited and assessed by a panel of External Assessors who are appointed by the Polytechnic and who report to the Examinations Board.

9. SUPPORTING STUDIES

The purpose of the supporting studies programme is to enable students to select for study topics which they have perceived to be relevant to their own particular professional needs.

Some students find that their previous studies have not covered certain areas which now appear to be important from the point of view of future teaching needs. This might be because the studies were taken some years ago; thus a student might lack a satisfactory knowledge of 'modern mathematics' and welcome the opportunity to take a supporting study in this subject. Or it might be because electives were taken in previous courses at the expense of some others which are now perceived to be important to the prospective teacher; thus some science graduates might feel that they need to have more opportunity to study the nature of scientific thought before embarking on a teaching career.

Some students possess experience and skills additional to their subject-matter expertise which are likely to prove useful in their teaching careers and they therefore need to begin to develop these within educational contexts. Thus supporting studies are useful in such fields as (i) the organisation of outdoor activities in Further Education, or (2) the work of the Youth Service.

Some students become aware of the need to develop further their own interpersonal skills or to overcome difficulties which might pose problems in their development as prospective teachers. Thus, for example, they may need to take supporting studies involving speech training and/or drama.

Three consecutive groups of supporting studies will be offered, but students may elect to pursue one study throughout the time available. Alternatively, a student may devise and submit for approval his own personal supporting study or studies in which case approval will depend upon the relevance of the proposals to his professional needs and upon the availability of suitably qualified staff to supervise the study or studies.

Assessment will be based upon three assignments. These will be graded on a Pass/Fail basis.
**COURSE STRUCTURE**

**Graduate Certificate in Education**

Course Structure A - Science and Technology (Revised)

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### Graduate Certificate in Education

#### Structure

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**EASTER VACATION**

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**SPRING BANK VACATION**

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Graduate Certificate in Education

Time Allocation - Course Structure A (Science and Technology)

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<td>Specialist Teaching Studies</td>
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<td>Individual Differences and the Educational Process</td>
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Half days represents 46% of total hours or approximately 14 contact hours per week.
Graduate Certificate in Education

Time Allocation – Course Structure B (Business and General Subjects)

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<tr>
<td>Individual Differences and the Educational Process</td>
<td>7*</td>
<td>18</td>
<td>( \frac{3}{4} )</td>
</tr>
<tr>
<td>Social Groups and the Educational Process</td>
<td>7*</td>
<td>18</td>
<td>3</td>
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<tr>
<td>Values and the Curriculum</td>
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<td>Other Elective 1</td>
<td>7*</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Elective 2</td>
<td>7*</td>
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<td></td>
</tr>
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<td>The Educational System</td>
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<td></td>
<td></td>
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<td>254* max</td>
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<tr>
<td>Graduate Teaching Studies Assignment</td>
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<td>Reporting Studies</td>
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<td>18 (average)</td>
<td>P/F</td>
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</table>

half days represents 46% of total hours or approximately 14 contact hours per week.
THE POLYTECHNIC; HUDDERSFIELD

Form P.T. 3

Annexe 1

Practical Teaching Group Tutor

Ails for information of the Principal of the Practical Teaching College

<table>
<thead>
<tr>
<th>'S NAME:</th>
<th>AGE:</th>
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<table>
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<tr>
<th>EDUCATIONS</th>
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<th>Period from to</th>
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<td>Job title/nature of experience</td>
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<th>Period from to</th>
<th>Part-time/ full-time</th>
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</table>

| STATEMENTS ON THE NATURE OF TEACHING EXPERIENCE SOUGHT AT THE PRACTICAL TEACHING COLLEGE |

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A form to be completed in TRIPLICATE by each student.
These notes have been developed to provide general guidance and topics for discussion for all Certificate in Education Pre-Service course students during their Practical Teaching periods. If you are required to carry out any specific assignment or exercises you will receive direct instructions from your course tutor (eg. Graduate Certificate assignment).

1. REPORTING TO YOUR COLLEGE

All students attending the same college should meet on the first morning of practical teaching at 9.00 a.m. in the main entrance of the practical teaching college.

When assembled one student to inform the general enquiry office/Principal's Secretary that they are available and to ask whether the Principal wishes to see them. Students to proceed to departments according to the instructions received.

2. ADMINISTRATION

During the period of practical teaching students are directly under the control of the Principal or Head of Department of their college of F.E. and must conform with all the college of F.E. regulations for college teaching staff.

Students attend the practising college full-time, five days a week, during the normal college hours. Permission to modify hours of attendance must be sought from the Principal or Head of Department but students are normally required to be in the practising college no less than two full sessions in each day of the week.

Unavoidable absences to be reported to the Principal of the practising college and to the general office at Holly Bank Campus by telephone with the minimum delay. When advising absences also give the name of your tutor and specialist group.

Two copies of teaching time-tables should be forwarded in the envelope provided to arrive not later than Friday of the first week of the practical teaching period. If the time-table is the same as on the previous week there is no need to forward a fresh one. Only modifications need to be notified. Students may wish to indicate on their time-table particular lessons they wish their visiting tutor to attend.

If leave of absence is required approval must be from the Principal or Head of Department of the practising college. When approval has been obtained general office at Holly Bank Campus should be informed.
3. MAKING EFFECTIVE USE OF PRACTICAL TEACHING EXPERIENCE

Students should maintain a separate notebook or loose-leaf file on practical teaching. It should contain the following kind of information which you can obtain by observation, reading and informal discussion:

Name of college.

The area which it serves and the nature of the industry and business within the area.

Brief notes on the background history of the college.

The organisation of the college administration in so far as it impinges on the teaching staff. Similarly for laboratory technicians and clerical staff.

The students school background, age ranges, the method of allocation to courses and to classes. Use made of school records, consultations with previous teachers, tests, any kind of induction course and guidance of any kind.

The course provided in a specialist department with the age ranges in classes and any information about ability and attainment ranges in the different classes and courses. Nature of the records kept for each student and the uses made of them for progressing or guiding tutorial work.

The liaison between the college and schools, local industry, teachers in other colleges, schools, with teachers in other departments in the college, the local social services, youth employment, careers masters and schools personnel and training departments in local industry.

The College Library and/or resource centre. The range of text books used for each course and for the particular classes with which you are employed. The range of reference books available to students. The use made of trade and technical journals.

Sketches and descriptions on teachers points of view about the various kinds of teaching aids which are used in the courses with which you are concerned e.g. charts, models, strips.

Points of view about the television and radio programmes.

Points of view about teaching machines and programmed learning.

Any facilities for making teaching aids.

Functions of the Academic, Faculty Boards and/or Boards of Studies.
4. POINTS FOR DISCUSSION WITH DIFFERENT TEACHERS

Intelligence ranges in different courses and classes.

Points of view about personal factors and social factors. How they are taken into account in relation to the college organisation.

Techniques of education guidance within the college.

The organisation of selection and allocation to different courses and classes.

The organisation of tutorial work for this purpose.

Teachers points of view on methods of obtaining class co-operation and active learning at different levels in technical education.

The place of streaming and setting in Further Education courses.

Methods of progressing students and co-ordinating the scheme of study.

Nature of students learning difficulties; methods of diagnosing them and any remedial techniques used.

Points of view about aptitude testing. Liaison with industrial training and college courses.

The co-ordination of studies between teachers taking different subjects.

Development and introduction of TEC and BEC courses.

5. GENERAL OBSERVATIONS

Whether you are a building, commerce, engineering or other specialist student teacher, try to arrange visits to laboratories, workshops, libraries and classrooms in order to study the kinds of layout, different ways of equipping rooms, the organisation of, and use, the method of storage used in different situations. Methods of keeping records, and uses made of them. The modification to teaching method in relation to room, equipment, student records and the views of students.

6. METHOD

Make short notes of the teaching methods that you are observing under the following kind of headings:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Projects</th>
<th>Lessons</th>
<th>Discussion</th>
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<tr>
<td>Assignments</td>
<td>Private Study</td>
<td>Library Study</td>
<td>Case Studies</td>
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<tr>
<td>Any formal methods</td>
<td>Any informal methods</td>
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</table>
7. **YOUR OWN LESSON**

Self analysis of a lesson you have given is a useful and a constructive exercise to undertake. It enables you to evaluate each part or element of the lesson and to assess its effectiveness.

Each day list the questions you would have asked a college tutor had one been immediately available or had you been in a college discussion group. List the kind of difficulties which you have encountered in taking classes. List what you have learned today that you did not know yesterday about students, teaching methods, organisation. Note down any ideas which may have come to you during the day.

Make notes for your own personal use on students whom you consider to be interesting in any kind of way. Similarly for students you would regard as problem students. Do not distribute questionnaires to your students without prior approval of your tutor and the Principal.

8. **GENERAL POINTS**

Try to discuss with teachers - syllabuses, schemes of work, methods of preparing lessons, how books are selected and recommended. How far teachers and classes use libraries. The use made of laboratories and workshops and how they are co-ordinated with the theory subjects.

The visits made by students, visiting speakers, the nature of the homework, tests, examinations which are set to different classes and the results of any work done. Methods of dealing with subjects in relation to the ages of students, the size of classes and the particular needs of students.

Views on block release and sandwich courses, part-time courses and short courses on specialist subjects.

October 1981
THE POLYTECHNIC HUDDERSFIELD  
HOLLY BANK ROAD CAMPUS  

PRACTICAL TEACHING REPORT

<table>
<thead>
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**TABLE 4**  **TOTAL - 132**
APPENDIX 41
11. UNIT 2 : SPECIALIST TEACHING STUDIES (176 hours)

11.1 This unit is seen to be of great significance to the course. It is a development of the work undertaken in Unit 1 and the experience gained during the first teaching practice. It recognises and explores the uniqueness of the teaching/learning process at the various levels in the differing specialist disciplines, and attempts to reconcile the variables which impinge on those processes in order to provide a basis for the selection of optimal teaching strategies.

11.2 Students will be grouped according to broad teaching subject specialisms as follows: Business Education, Construction, Engineering, Food/fashion, and related studies, Nursing, Para-medical and Science-related subjects, and Office Education. Within these groups, differing emphasis will be placed upon the core elements of the Specialist Teaching Studies unit according to the needs of course members in the various subject specialisms. For example, in Engineering the sub-specialisms of electrical, mechanical, motor vehicle, production, fabrication and welding engineering and others occur. Within each sub-specialism there exist many other specialist areas. For example in Electrical Engineering there exist heavy current, light current, installation and electronics. A further cause of the need for differing emphases arises from the many levels at which subjects may be taught eg: link, operative, craft, technician, technologist levels. There will need to be a small degree of flexibility in allowing students to change groups in the light of teaching practice experience and consultation with the personal tutor or Course Leader.

11.3 The methods of teaching and individualised nature of the assignments reflect an awareness of these needs, hence the adoption of a flexible and individualised tutorial system supported by the specialised human and physical resources of the college.

11.4 Aims

(Relationships with main course aims shown in brackets see p.5)

The unit is designed to:

(a) consider the application of educational principles in the teaching of course members' specialisms; (1,2,5)

(b) extend the range of learning aids, activities and teaching methods relevant to the teaching of the specialisms; (2,3,6)

(c) review literature relevant to the teaching of particular subjects, courses and methods of teaching; (1,2)

(d) introduce course members to techniques of evaluation by teachers and external bodies in their subject specialisms, and (2,6)

(e) identify and appreciate the needs of particular groups of students whom course members might teach (5).

11.5 Content

(i) A common core of essential studies will include the following

Curricula, syllabuses, schemes of work, lesson planning.

The identification and analysis of the structure of learning including key concepts, principles and problem areas within the specialist disciplines, and the development of methods and aids to promote their learning by differing individuals (eg algorithms, schematic models, learning systems).
Evaluation of learning: methods of assessment, marking and grading schemes and basic statistical techniques.

A review of examiners' reports, conference publications, FE research findings, journal articles relating to the teaching of specialist subjects.

Communication (verbal/non-verbal) and interaction in the teaching/learning situation.

Application and evaluation of established and changing resources for teaching specialisms, including the simple computer/micro processor.

Provision for teaching of multi-cultural students in FE.

Provision for teaching of disadvantaged students in FE.

Resource based and individualised approaches to learning, e.g. programmed learning, learning packages.

Practical, project and assignment work.

Role playing, gaming, case studies and simulation.

Discussion and analysis of problems arising from practical teaching experience.

Review and evaluation of relevant curriculum projects.

The appraisal, selection and use of textbooks, films and reference material.

(ii) Themes will be selected from the following, according to the specialist needs of groups:

Analysis, synthesis and acquisition of skills, including demonstration techniques.

Further development of formal and informal specialist teaching methods.

Use of specialist teaching media and resources.
11.6 Methods of Teaching

By lectures, seminars and tutorials. Production by individuals and specialist groups of learning materials, teaching schemes and assessment procedures. Video recordings and micro-teaching techniques. Role-play, case studies, simulation and games, educational visits, visiting speakers.

11.7 Methods of Assessment

(Relationship with unit aims shown in brackets).

Continuous assessment of materials produced for the Specialist Teaching Studies file which must include:

**Prescribed elements**

1. The preparation of a teaching scheme or a related section (a,c,e,).
2. The production of a learning aid designed to realise specified student learning objectives (a,b,c).
3. The production of a method of evaluating student achievement (a,d).
4. Planning and preparation of an appropriate student project or assignment (a,b,e).
5. A review and appraisal of at least one teaching strategy relevant to the specialism and the target population (a,c,e).

**Elective elements**

The prescribed elements, equally weighted, will represent 75% of the assessed work for this unit. The remaining 25% will be awarded for work undertaken according to individual student needs and directly related to the teaching of an appropriate specialism. The elective element will be agreed between tutor and course member.

Assessment will be on a 5 point literal scale and a single final grade will be computed for the unit. Students may be permitted to re-submit work which has not reached a satisfactory standard. Re-submitted work shall not normally be graded higher than 'D'. Assignments which are handed in for assessment after a clearly notified deadline may, in the absence of extenuating circumstances, be rejected by the responsible tutor and 'E' grade entered in the records.

11.8 Bibliography

**Essential Texts**

Curzon L B. Teaching in Further Education and ed. Cassell 1980

Gronlund N E. Stating Objectives for Classroom Instruction 2nd ed. Collier-MacMillan 1978

Recommended Texts
(Selected readings from the following)


Buzan T. Use Your Head, BBC 1974

City and Guilds of London Institute. Manual on Objective Testing 2nd ed. CGLI 1977

Further Education Staff College. Schools and Colleges 16-19: the education of the less able, FESC 1974, (Reports Vol.7, No.10)

Community Relations Commission. A Second Chance: Further Education in multi-racial areas. CRC 1976


Education and Science, Department of. Meeting Special Educational Needs. HMSO 1978

Further Education Curriculum Review and Development Unit. A Basis for Choice. FEU 1979

Further Education Curriculum Review and Development Unit. ABC in Action. FEU 1981

Gibbs G. Teaching Students to Learn. Open University 1981


Hudson B. Assessment Techniques. Methuen 1973


Lovell R B. Adult Learning. Croom Helm 1980


Mager R F. Preparing Instructional Objectives; 2nd ed, Palo Alto California, Fearon Publishers 1962

Manpower Services Commission. Young People and Work. HMSO 1977 (Holland Report)

Niblett R. Educating the Failures: the Further Education College and Special Provision for the disadvantaged student. Coombe Lodge 1978

Rogers J. Adults in Education 2nd ed. BBC 1978

Rogers J. Adults Learning 2nd ed. Open University Press 1978

Seymour W O. Skills Analysis Training. Pitman 1968

Singer R N. Motor Learning and Human Performance 2nd ed. Collier Macmillan 1975

Stenhouse L. An Introduction to Curriculum Research and Development Heinemann 1975

Schools Council. 16-19 Growth and Response I. Curricular bases. Evans/Methuen 1972 (Working paper No.45)

Taylor L C. Resources for Learning 2nd ed. Penguin 1972

Taylor J & Walford R. Learning and the Simulation Game. Open University Press 1978

Tipton B F A. Conflict and Change in a Technical College. Hutchinson 1973


Ward C. Designing a Scheme of Assessment. S Thornes 1980

Wiseman S & Pigeon D. Curriculum Evaluation. NFER 1970

12. **UNIT 3 : EDUCATION STUDIES** (96 hours)

12.1 This part of the course is designed to provide a theoretical framework which will support the teaching studies and practical teaching. It builds upon some of the work begun in the Basic Teaching Studies unit. Its broad aim is to inform the decision making processes which are a fundamental part of the Specialist Teaching Studies unit by drawing on concepts from the fields of psychology, sociology, philosophy and educational administration. At the same time, it should provide the student teacher with a basic frame of reference from which to approach the literature of educational research as well as a basis for any future studies.

12.1.1 The decision to timetable this part of the course separately from the Specialist Teaching Studies unit was not taken lightly. The importance of the integration of theory and practice has been a guiding principle in the selection of the course content. Nevertheless it is felt that advantages in terms of cognitive coherence for the student, exposure to specialist staff, and the possibility of significant omissions were concepts left to 'emerge' from the Specialist Teaching Studies programme, outweigh alternative strategies. The Education Studies will therefore be taught concurrently with Specialist Teaching Studies. Integration with other parts of the course will be achieved by emphasising the relevance of the units' content to other parts of the course and to the students' own teaching practice, and by requiring links to be made by the student in assigned work both in Education Studies and Specialist Teaching Studies. It is intended that specialist Education Studies tutors will take an appropriate share in the supervision of students' practical teaching, and will work closely with their Specialist Teaching Studies colleagues throughout the course.

12.1.2 The Education Studies unit will consist of four elements which are given equal weighting, as follows:

- **Section 1** : Individual Differences and the Educational Process
- **Section 2** : Social Groups and the Educational Process
- **Section 3** : The Educational System
- **Section 4** : Values and the Curriculum

The aims and contents of each section are described individually below, though it is important that they should be seen as four parts of one unit. Integration between the four sections will be achieved by means of a close co-operation between the specialist tutors concerned and by programming 3 of the four sections on one day in the week. In particular, Section 4 will be used to serve an integrative function. Students' work in the four sections will be assessed either by means of separate assignments or tests or through assignments which combine aspects of more than one section, (see p.35) though a single final grade will be computed for the Education Studies Unit.
12.2 Section 1: Individual Differences and the Educational Process

Contact hours: 24

12.2.1 Aims

(See main course aims 1, 4, 5)

The section is designed to:

(a) enable course members to identify and respond to the individual needs and problems of their own students through an understanding of the psychology of individual differences

(b) relate the understanding of individual differences to work undertaken in the Specialist Teaching Studies Unit and during teaching practice.

12.2.2 Content

Sources of individual differences - the interaction between heredity and the environment.

Intellectual development during adolescence and in adult life. Contemporary models of intelligence and human abilities.


Individual differences in cognitive style and preferred learning strategies.

Learning styles and teaching styles

Intrinsic and extrinsic influences on motivation. Individual differences in achievement motivation.

Language and concept learning. Thinking and problem solving.

Individual differences in attitudes. Attitudes and learning. Attitude formation and change

Individual handicaps and barriers to learning.

Adults as learners.

12.2.3 Bibliography

Essential Text


Recommended Texts (Selected readings from the following)


Greene J. Thinking and Language. Methuen 1975

Kirby R & Radford J. Individual Differences. Methuen 1976
Lovell R B. Adult Learning. Croom Helm 1980


12.3 Section 2: Social Groups and the Educational Process

Contact hours: 24

12.3.1 Aims
(See main course aims 1, 3, 4, 5, 6)

This section is designed to:

(a) enable course members to become sensitive to, and to respond to, influences of a general social origin as these manifest themselves in the teaching context

(b) give course members understanding and skill in managing the dynamics of classroom groups in order to facilitate more effective learning

(c) provide course members with some fundamental ideas from sociology, linguistics and social psychology, so that they will have a basis for more advanced work in these areas as their careers develop.

12.3.2 Content

The following outline indicates the boundaries within which the course will operate. Specific content and reading will be selected according to the needs of particular groups, though aspects of all three areas will always be taught, and the three areas will be taught in an integrated way. The work will be largely based around a case-study, problem-solving approach, from which the course members will be encouraged to work out personal theoretical positions that will relate to and inform their practice.

(i) Language and Education: communicative competence; language variation; language and the construction of social reality; language and social control. Language and social and mental processes.

(ii) The Dynamics of the Classroom: Socialisation - interactive processes and the development of the self-concept, role learning and social expectations, social skill learning; group dynamics - group interaction analysis, formal leadership, dominance hierarchies, interaction sets; transactional analysis.

(iii) Education and Social Order: inequalities of educational achievement and provision - social class factors, factors related to gender, factors related to race; education and economic/technological change; culture and multi-racial/social class/gender issues.
12.3.3 Bibliography

Recommended Texts (Selected readings from the following)

Barnes D. From Communication to Curriculum. Penguin 1976


Delamont S. Interaction in the Classroom. Methuen 1976


Hargreaves D. Interpersonal Relations and Education. Routledge 1972

Stubbs M. Language, schools and classrooms. Methuen 1976

Tyler W. The Sociology of Educational Inequality. Methuen 1977

Whitty G and Young M. Explorations in the Politics of School Knowledge. Nafferton Books 1976
12.4 Section 3 : The Educational System

Contact hours : 24

12.4.1 Aims

(See main course aims 1, 4, 5)

The section is designed to:

(a) develop an understanding of the pressures on the educational system, producing (and inhibiting) change;

(b) develop an awareness of the agencies of control in education as they affect professional activity,

(c) identify the means of influencing change in education, and

(d) enable course members to identify and respond to recent developments in the structure of courses and forms of educational provision with particular reference to education at 16 plus.

12.4.2 Content

The course will be based on the organisation of education in England and Wales, giving particular attention to the FE sector. The following topics will be studied:


The growth of participation in college government. Implications for participation of the policies of the Technician and Business Education Councils. The position of the LEA's and Professional Associations. Factors affecting structure of courses. Modes of attendance.

Classification, selection and assessment of students. Technician education. Examining bodies.

The structure of educational provision of the 16-19 age range. 'Tertiary' and 'Community' college concepts. The impact of the Manpower Services Commission on FE. The emergence of a concept of continuing education.

Aspects of primary and secondary education may also be included, depending on the needs and interests of particular groups:

Contemporary issues in primary and secondary education : eg comprehensive education, link/work experience courses, parental involvement.
12.4.3 Bibliography

Essential Texts

Cantor L M & Roberts I F. Further Education Today : A Critical Review. RKP 1979


Mann J F. Education. Pitman 1979

Recommended Texts (Selected readings from the following)

Dean et al. The Sixth Form and Its Alternatives. NFER 1979


King R. School and College. RKP 1976


Section 4: Values and the Curriculum

Contact hours: 24

12.5.1 Aims

(See main course aims 1, 4, 6)

The section is designed to:

(a) Analyse in some depth certain key educational concepts

(b) Enable course members to identify and examine their own assumptions concerning the educational task

(c) Encourage the working-out of a reasoned value position, and its consistent application.

12.5.2 Content

The distinction between philosophical and empirical issues. How philosophical issues arise in most disciplines, conspicuously in education.

Analysis of the concept of 'education'. The relation between instrumental, societal and normative aims in education.

Examination of further concepts, e.g., 'training', 'learning', 'teaching', 'conditioning', 'drill'. Educational aims and vocational courses.

A critique of 'behavioural objectives'.

The person and society: 'socialisation', 'indoctrination' and 'freedom'.

Knowledge and the curriculum. Student and subject-centred approaches. Liberal and technical education. Forms of knowledge.

Values, moral and aesthetic: how can they be justified? Aims for education of various philosophers, e.g. Plato, Rousseau. Education, the Good Society and the Good Life.

Moral education

12.5.3 Bibliography

Essential Text

Hirst P H & Peters R S. The Logic of Education. Routledge 1970

Recommended Texts  (Selected readings from the following)

Emmett E R. Learning to Philosophise. Penguin 1964

Lloyd D T. Philosophy and the teacher. Routledge 1976

Peters R S (ed). The Concept of Education. RKP 1967

Peters R S. Education and the Education of Teachers. Routledge 1977

Peters R S. (ed) The Philosophy of Education. OUP 1973

12.6 Methods of Teaching Education Studies

Unit 3 will be taught by means of lectures, seminars, workshops, and tutorials. Films and video recordings will be used where appropriate (especially in Sections 1, 2 and 3) and contributions will be invited from visiting speakers. Some large, mixed-disciplinary group teaching will be a feature of this part of the course in order to provide a more favourable staff-student ratio for teaching practice and Specialist Teaching Studies. Nevertheless, it is intended to provide all students with opportunities for individual or small group tutorials where necessary, particularly in relation to assigned work.

12.7 Methods of Assessment of Education Studies

Each of the four Sections will be assessed on a five point literal scale ('A' - 'E'). The four grades will be consolidated to give one final grade for the Unit. Each of the four elements of assessment must be completed, with a minimum grade of D- in each. (See page 16)

Assessed work may take the form of one individual piece of work for each of the four Sections. Alternatively, students may be allowed to select assignments which combine aspects of more than one Section. In such cases the grade obtained would be appropriately weighted (counted the same for each Section combined).

Assessments may take any of the following forms:

1. An essay (approximately 1500 words per Section assessed).
2. The submission and presentation of a seminar paper (approximately 1000 words per Section assessed).
3. An objective test (approximately 60 items per Section assessed).

Students may be permitted to re-submit work which has not reached a satisfactory standard. Re-submitted work shall not normally be graded higher than 'D'. Assignments which are handed in for assessment after a clearly notified deadline may, in the absence of extenuating circumstances, be rejected by the responsible tutor and a 'E' grade entered in the records.
13. **UNIT 4 : SUPPORTING PROFESSIONAL STUDIES**

13.1 Supporting Studies are designed to further the professional development of the student teacher. The programme is intended to be sufficiently flexible to meet a variety of individual needs. Course members may either be directed to follow a particular course by their tutors (where, for example, they are thought to require further help with communication skills) or, if not so directed, they may select a course from the options open to them. The programme is phased so that two options may be followed, one after each period of teaching practice.

13.2 As has already been said, student teachers attending this course come from a wide variety of backgrounds and have very diverse weaknesses and strengths. It is impossible in the basic course to remedy all these weaknesses and to satisfy completely varying individual needs. This is the main reason for including this unit in the course. There is a strong case for student teachers being allowed to select Professional Studies because they are often in a better position than tutors to know their weaknesses and determine their needs. This is, however, not always the case, and some students tend to choose Professional Studies in areas where they are already strong, avoiding areas of weakness. Furthermore, tutors are professionally aware of the changing pattern of work in the colleges and of the need for future professional development. It is our experience that some options may lead to the beginning of new skills and expertise which can help considerably in the appointment of students to new posts where such understanding is of importance to an institution. Therefore there has to be a compromise between electiveism and prescription. The options are designed with these considerations in mind.

Finally, Supporting Professional Studies may be viewed as a unit within the course which may be used as a 'test bed' for new elements which may be designed from time to time by the tutorial team in response to changing training needs. Such elements may ultimately be relocated to other parts of the course.

13.3 Course members may follow two Supporting Professional Studies each of 36 hours duration. The unit commences after the first period of practical teaching when weaknesses are more clearly identified and particular interests beginning to emerge. (see p.12) It is anticipated that the nature of the Studies offered will change in response to changing needs, both of course members and within the educational system. Those documents described below are currently offered.

13.4 The following options will be programmed to run for one day (4½ hours) per week over eight weeks. The options fall into four categories:

**SPECIAL ISSUES IN F.E.**

1. Vocational Preparation
2. Handicapped Students in F.E.
3. Comparative Education - an Introduction
4. Teaching in a Multicultural society
5. Women and Education

**EDUCATIONAL PROCESSES**

6. Experiential learning
7. Counselling & tutorial system
8. Individual (and individualistic) learning
9. Teaching problem-solving skills
### Educational Technology

<table>
<thead>
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<th>10. Introduction to computing</th>
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</thead>
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<tr>
<td>11. Advanced computing</td>
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<td>12. Computing in business studies</td>
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<td>13. Photography</td>
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<td>14. Educational television</td>
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</tbody>
</table>

### Related or Remedial Studies

<table>
<thead>
<tr>
<th>15. Science for non-scientists</th>
</tr>
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<tr>
<td>16. Basic mathematics</td>
</tr>
<tr>
<td>17. Elementary educational statistics</td>
</tr>
<tr>
<td>18. Careers counselling &amp; vocational guidance</td>
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<td>19. First Aid</td>
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<tr>
<td>20. Scientific development through the ages</td>
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<td>21. Use of English</td>
</tr>
<tr>
<td>22. Outdoor Activities</td>
</tr>
</tbody>
</table>

#### 13.5 Option 1 Vocational Preparation

**Contact Hours 36**

**13.5.1 Aims**

To prepare course members to teach in new and emerging fields of education with particular reference to four aspects of vocational preparation, namely:

(a) post 16 full-time courses of general vocational preparation in colleges and schools

(b) schemes of unified education and training such as Unified Vocational Preparation (UVP) and Trades Education (TRADEC)

(c) special measures and traineeships to assist unemployed youth.

**13.5.2 Content**

- Concepts and systems of pre-vocational education, vocational preparation and training.

- The work of national and regional agencies such as MSC, FEU and Regional Advisory Bodies.

- Curriculum design and planning for vocational preparation.

- Theories and practices in the teaching of vocational orientation, transferal skills, life and social skills, employment related affective development.

- Selection, design and organisation of learning experiences in association with work experience, employment and/or community work.

#### 13.6 Option 2 Handicapped Students in Further Education

**Contact Hours 36**

**13.6.1 Aim**

The aim of this unit will be to facilitate the consideration of special needs and acquisition of skills involved in working with handicapped students.

**13.6.2 Content**

During the course of the unit 4 main areas will be considered.

- The existing provision in further education

  Material for slow learners in: Communication language and number
13.6.2 (contd) Materials for slow learners in: social and survival skills
    technical skills and skill analysis
    Use of micro-computer programmes
    A review of areas of assessment linking with 12.2
    Individual Difference and the Education Process

13.7  **Option 3  Comparative Education - an Introduction**

13.7.1 **Aim**
To understand something of the purposes, traditions and problems of educational systems outside the United Kingdom.

13.7.2 **Content**
Students will be encouraged to study the systems of particular countries of interest to them and to relate their findings to the British context. To this end it is envisaged that a team of tutors will contribute to the course content.

All students will undertake the following programme of study:-
An elementary survey of the scope and nature of comparative education, to enable students to make a meaningful approach to the literature - i.e. appropriate emphasis will be placed on the notion that comparative education is more than a descriptive study of educational systems.

Problems in comparing educational systems: ideologies and education - types of educational system - brief comparison of the systems of the USA, USSR, European and developing countries.

13.8  **Option 4  Teaching in a Multi-Cultural Society**
**Contact Hours 36**

13.8.1 **Aim**
To equip student teachers to meet the needs of students from ethnic minority groups and different cultural backgrounds.

13.8.2 **Content**
The influence of cultural background, religious belief and language problems on students' learning and motivation. Problems of integration within the host society and in the FE College.

Examination of teaching strategies and materials appropriate for such groups and evaluation of their effectiveness in a multi-cultural classroom situation. A study of the work of different agencies concerned in the field of Community Relations.

13.9  **Option 5  Women and Education**
**Contact Hours 36**

13.9.1 **Aim**
To analyse and assess ways of providing equality of opportunity for women in education.
13.9.2 **Content**

The Sex Discrimination Act and the role of the Equal Opportunities Commission

The "Hidden Curriculum" and Educational Disadvantage

Traditional patterns of subject choice and their consequences

Positive discrimination programmes.

13.10 **Option 6 Experiential Learning**

Contact Hours 36

13.10.1 **Aim**

to explore the ways in which people learn in group situations

13.10.2 **Content**

Examination and analysis of individual feelings and emotions experienced within a group.

Individual and group processes which constitute the affective basis for learning.

The relationship between affective and cognitive learning.

The role of the teacher in helping students to respond positively to difference group learning situations.

13.11 **Option 7 Counselling and Tutorial Systems**

13.11.1 **Aim**

To explore the counselling process and skills and to examine the pastoral function in an educational context.

13.11.2 **Content**

Counselling objectives and models of counselling process.

Counselling skills and their relation to process and objectives.

Ethics, responsibilities and radical criticism of counselling.

Informational background and client needs.

Role relationships and counselling populations.

Systems of tutorial function and their organisation.

13.12 **Option 8 Individual (and Individualised) learning**

Contact Hours 36

13.12.1 **Aim**

To examine and evaluate approaches to individualised forms of learning.
13.12.2 Content
A brief survey of the history of individual learning. Definitions of individual and individualised learning.
Influences affecting individual learning patterns.
Learning theory; implications for individual and individualised learning.
Visits to colleges where this type of activity is well established.
The Keller plan.
The preparation of individual and individualised learning packages.

13.13 Option 9 Teaching Problem Solving Skills
Contact Hours 36

13.13.1 Aims
To give an appreciation of advantages accruing from the development of problem solving skills in students.
To provide information and experience which will serve as a basis for teaching problem solving skills.

13.13.2 Content
The need for problem solvers; evidence for the feasibility of teaching problem solving skills to the young and disadvantaged. Open and closed problems, scientific method, experimental design, control of variables, identifying cause and effect, value of demonstration.
Creative problem solving methods, lateral thinking, techniques for generating ideas.

13.14 Option 10 Introduction to Computing
Contact Hours 36

13.14.1 Aim
To enable student teachers to understand the potential use of computers and develop relevant programmes.

13.14.2 Content
The uses of computers in teaching.
Practice in the use of the micro-computer, word processor.
Writing Programmes in BASIC.
Available software in particular specialist subject of group members.

13.15 Option 11 Advanced Computing
Contact Hours 36
13.15.1 Aim
To extend student teachers' expertise in the development of computer programmes in their own specialist areas.

13.15.2 Content
Arrays, functions, sub-routines, manipulation of strings. (Applications may be mathematical, technological or statistical).
Storage and/or retrieval of information.
Computer assisted learning and testing.

13.16 Option 12 Computing in Business Studies
Contact Hours 36

13.16.1 Aim
To give student teachers the opportunity to study the current and future effects on Business Education arising from the rapid development of a technology and of systems based on the micro-processor.

13.16.2 Content
The microcomputer: Programming in BASIC, development of software for use in teaching.
The Word Processor: implications for office practice and the training of office personnel.
The second 'Industrial revolution': implications for business, re-equipping and re-structuring. Implications for employment.
New patterns of employment.
Unemployment and use of leisure.
Involvement of workers in technological change.

13.17 Option 13 Photography
Contact Hours 36

13.17.1 Aim
To provide opportunities to carry out basic processes in photography which are relevant to teachers.

13.17.2 Content
The use of the camera.
Basic photographic processing including developing and printing.
Production of projected materials e.g. slides.
Enlarging.
Micrography/close-up techniques.
13.18 **Option 14 Educational Television**

Contact Hours 36

13.18.1 **Aim**

To provide student teachers with opportunities to examine Educational Television facilities, both as closed circuit and as Broadcast media, with particular emphasis upon educational (teaching and learning) and educative (informational) systems.

13.18.2 **Content**

The use of closed-circuit television for a range of teaching and learning functions.

The video recording of programmes on BBC and ITV.

Techniques of script writing, studio production, control of equipment and evaluation of different types of production.

The use of CCTV in role play, interviewing, simulation, or gaming productions in the teaching of subject specialisms.

13.19 **Option 15 Science for non-scientists**

Contact Hours 36

13.19.1 **Aim**

To introduce student teachers with a non-science background, to elementary physics and chemistry and enable them to pursue scientific studies in their own specialist field.

13.19.2 **Content**

(Variable, depending upon the interests of the class)

Selection from:

Definitions, S.I. Units and simple manipulations involving: force, mass, acceleration, work, energy, power, torque, pressure, density, heat capacity, voltage, current and resistance.

Simple chemical equations. Acids, alkalis and combustion.

Atomic structure and electron configurations.

13.20 **Option 16 Basic Mathematics**

Contact Hours 36

13.20.1 **Aims**

To improve and extend student teachers' ability and confidence in mathematics.

To remedy deficiencies in basic numerical competence.

13.20.2 **Content**

Depending on individual needs, a selection will be made from the following: arithmetic, mensuration, geometry, algebra, trigonometry, calculus and associated mathematical skills.
13.21 **Option 17 Elementary Educational Statistics**

Contact Hours 36

13.21.1 **Aim**

To enable student teachers to interpret statistical information encountered in their teaching duties.

13.21.2 **Content**

- The Basis of Statistics
- Educational reports
- Methods of standardising marks

13.22 **Option 18 Careers Counselling and Vocational Guidance**

Contact Hours 36

13.22.1 **Aim**

To provide an informational and skills background in vocational guidance and counselling and to consider the development of careers education schemes.

13.22.2 **Content**

- Guidance and counselling; objectives and skills
- Vocational development and its relation to personal and values development
- Theories of vocational types
- Careers education schemes

13.23 **Option 19 First Aid**

Contact Hours 36

**Aim**

To enable student teachers to provide First Aid treatment to a casualty in order to sustain life, to prevent his/her condition from becoming worse, and to promote recovery, in accordance with the principles of the St John Ambulance Association and Brigade.

**Content**

- Assessment, diagnosis, principles of treatment and priorities.
- Structure and functions of the body.
- The respiratory system and asphyxia.
- The circulatory system and bleeding.
- The nervous system and unconsciousness
- Burns and Scalds
- Injuries to bones, muscles, ligaments and joints
- Miscellaneous conditions - accidents.
13.24 Option 20 Scientific Development Through the Ages and its impact on Society

Contact Hours 36

13.24.1 Aims

To further student teachers' knowledge of scientific achievement from earliest times.

To examine the impact of these achievements on mankind now and in the future.

13.24.2 Content

Early scientific discoveries - the Babylonian, Phoenician and Egyptian civilisations.

Grecian and Mohammedon Science.

Early European science including the work of Leonardo De Vinci, Copernicus, Kepler and Galileo.

The Foundation of the Royal Academies and the growth of knowledge.

The scientific explosion of the 18th and 19th Century and its implication for mankind.

The era of modern science. A study of the benefits and dangers associated with it.

Decision making in science.

13.25 Option 21 Use of English

Contact Hours 36

13.25.1 Aims

To enable student teachers to practise and develop competence in written English and oral communication within a range of situations relevant to further education.

To enable student teachers to help their own students with their use of English.

13.25.2 Content

The need for accuracy in written English; diagnosis of problems and practice to improve written communication.

An examination of the problems encountered by further education students; devising exercises to enable FE students to overcome their difficulties.

The effective use of the voice as a teaching aid; exercises and role play for practice in voice production.
13.26 Option 22 Outdoor Activities

Contact Hours 36

13.26.1 Aims

To examine the role of outdoor activities within Vocational Preparation and to give those student teachers considering or likely to be working in this area an opportunity to develop new skills and confidence.

To serve as a 'lead in' to the Mountain Leadership Certificate courses (many education authorities insist on a M.L.C. qualification before allowing staff to take groups of students on field trips).

13.26.2 Content

Examination of the Vocational Preparation curriculum with special emphasis on the activity/challenge elements, residential periods, relationship between 16-19 age group and teachers, student profile, links with D. of E. schemes, links with remainder of the course.

Training for some of the suggested 'challenge' activities on the 'Residential Experience' programme, e.g. sailing, commando course/absailing, mountain walking, pot holing, horse riding, dry skiing etc. It is not intended all activities be covered as it is limited by student commitment, availability of transport, instructors etc. The cost of hire, admission and transport to be borne by students.

N.B. The course is not intended for those already proficient in many or all of the above activities. It is designed for those already qualified in all those technical areas relevant to vocational preparation who may have little or no experience in outdoor activities but who wish to develop new skills in the above areas to enable them to offer to potential employers more desirable teacher qualities for such courses.

13.27 Assessment of Supporting Professional Studies

Because this part of the course consists of a diversity of options with varying levels of content, no case is made to claim equivalence in terms of assessment. Hence, Supporting Professional Studies will be assessed on a Pass/Fail basis. The form of assessment will be dependent on the nature of the activity or study concerned, and subject to the approval of the appropriate Examination Committee of the Board of Examiners.
8. Course Pattern
This will vary to some extent from year to year according to Polytechnic terms and dates of public holidays. For courses starting in September the pattern for the academic year will normally be as follows:

<table>
<thead>
<tr>
<th>Week No</th>
<th>CONTENT</th>
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<tbody>
<tr>
<td>1</td>
<td>Basic Teaching Studies (100 hours)</td>
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<td>5</td>
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<td>6</td>
<td>Practical Teaching Experience 1 (100 hours)</td>
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<td>10</td>
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</tr>
</tbody>
</table>
| 11      | Basic Teaching Studies (16 hours)  
|         | Supporting Professional Studies (9 hours) |
| 12      | Specialist Teaching Studies (15 hours)  |
|         | CHRISTMAS VACATION |
| 13      |          |
| 14      | Specialist Teaching Studies (57 hours) |
| 15      | Education Studies (36 hours) |
| 16      | Supporting Professional Studies (27 hours) |
| 17      |          |
| 18      |          |
| 19      |          |
| 20      |          |
| 21      | Practical Teaching Experience 2 (120 hours) |
| 22      |          |
| 23      |          |
| 24      |          |
|         | EASTER VACATION |
| 25      |          |
| 26      | Specialist Teaching Studies (104 hours) |
| 27      | Education Studies (60 hours) |
| 28      | Supporting Professional Studies (36 hours) |
| 29      |          |
| 30      | (One week vacation at Spring Bank Holiday occurs during this term) |
| 31      |          |
| 32      |          |
| 33      |          |
| 34      |          |

Wednesday afternoons will not normally be timetabled for students in order to give time for recreational activities or private study. During Practical Teaching periods, however, timetables will depend on the arrangements of the placement college.
<table>
<thead>
<tr>
<th>Week No. (Week of Sept. course in brackets)</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(13) 1</td>
<td>Basic Teaching Studies (100 hours)</td>
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<tr>
<td>(14) 2</td>
<td>Practical Teaching Experience 1 (100 hours)</td>
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<td>(15) 3</td>
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<td>(23) 11</td>
<td>Basic Teaching Studies (16 hours)</td>
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<td>(24) 12</td>
<td>Education Studies (12 hours)</td>
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<tr>
<td></td>
<td>Specialist Teaching Studies (12 hours)</td>
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<td></td>
<td>EASTER VACATION</td>
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<tr>
<td>(25) 13</td>
<td>Specialist Teaching Studies (110 hours)</td>
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<tr>
<td>(26) 14</td>
<td>Education Studies (60 hours)</td>
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<tr>
<td>(27) 15</td>
<td>Supporting Professional Studies 1 (36 hours) (With September intake)</td>
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<tr>
<td>(28) 16</td>
<td>Supporting Professional Studies 2 (9 hours)</td>
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<td>Education Studies (12 hours)</td>
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<td></td>
<td>Supporting Professional Studies 2 (9 hours)</td>
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<td>(3) 25</td>
<td>Practical Teaching Experience 2 (120 hours)</td>
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<td>(8) 30</td>
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<tr>
<td>(9) 31</td>
<td>Specialist Teaching Studies (36 hours)</td>
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<tr>
<td>(10) 32</td>
<td>Education Studies (24 hours)</td>
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<tr>
<td>(11) 33</td>
<td>Supporting Professional Studies (18 hours)</td>
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<tr>
<td>(12) 34</td>
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</table>
### Specimen Student Timetable - Term 1 (say, week 3)

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 to 10.30 am</td>
<td>Tutorial Groups</td>
<td>Individual Tutorials (½ hr)</td>
<td>Specialist Group Meeting</td>
<td>Tutorial Groups</td>
<td>Tutorial Groups</td>
</tr>
<tr>
<td></td>
<td>Seminar - Lesson Structure</td>
<td>Private Study</td>
<td>Learning Objectives</td>
<td>Practice Lessons</td>
<td>Practice Lessons</td>
</tr>
<tr>
<td>11.00 am to 12.30 pm</td>
<td>Large Group Lecture</td>
<td>Large Group Meeting</td>
<td>Large Group Lecture</td>
<td>Tutorial Groups</td>
<td>Tutorial Groups</td>
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<tr>
<td></td>
<td>Interest &amp; Motivation</td>
<td>Social Factors in Learning</td>
<td>College Principal Trends in FE</td>
<td>Practice Lessons</td>
<td>Practice Lessons</td>
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<tr>
<td>1.30 pm to 3.00 pm</td>
<td>Tutorial Groups</td>
<td>Tutorial Groups</td>
<td>NOT TIMETABLED</td>
<td>Individual Tutorials (½ hr)</td>
<td>Individual Tutorials (½ hr)</td>
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<tr>
<td></td>
<td>follow-up Discussion</td>
<td>Practical Lesson Preparation</td>
<td></td>
<td>Private Study</td>
<td>Private Study</td>
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<tr>
<td>3.30 pm to 5.00 pm</td>
<td>Large Group Meeting</td>
<td>Tutorial Groups</td>
<td>NOT TIMETABLED</td>
<td>Private Study</td>
<td>Private Study</td>
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<tr>
<td></td>
<td>film: Visual Aids</td>
<td>Practice Lesson Preparation</td>
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</table>

### Specimen Student Timetable for Terms 2 and 3

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 to 10.30 am</td>
<td>Values and Curriculum</td>
<td>Private Study</td>
<td>Individual Differences</td>
<td>Supporting Professional Studies</td>
<td>Specialist Teaching Studies</td>
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<tr>
<td>11.00 am to 12.30 pm</td>
<td>Specialist Teaching Studies</td>
<td>Specialist Teaching Studies</td>
<td>Education System</td>
<td>Supporting Professional Studies</td>
<td>Specialist Teaching Studies</td>
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<tr>
<td>1.45 to 3.15 pm</td>
<td>Specialist Teaching Studies</td>
<td>Specialist Teaching Studies</td>
<td>NOT</td>
<td>(1 hr) Supporting Professional Studies</td>
<td>Social Groups</td>
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<tr>
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<td></td>
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<td></td>
<td>Private Study</td>
<td>Private Study</td>
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</tbody>
</table>
A form may be used to give student teachers feedback of their teaching practice. As well as the outline of groups taught, the form invites you to make frank comments of your perceptions of the student under a range of competencies. Some notes of guidance are given under each heading. We would expect a development in the competencies over the teaching practice period.

If you feel this format is not appropriate, please use whatever mode of reporting you think is more suitable.

ME OF STUDENT TEACHER

COLLEGE

PERIOD OF REPORT

DEPARTMENT

<table>
<thead>
<tr>
<th>TAILLS OF CLASSES TAUGHT – GROUP, YEAR, SUBJECT etc.</th>
<th>AVERAGE AGE</th>
<th>No. OF STUDENTS</th>
</tr>
</thead>
</table>

**COMPETENCIES.**

**Lesson Preparation and design of learning materials.** The degree of thoroughness and appropriateness in the student's implicit or explicit framing of learning objectives, planning of lessons and preparation of learning materials. (This refers not only to specific lessons but to the student's ability to plan a sequence of lessons as a totality.)

**Use of Learning Aids.** The student's ability to use the audio-visual aids or handout material he or she has located or designed: for example, in integrating video material with discussion.

**Setting up tasks or topics and making transitions in classroom activity.** The student's 'procedural' skills in introducing a topic or task clearly and interestingly, it also applies to his/her ability to link phases in the lesson convincingly and, in some cases, to alter the structure and pace of the lesson in order to meet changing circumstances in the classroom.

**Use of Question and Answer and discussion.** How far has the student teacher developed any strategies to encourage student talk and use it constructively? For example how far does he/she use open questions? Has enough consideration been given to the problems involved in setting up a successful discussion?
Knowledge of Subject Matter. Is it relevant and up-to-date?

Projection and 'Classroom Presence'. How confidently does the student take on the role of teacher in the classroom? Confidence would be shown for example through his or her use of voice and non-verbal communication.

Relations with Student Groups. How well does the student interchange between formality and informality according to different groups and different circumstances?

Dealing with Individual Students. The student teacher’s ability to spot individual student needs and give effective help and guidance. This would particularly apply in informal ‘working’ lessons which would enable him or her to circulate amongst the class. Has he or she also coped effectively with mixed abilities in any classes?

Competency in Practical Sessions. This refers to the student’s practical skill as well as the ability to organise and supervise the work of his/her classes.

Outside the classroom: Administration. Includes the student’s willingness and ability to cope with the administration associated with his/her teaching duties. (E.g. completing registers, records, etc.)

Outside the classroom: Relations with staff. Your perception of the student’s willingness and ability to collaborate with teaching staff and to seek advice and assistance where necessary, contributions to team meetings and the like.

Other Comments.

Are there any specific recommendations you would make to improve this student’s effectiveness as a teacher?

Signature ___________________
POLYTECHNIC, WOLVERHAMPTON

DEPARTMENT OF CURRICULUM AND TEACHING STUDIES

CERTIFICATE IN EDUCATION (F.E.) ONE-YEAR FULL-TIME COURSE 1983-84, CNAAN.

SUPERVISED TEACHING EXPERIENCE

1. TIME-TABLE

1.1 Block One: 31st October - 2nd December 1983

Block Two: 6th February - 30th March 1984

1.2 A fresh time-table - properly dated - showing all periods of teaching, assisting and observation MUST BE SENT IN EACH WEEK. It must be sent on one of the forms supplied and must be posted FIRST CLASS so as to arrive at the Faculty not later than the Wednesday preceding the week to which it refers. Resident students may hand in time-tables to the Faculty Office not later than the Thursday morning.

2. RECORDS

It is recommended that these be kept in a standard A4 File. They should be available at all times and always be handed to the visiting tutor at the first opportunity. They must always be complete. During Block 2 in February and March, all the work done in November must be in the file(s) as well as the current work. They should include an index of the approved pattern.

2.1 They must include a 'Supervised Experience Diary', filed at the front of the records.

2.2 For every period of actual teaching there must be a lesson plan and appropriate subject matter notes.

2.3 Lesson plans of the approved pattern must be used. Since it is most desirable that teaching aids and demonstrations should be used whenever it is thought that they assist learning, you should take note of their nature, use and effectiveness.

2.4 Space must be left on every lesson plan for your own assessment of the lesson and other comments.

2.5 When you observe or assist with a lesson in classroom, laboratory or workshop you should note the method of presentation, class response, method of introduction, consolidation and testing of new knowledge and any demonstrations and visual or other aids which may be used.

2.6 Notes left by visiting tutors must be attached to the lesson plans to which they refer. The visiting tutor will discuss these notes with you before he leaves the institution.

continued .............

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Ideally the teaching programme should be spread over the whole week and not concentrated in one part of the week. It should be distributed over mornings and afternoons with possibly some evening work.

ATTENDANCE

You are expected to be in attendance for ten sessions per week i.e. 30 hours, unless other arrangements have been made between your tutor and the Supervised Teaching Experience Institution.

TEACHING HOURS - Block One

4.1 First Week - You should devote most of your time to observing lessons and to gaining a knowledge of the organisation and work of the college. It is suggested that you might teach one or two lessons towards the end of this week i.e. 2 hours teaching.

4.2 Second Week - About 4 hours' teaching made up to not more than 15 hours per week with observing and assisting regular teachers.

4.3 Third Week - About 6 hours' teaching

4.4 Fourth Week - About 8 hours' teaching

4.5 Fifth Week - About 8 hours' teaching

TEACHING HOURS - Block Two

The class contact hours will be arranged between your tutor and the Supervised Teaching Experience Institution but will not exceed 12 hours teaching per week throughout the practice, and up to 3 hours of observing/assisting a regular teacher. We should like the time-table to be as varied as possible including formal lessons, practical/laboratory classes.

CHANGE IN TIME-TABLE OR ABSENCE

If there is any change in the time-table which you have submitted, telephone the Faculty immediately. The number is DUDLEY 59741. Give full details of the change and make a note of the name of the person to whom you have given the information. If you are unable to contact the Faculty (i.e. because of an emergency arising outside working hours) telephone the member of staff designated by your section.

If you are ill you should immediately notify your S.T.E. Institution and then the Faculty. Absences of more than 7 days require a doctor's note which should be sent to your Course Leader.

Mrs. M.L. Barber Extension 211.
UNIT ONE

Aims

(a) To develop a basic teaching competence, supported by theoretical perspectives which will provide a focus on teaching skills and form a basis for further study.

(b) To encourage a flexibility of approach to teaching and learning.

(c) To identify factors influencing the role of the teacher.

(d) To begin to develop an insight into the interactive processes which influence teaching and learning.

(e) To give a brief overview of the 16+ education system in England and Wales.

Learning Outcomes

By the end of the Unit the student-teacher will be able to:

(a) Devise and construct lesson plans and teaching notes, considering the following factors: target population, aims and objectives, content, teaching method and aids and evaluation.

(b) Relate the concepts embodied in theoretical teaching models to aims, objectives, lesson planning and feedback.

(c) Present and appraise at least two lessons to a peer group.

(d) Produce, use and appraise examples of basic learning aids.

(e) Begin to apply the concepts subsumed under the theory related to attention and perception to the production and appraisal of basic learning aids.

(f) Interpret and use syllabuses and/or scheme of work appropriate to their subject specialisms.

(g) Begin to identify the factors which contribute to the maintenance of effective class management.
(h) Identify those factors which relate to the varying roles of the teacher in the classroom.

(i) Compare the merits of various teaching styles for particular subject matter specialisms.

(j) Demonstrate an awareness of the use of basic philosophical techniques in formulation of educational concepts, e.g. teaching, knowledge, values, education.

(k) Describe the structure of the Further Education system as related to organisation of education in England and Wales.

(l) Identify the contribution and role of his/her specialist subject in the context of the Further Education provision.

(m) Describe the legal rights and duties of the teacher.
5.2.3 Content

(a) Organisation of 16+ education.


(b) The learning situation -

(i) Planning and preparation

Lesson planning, including aims, objectives, content and teaching method. Selection of appropriate teaching and learning aids.

(ii) Basic teaching and learning aids

Use of the chalkboard, overhead projector and projection equipment. Preparation and presentation of: handouts, O.H.P. transparencies and charts.

(iii) Communication in the learning situation


(iv) Principles of learning

Teaching models, attention and perception, memory, the learning event, motivation (an introduction), an introduction to learning and the conditions which govern learning. Concept of teaching, belief, knowledge indoctrination, values. Role of the teacher: cultural transmission, control and selection (labelling, negotiation teaching styles).

(v) Introduction to evaluation

Post-lesson evaluation of:

(i) the student-teacher's own performance, and

(ii) the student performance.
Sources of educational material

Use of the library as a resource centre for textbooks, reference books and non-book learning materials
5.3 UNIT TWO DEVELOPMENT OF TEACHING AND LEARNING

5.3.1 Aims

(a) To develop in the student-teacher further appropriate skills within a framework of increased understanding of the theoretical inter-relationships so that effective teaching strategies may be selected and applied during the final period of Supervised Teaching Experience and subsequent career.

(b) To describe the various institutions which educate the 16+ age group.

(c) To describe the recent developments and current structures of the Secondary School system.

(d) To develop further the insights into the interactive processes which influence teaching and learning.

(e) To consider the purposes and methods of educational assessment.

(f) To integrate ideas and theories into coherent patterns with special reference to the curriculum.

5.3.2 Learning Outcomes

By the end of the Unit the student-teacher will be able to:

(a) Begin to understand the current arrangements and provisions for Secondary and Further Education, especially for the 16 - 19 age group in England and Wales.

(b) Identify those social factors internal to the institution which influence classroom processes.

(c) Analyse the principles of class management and relate them to the sociological processes involved.

(d) Organise student-centred learning situations in order to develop appropriate skills, concepts and principles.

(e) Select appropriate teaching strategies for a particular learning situation, having regard to their comparative merits.
(f) Evaluate the various theories of learning as they relate to the classroom.

(g) Plan, prepare and present a practical lesson for a psychomotor skill using skills analysis as a base.

(h) Analyse and assess the use of film, educational television programmes and closed circuit television in teaching.

(i) Prepare and produce photographic slides or photographs for a teaching purpose.

(j) Analyse, with a tutor, a videotape recording of the student-teacher's teaching performance.

(k) Discuss the purposes of educational assessment.

(l) Prepare examination paper specifications with reference to the cognitive, affective and psychomotor domains.

(m) Outline the factors which contribute to the validity and reliability of an examination.

(n) Discuss weighting and the relationship between different parts of an examination.

(o) Construct an examination paper to include model solutions and a marking scheme from the following types:

(i) Subjective (ii) objective (iii) Practical (iv) Oral (v) Open Book

(p) Carry out basic statistical exercises related to assessment.

(q) Demonstrate an awareness of the relationships between the factors involved in curriculum design.

(r) Comment critically upon aspects of curriculum theory in the light of educational theory and practice.

(s) Identify and apply to the learning situation the principal features of the various motivational theories.
5.3.3 Content

(a) Student-centred learning

Teaching strategies; investigation techniques; organisation and use of discussion groups; organisation and utility of specialist areas; the purpose, organisation and assessment of project work; simulation techniques; learning theories; development of concepts and principles; individual differences; motivation theories.

(b) Measuring educational achievement

Purposes of educational assessment; characteristics of preparation of the following types:

(i) Subjective
(ii) Objective
(iii) Practical
(iv) Oral
(v) Open Book

Validity and reliability. Model solutions and marking schemes for examinations; elementary statistics - distribution curves and standard deviation. Definitions of the situation by teacher and student; selection inside the institution; student selection; student sub-culture.

(c) The teaching of skills

Characteristics of the skilled performance; demonstrations and sequencing appropriate to the acquisition of skills; the psychology of skills teaching, habit and conditioning; use of skills teaching schedules and algorithms.

(d) Teaching and learning aids

8mm and 16mm sound and silent films; closed circuit television; photography.

(e) The Curriculum

Design, context and development of the curriculum; concept - justification - values method - aims and objectives - nature of knowledge.

Secondary and further education, the 16 - 19 age group provision, structures and systems.
UNIT THREE - SUPERVISED TEACHING EXPERIENCE

Aims:

(a) To provide student-teachers with experience in various aspects of the teaching and learning situations in colleges.

(b) To develop a working relationship with the staff and students of the relevant institution.

(c) To give an awareness of how emotional and social factors influence students' learning in college.

Learning Outcomes

By the end of the Unit the student-teacher will be able to:

(a) Identify educational needs of the students to be taught

(b) Relate these needs to theoretical studies

(c) Plan, prepare, teach and assess lessons

(d) Demonstrate confidence in the teaching situation

(e) Show an increasing awareness of the possibilities and constraints of the context within which teaching takes place and begin the process of personal adaptation to that context.

(f) Practice teaching skills in order to reach an acceptable level of competence.

Content

The developmental nature of the Course is reflected in the division of Supervised Teaching Experience into two Blocks, separated by Unit Two (The Development of Teaching and Learning). Prior to the student-teacher commencing his Supervised Teaching Experience, he will have been provided with a basic set of classroom skills to enable him to develop a basic teaching competence in Unit 1. Furthermore, his insight into the interactive processes which influence teaching and learning in a college will develop through his observation of college staff and students in the classroom situation and his application of theoretical concepts to this observation.
Between the two Blocks, the student-teacher will extend his knowledge of teaching strategies and skills, assessment procedures and will develop further insights into interactive processes. Block 2 of Supervised Teaching Experience will therefore entail not only a quantitative development of teaching, but also a qualitative one whereby the student-teacher will be expected to illustrate a range of sophisticated teaching techniques with his students and an ability to assess his own performance in the classroom as well as that of his students.
### Block 1  Five Weeks

<table>
<thead>
<tr>
<th>Time</th>
<th>Teaching (hours)</th>
<th>Observing/ Assisting (hours)</th>
<th>Preparation (hours)</th>
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<tbody>
<tr>
<td>Week 7</td>
<td>2</td>
<td>13</td>
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<td>Week 8</td>
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<tr>
<td>Week 11</td>
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### Block 2  Eight Weeks

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<tr>
<th>Time</th>
<th>Teaching (hours)</th>
<th>Observing/ Assisting (hours)</th>
<th>Preparation (hours)</th>
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<tbody>
<tr>
<td>Week 17</td>
<td>8</td>
<td>7</td>
<td>15</td>
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<tr>
<td>Week 18</td>
<td>10</td>
<td>5</td>
<td>15</td>
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<tr>
<td>Week 19 to [ week 24 ] inclusive</td>
<td>12</td>
<td>3</td>
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</table>

The teaching hours indicated represent what will normally be achieved by the student-teacher. It is recognised that, in some cases, e.g. Nursing and Health Studies, due to the nature of the work of the Supervised Teaching Experience College, this number of hours may not be attainable. In such circumstances, it is expected that, by agreement with the Special Method Course Tutor, for the remainder of the Teaching Hours, the student-teacher will be gaining experience in activities relevant to the work as a practicing teacher.
5.4.4 Supervision and Assessment

(a) Each student-teacher will be:

(i) under the general supervision of a Special Method Course Tutor

(ii) visited at least twice during Block 1 and at least four times during Block 2 by Faculty of Education Tutors

(iii) observed and advised by staff of the Supervised Teaching Experience college

(b) Tutors' comments will be transmitted to each student-teacher as soon as practicable after each visit. The comments will consist of an extended commentary on the lesson and practical suggestions regarding possible improvement.

(c) External examiners will visit about 20% of the student-teachers. Each external examiner will see a representative sample of the student-teachers, so that comparative moderation is possible.

5.4.5 The Teaching Practice File

Throughout the Supervised Teaching Experience the student-teacher will be required to keep a teaching practice file, which must contain:

(a) a diary summarising the classes the student-teacher has observed, classes he/she has taught, and classes visited by Faculty of Education Tutors,

(b) detailed lesson plans, appropriate support material and self-assessment for each lesson,

(c) copies of reports written by Faculty of Education visiting tutors,

(d) general information about the structure, organisation and operation of the Supervised Teaching Experience college as a whole, with more detailed information about the structure and work of the department in which they are working, noting the organisational and operational constraints within which staff and students work.

This file will be immediately available for Faculty of Education tutors and the staff of the Supervised Teaching Experience college, to inspect during Supervised Teaching Experience and will form an integral part of the tutorial sessions held after each visit by a Faculty of Education tutor.
5.5

UNIT FOUR  CONSOLIDATION OF TEACHING AND LEARNING

5.5.1  Aims

(a) to consolidate and extend work done in previous units through individual and group studies

(b) to extend awareness of college administration and roles within the institution

(c) to describe and relate the principal post-war developments in further and higher education to the current situation

(d) to develop a continuing awareness of the relationship between societal constraints and the educational process

(e) to study current developments in a specialist area

(f) to encourage an awareness of the importance of student attitudes in relation to the educational and social values and priorities of rationality, autonomy, freedom, happiness and creativity

5.5.2  Learning Outcomes

At the end of this Unit the student-teacher will be able to:

(a) Construct and justify the use of a learning package

(b) Demonstrate the ability to relate educational theory to particular teaching situations

(c) Discuss the relationships between Further Education and organisations which have influence and control over courses and qualifications offered

(d) Describe and evaluate the principle methods used for the selection of staff and students in Further Education

(e) Begin to understand the development and contributions of Further and Higher Education in the context of economic and social developments since 1945

(f) Be aware of those social factors internal and external to the institution which affect the work of the teacher

(g) Produce an in-depth study on a topic to be chosen in consultation with a tutor, for the purposes of:
(i) widening and/or deepening knowledge in his specialist area

(ii) considering ways in which the knowledge so gained may be applied to the content or teaching method in his specialist area

(iii) providing an opportunity for substantial reading and investigation

(h) Critically discuss models of attitude development and change in the classroom

(i) Assess the relationship of the development and modification of attitudes within the learner in relation to such values as rationality, freedom, happiness and creativity

(j) Describe and discuss critically theoretical approaches to the study of personality.

5.5.3 Content

(a) Production and evaluation of student-centred learning materials, e.g. programmed texts; tape/slide packages; multi-media kits; series of practical exercises; case studies

(b) Studies in depth of topics relevant to the teacher's work

(c) The influence of and proposals made by agencies, validating bodies and Government reports on the development of a college, e.g. Technician Education Council, Business Education Council, Manpower Services Commission, Agricultural Training Board, City and Guilds of London Institute, Joint Board of Clinical Nursing Studies, Royal Society of Arts

(d) Criteria for selection of Further Education staff, interview and other selection procedures, recruitment and selection of students, financial arrangements, legal responsibilities, academic counselling, administration of courses, keeping of records

(e) Social class, student attainment and opportunity. Models of attitude modification and change. Schedules of reinforcement, and behaviour modification. Personality theories related more particularly to 'trait' and 'type' approaches. Educational theories of rationality, autonomy, freedom, happiness and creativity.
The Supplement for Supervised Teaching Experience is the only copy available, because it is such a bad copy it was impossible to make a better copy.
Because this is a poor quality copy, a better one is enclosed in the envelope inside the back cover.

CERTIFICATE IN EDUCATION (P.N.)
ONE YEAR FULL-TIME

SUPPLEMENT FOR SUPERVISED TEACHING EXPERIENCE
CRITERIA FOR ASSESSMENT

APRIL 1979

COUNCIL FOR NATIONAL ACADEMIC AWARDS
1. **RECOMMENDED**

At the end of Block 2 of Supervised Teaching Experience supervisors will be 'entitled to grade student-teachers' teaching ability, as explained in the Proposals for Supervised Teaching Leave Account, this grading will be a profile based upon the following general set of criteria:

- The student-teacher's preparation of material and the teaching file prepared in the college;
- The student-teacher's personal qualities and his/her ability to form appropriate relationships with staff and students whilst in the College;
- The student-teacher's professional competence; and
- The student-teacher's ability to evaluate his/her own performance.

Each student teacher, after completion of Block 2 of Supervised Teaching Experience, will be placed in one of the following categories of teaching competence:

(a) Distinction  (b) Credit  (c) Pass  (d) Fail

The purpose of this document is to establish and clarify an agreed set of criteria which will enable supervisors to place the student-teacher's performance in one of the above-mentioned categories of teaching competence.
2.1 (i) Presentation of material:

- Clarity of aims and objectives
- Construction of present material
- Adequacy of detail of preparation
- Structure of lesson

2.1 (ii) Teaching file:

- Organization of file
- Content of file, including self-criticism
- College/departmental information and observations.

2.2 Professional qualities:

- Appearance
- Voice
- Manner
- Punctuality
- Suitability of language
- Mannerisms
- Confidence/enthusiasm
- Motivational ability
- Degree of capability

2.2 (ii) Professional qualities:

- Knowledge of and personal interests in students
- Sensitivity to staff and student reactions
- Concern for professional students
- Concern for total College programme

*Consultation will take place with staff from the Supervised Teaching Experience College, in connection with the College Report received on the student-teacher.
2.3 Method:

- Demonstration technique
- Structure/tactics
- Use of questions and verbal exposition
- Class involvement
- Assessment and achievement of aims and objectives

2.3 (ii) Structure and Content:

- Suitability of aims and objectives
- Introduction/recapitulation/summary and overall structure
- Support materials
- Pace
- Knowledge of subject matter and suitability of detail

2.3 (iv) Class Management:

- Supervision of work
- Control of differing abilities
- Management of students, room and resources

2.4 The student-teacher's ability to evaluate his/her own performance:

- Self-evaluation of:
  - Aims and objectives (clarity, achievement)
  - Content (depth and relevance)
  - Method
  - Structure
  - Style
  - Pace
  - Support materials
  - Student assessment
  - Class management
  - Teacher-student rapport

Relevant aspects of this category will be assessed on the basis of the student-teacher's discussion with the visiting tutor, following the observed lesson.
The summary sheet will be completed after each visit has been made, in an attempt to increase the reliability of ratings made by visiting tutors (by keeping these independent of previous ratings). After the final ST3 visit, the overall grading of the student-teacher will be established by examination of his/her performance on the last four visits only. The visits in the first ST1 period are of a counselling nature only; these visits should enable tutors to diagnose areas of weakness exhibited by the student-teacher, and the student-teacher will be informed accordingly (as noted in the main document).
### Certification in Education (P.E.)

**SH Group**

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**STE College**

### Notes:

(a) Grading Criteria:
- 1. Preparation of material and teaching file
- 2. Personal qualities and establishment of relationships
- 3. Professional excellence
- 4. Self-evaluation

(b) Grading Allocation:
- A. Distinction
- B. Credit
- C. Good Pass
- D. Pass
- E. Marginal Fail
- F. Fail
In the light of learning theory assess the importance of the characteristics of the learner and the conditions which influence learning.

Construct a lesson plan indicating the aims and objectives for a particular lesson or series of lessons.

Prepare appropriate teaching notes.

Give a practice lesson of thirty minutes to a mixed-discipline peer group.

Prepare, produce and appraise examples of basic learning aids.

Select appropriately from available items of resource material (excluding slides and films).

Outline the respective legal obligations of the teacher, the college administration and the L.E.A.

Identify the main elements of the organisation of 16+ education.

Lesson planning
Lesson planning and preparation.
Selection of appropriate visual aids.
Aims and objectives in lesson preparation.

Classroom communication
Verbal exposition and the use of question and answer techniques.
Demonstrations: simple class exercises.
The importance of visual communication.

Source of education material
Use of the College/School library as a resource centre for textbooks, reference books and other learning materials.

Evaluating teaching and learning problems
Concept development and attainment related to individual differences and problems of retention.
Reinforcement of learning theory through practical teaching and post-lesson appraisal of specialist teaching strategies.

Content

(a) Organisation of 16+ education.

Introduction to appropriate courses in Further Education and consideration of target population.
Overview and organisation of 16+ education in England and Wales.
Implications of Health and Safety at Work Act, 1974, with particular reference to specialist teaching areas.
The teacher's administrative and legal responsibilities.

(b) Basic teaching aids

Use of the chalkboard.
Preparation and presentation of handouts.
Preparation of simple 2-dimensional models.
Use of the overhead projector and preparation of transparencies.

(c) Principles of learning

Attention and perception. Teaching models.
Psychological interpretations of learning instruction.
An overview of general teaching strategies.
Internal and external characteristics as requirements of the learning process.
The conditions affecting learning.
BOOK LIST - UNIT 1: Introduction to Teaching and Learning

Section A: Education and General Method (* indicates Essential Reading)

DARRELL G R (1975)
Teachers and the Law - 4th Ed. rev.
Methuen

BEARD R M (1978)
Teaching and Learning in Higher Education
Penguin

*PELL R and others Eds. (1973)
Education in Great Britain and Ireland
R & K

BLIGH D (1972)
What's the Use of Lectures?
Penguin

BRISTOW A (1970)
Inside the Colleges of Further Education - 2nd Ed.
1980

*CHILD D (1977)
Psycho dology and the Teacher - 2nd Ed.
Pinehart and Winston

DES Reports on Education (1976)
No. 88: 16 and 18 Year Olds: Attitudes to Education
DES

DES Safety Series No. 5 (1976)
Safety in Further Education
HMSO

CURZON L B (1976)
Teaching in Further Education
Cassell

GRIELAND H E (1970)
Stating Behavioural Objectives for Classroom Instruction
Collier-Macmillan

HMSO (1974)
Health and Safety at Work etc. Act 1974
HMSO

MACMILLAN P and POWELL L (1973)
An Induction Course for Teaching in Further Education and Industry
Pitman

MAGER R F (1975)
Preparing Instructional Objectives - 2nd Ed.
Pearson

Section A - contd.

POWELL L S (1973)
Communication and Learning - 2nd Ed.
Pitman

RICHMOND P G (1970)
Introduction to Piaget
Routledge

ROMISZOWSKI A J (1974)
Selection and Use of Instructional Media
K & I
Page

*RUSSELL G J (1972)
Teaching in Further Education
Pitman

*UNIVERSITIES TEACHING METHODS UNIT (1977)
Improving Teaching in Higher Education
Cavendish

VENABLES E (1967)
The Young Worker at College
Faber

VENABLES E (1974)
Apprentices Out of Their Time
Faber
4.1.5 Section B : Special Method (Essential Reading only)

Agriculture and Horticulture

DES (1978)
Agriculture, Horticulture and Forestry Courses
HMSO

HORTICULTURAL EDUCATION ASSOCIATION
Patterns of Courses and Qualifications in Horticulture
HMSO

Business Studies (Professional)

BROWN T and BRENNAN T (1975)
Teaching Business Studies
McGraw-Hill

HENDERSON J (1969)
The Teaching of Politics
Nethuen Educational

JOURNAL OF THE ASSOCIATION OF LAW TEACHERS
Various prescribed articles
ALT

LEE N Ed. (1975)
Teaching Economics
Heinemann Educational

MALLISTER B E (1975)
Elements of Business and Economics Statistics: Learning by Objectives
Wiley

MUSSELMAN V and HAMILTON J W (1960)
Teaching Book-keeping and Accounting
McGraw-Hill

Business Studies (Secretarial)

CARRING B W (1976)
Teaching Office Skills
Pitman

Engineering

CARROLL A D and DUGGAN J E (1972)
A Sample of General and Specific Objectives for Basic Engineering
Craft Studies (Part 1)
Huddersfield Polytechnic

SHELL CENTRE FOR MATHEMATICAL EDUCATION (1977)
Basic Skills for Mathematics in Engineering
EHIB/University of Nottingham

4.1.5 Section B - contd.

General Studies

SEYMOUR A and ACRES D (1974)
General and Liberal Studies
HMSO

WATSON J (1973)
Liberal Studies in Further Education
NFER

Mathematics

METRICATION BOARD (1977)
How to Write Metric
HMSO

SKEMP R R (1971)
Psychology of Learning Mathematics
Penguin

Nurse Tutors

SCHNEER J E and others (1976)
Creative Teaching in Clinical Nursing - 3rd Ed. rev.
Robey

Science

EVERETT K and JENKINS E W (1977)
A Safety Handbook for Science Teachers
J Murray
4.2 Unit Two
Managing the Learning Environment (45 hours)

4.2.1 Introduction
By focusing the classroom as a controllable environment organised for learning, the Unit extends the elementary work begun in Unit One on lesson planning and theories of learning. There will be discussion on the joint definition of classroom activity by teacher and taught, the possibilities of mis-definition and an introduction to motivation and counselling as means of according and connecting the causes of this.

Work on assessment will begin and, with further work on lesson aids and styles of learning organisation, will add to the teacher's awareness of means of managing learning, and will also develop basic skills of lesson planning begun in Unit One.

4.2.2 Aims
(a) To consider the classroom as an arena for learning, in which the rules for play are defined by all the participants.
(b) To consider the teacher's role as motivator and counsellor.
(c) To give an introduction to psychological theories of motivation.
(d) To add to teaching repertoire by examining and discussing some student-centred styles of teaching.
(e) To provide practice in the use of slide, filmstrip, loop and cine projectors.
(f) To begin a consideration of the use of assessment as an aid to the organisation of learning.

4.2.3 Learning Outcomes
By the end of the Unit, the student teacher should be able to:
(a) Give an account of control problems in his/her teaching and suggest possible appropriate solutions.
(b) Show some awareness of the danger of prejudging the likely performance of students on subjective and irrelevant grounds.
(c) Show elementary knowledge of some theories of

(d) Devise lessons or other teaching units based around a variety of individualised learning approaches.
(e) Correctly load, use and unload slide, filmstrip and loop projectors.
(f) Show an appreciation of the use of assessment as a guide to teaching.
(g) Use a variety of methods of assessment for feedback, selected for their relevance to particular examples of student learning.

4.2.4 Content
(a) Authority and control in the classroom.
Group relations, authority, control and negotiation.
Case studies in class management.
Definition of situation by teacher and student; theory of labelling.
Principles of mutual responsibilities.
Motivation: Theories of extrinsic and intrinsic motivation.
The teacher's role as counsellor.

(b) Student centred learning
Introduction to the use of role play situations.
Presentation and use of case studies.
Project and discovery learning activities and individual approaches to learning.

(c) Projected learning aids
The use and care of slide, filmstrip, loop and cine projectors.

(d) Introduction to assessment
Analysis of feedback and the role of assessment.
Methods of assessment and their application.
Appraisal of students' work.
Marking and marks analysis.
4.2.5  BOOK LIST - UNIT 2 : Managing the Learning Environment

Section A : Education and General Method (* indicates Essential Reading)

*CHILD D (1977)
Psychology and the Teacher - 2nd Ed.
Rinehart and Winston

*COSIN B and others, Eds. (1971)
School and Society
Routledge

*DAVIES J K (1971)
Management of Learning
McGraw-Hill

DELAMONT S (1976)
Interaction in the Classroom
Methuen

HAMELSLEY N and WOOD P Eds. (1976)
Process of Schooling
Routledge

HARGREAVES D (1975)
Interpersonal Relations and Education rev. ed.
Routledge

MORRISON A and McINTYRE D (1969)
Teachers and Teaching
Penguin

OPEN UNIVERSITY (1971)
School and Society, a Sociological Reader
RKP/Open University Press

ROHISZONSKI A J (1974)
Selection and Use of Instructional Media
Kogan Page

SCHOFIELD H (1972)
Assessment and Testing : an Introduction
Allen and Unwin

4.2.5  Section B : Special Method (Essential Reading only)

Agriculture and Horticulture

WILLINGS D R (1968)
How to use the Case Study in Training and Decision Making
Business Publications

Business Studies (Professional)

INNES A E (1974)
Business Statistics by Example
Macmillan

SANFORD C T and BRADBURY M S (1973)
Case Studies, Projects and Role Playing in Teaching Economics
Macmillan

SIZER J (1975)
Case Studies in Management Accounting
Penguin

Business Studies (Secretarial)

WILLINGS D R (1968)
How to use the Case Study in Training and Decision Making
Business Publications

Engineering

CHATTER J W and others (1972)
Project Work for Craft Students
Macmillan

EITB (1975)
Engineering Technicians Guide : Communication and the Design and Make Project (First Year Training Booklet No. 6)
EITB

General Studies

SEYMOUR R and ACRES D (1974)
General and Liberal Studies
Burton, Longman Todd

Mathematics

Prescribed material from the Journals of the Mathematical
Association and the Association of Teachers of Mathematics.
4.3 Unit Three
Analysis of Teacher Performance (25 hours)

Introduction

The purpose of this unit is to assist the teacher to prepare for the second period of teaching practice by consolidating and extending the work done in Units One and Two and to highlight and analyse particular aspects of his/her approach to teaching through the medium of:

a) videotaped teaching activities
b) the teaching of skills appropriate to the teacher's subject areas

4.3.2 Aims

(a) To develop a more critical attitude to teacher performance.

(b) To develop a greater sensitivity of self evaluative skills through the medium of video tape recordings.

(c) To consolidate the work done in the psychology of learning with direct application to the teaching of specialist, practical and communication skills.

4.3.3 Learning Outcomes

At the end of this Unit, the student teacher should be able to:

(a) Evaluate the effectiveness of a variety of teaching strategies as presented through teaching models.

(b) Prepare and present a teaching sequence for video tape recording.

(c) Analyse his/her own teaching performance in relation to stated objectives.

(d) Categorise and evaluate aspects of classroom interaction with reference to their own teaching performance.

(e) Prepare a skills teaching and/or algorithm schedule for a specialist topic.

(f) Evaluate the effectiveness of a practical demonstration of specific cognitive/psychomotor/social interaction skills.
(g) State some of the appropriate approaches involved in the teaching of reading and writing, together with their theoretical justification.

(h) Devise tasks for the practice and extension of literacy skills.

4.3.4 Content

(a) Analysis of teaching styles, based upon simple practical models.

Student practice through the use of video taped recordings. Discussion, group and individual on the effectiveness of individual teaching performance.

An introduction to methods of analysis of classroom interaction.

(b) The teaching of skills.

The characteristics of the skilled performance. Demonstrations and sequencing appropriate to the acquisition of skills.

Use of skills teaching schedules and algorithms in specialist disciplines.

(c) Problems associated with literacy for Further Education students. Development of oral and writing skills with remedial groups.

(d) Problems associated with numeracy for Further Education students. Development of remedial activities.

4.3.5 BOOK LIST - Unit 3: ANALYSIS OF TEACHER PERFORMANCE

Section A - Education and General Method (* indicates Essential Reading)

BENNETT N (1976)
Teaching Styles and Pupil Progress
Open Books

*BROWN G (1975)
Microteaching
Hodder

MORRISON A and McINTYRE D (1969)
Teachers and Teaching
Penguin

*Rogers J Ed. (1977)
Adult Learning - 2nd Ed.
Open University Press

Seymour W D (1968)
Skills Analysis Training
Pitman

Practical Approach to Skills Analysis
McGraw-Hill

Wheatley D W and Unwin A W (1973)
Algorithm Writer's Guide
Longman
4.3.5 Section B - Special Method (Essential Reading only)

Agriculture and Horticulture

SEYMOUR W D (1968)
Skills Analysis Training
Pitman

Business Studies (Secretarial)

RUSSELL A R and MAXUS S J (1973)
Philosophy etc. Psychology of Teaching Typewriting - 2nd Ed.
South Western Publishing

WEST L J (1970)
Acquisition ofTypewriting Skills
Pitman

Engineering

THE FOOD DRINK AND TOBACCO INDUSTRIAL TRAINING BOARD (Undated)
How to use Job Analysis for Profitable Training
FUTITB

General Studies

ABB S (1976)
Root and Blosson: Philosophy and Policies of English Teaching
Heinemann

BOLT S (1971)
The Right Response
Hutchinson Educational

DOUGHTY P and others (1971)
Language in Use
Arnold

FLOWER F D (1966)
Language and Education
Longman

Mathematics

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH (1975)
Senior Mathematics Test
NEA

4.4 Unit Four
Organisation and Management of Further Education Colleges
(36 hours)

4.4.1 Introduction
This Unit aims at giving the Further Education teacher basic information and understanding about the management and organisation of the Institution in which he/she works, and the influence of external agencies.

In addition, the influence of informal structures and groups will be discussed.

4.4.2 Aims

(a) To provide an understanding of the organisation and government of Further Education Colleges.

(b) To develop an awareness of the working relationship between the organisational parts of the Colleges.

(c) To indicate the importance of external influences on the functioning of colleges.

(d) To identify sub-cultures and examine their significance in college processes and for the teacher.

4.4.3 Learning Outcomes

At the end of this Unit, the student teacher should be able to:

(a) Describe the basic structure of college organisation.

(b) Identify the main parts of the college organisation and discuss their interrelationships.

(c) Describe the roles of the main officers of the college.

(d) Discuss the functions of representative committees and the teacher's role in participative systems.

(e) Examine the relationship between colleges and external agencies.

(f) Analyse external influences on the college organisation.

(g) Define the characteristics of sub-cultures and discuss their influence on college
4.4.4 Content

(a) College structures: formal and informal (Unit 1)

(b) Group relations in Colleges and classrooms Sub-cultures and ethnic groups. (Unit 2)

(c) College Administrative structures. Role and Role structures. College Government: Academic Boards and Governing Bodies. (Unit 4)

(d) Colleges as social systems Environmental influences External bodies and agencies (Unit 5)

4.4.5 BOOK LIST - Unit 4: ORGANISATION AND MANAGEMENT OF F E COLLEGES

Section A: Education and General Method (* indicates Essential Reading)

* Cantor L M and Roberts I F (1972) Further Education in England and Wales - 2nd Ed. Routledge


* Community Relations Commission (1976) A Second Chance: Further Education in Multi-Racial Areas. CDE

Coombe Lodge Reports on FE (1969 onwards) Various Reports as Prescribed FE Staff College

*King R (1976) School and College Routledge

Tipton B F A (1973) Conflict and Change in a Technical College Hutchinson

Venables E (1967) The Young Worker at College Faber

Venables E (1974) Apprentices Out of Their Time Faber

Section B: Special Method

Reference will be made to publications of relevant Examining Bodies in each Special Method area.
4.5 Unit Five
Curriculum Implementation (47) hours

4.5.1 Introduction

The first part of the Unit focuses the educational theory introduced in previous Units on to the central topic of curriculum. Curriculum theory, together with the special interests of subject areas, are then moved into the practical professional fields. These will be examined in the light of their implications for present college courses and subject relationships.

Thus the Unit ties together the first year work into a coherent course for those going no further. It also acts as a preparation for the work to be undertaken in the second year, with special reference to Unit Seven.

4.5.2 Aims

(a) To examine the influences leading to curriculum change.

(b) To examine the social context of the curriculum.

(c) To examine the influence of psychological factors in implementation of the curriculum.

(d) To analyse the need for a logical and integrated approach vis-a-vis the teaching of subject disciplines.

(e) To create an understanding of modular schemes and their uses.

(f) To examine the influences leading to curriculum change.

(g) To examine critically the accepted methods of formal assessment by written or practical examinations.

(h) To examine ways of matching assessment methods to teaching objectives.

(i) To examine the implications of continuous assessment schemes.

(j) To introduce the student teacher to simple diagnostic tests for literacy and numeracy.

(k) To examine the influence of curriculum aims, syllabi and modes of assessment on methods of teaching.

(l) To translate detailed syllabi into specific areas of learning activity.

4.5.3 Learning Outcomes

At the end of this Unit the student teacher should be able to:

(a) Identify and analyse the main social factors influencing changes in the curriculum.

(b) Discuss the social stratification of knowledge.

(c) Identify the main agencies controlling the Further Education curriculum and their processes of control.

(d) Evaluate theories of learning in the light of their contribution to curriculum theory.

(e) Organise selected teaching material into appropriate classroom strategies and procedures in the light of previous and concurrent theoretical studies, in order to produce coherent and developing teachable schemes or themes appropriate to both traditional and contemporary curricula.

(f) Analyse and appraise test papers in their own subject specialism, including long answer, short answer and multiple choice (objective) questions and practical tests where appropriate.

(g) Apply simple quantitative checks to determine the validity of test questions.

(h) Match assessment methods to teaching objectives.

(i) Discuss critically the implications of continuous assessment schemes.

(j) Select and apply appropriate diagnostic tests for literacy and numeracy.

(k) Identify the areas of compromise between curriculum aims and practical resource constraints.

(l) Identify and justify the use of selected teaching strategies to particular areas of context.
4.5.4 Content

(a) Curriculum theory

(b) The changing curriculum; in particular the influence of student needs.

(c) The control of the curriculum

(d) Theories of learning and the curriculum

(e) Schemes and themes, sequencing of lessons, modular schemes, current trends and practices

(f) Modes of assessment of cognitive work appropriate to curricula style. Continuous assessment schemes; subjective and objective testing and their place in matching forms of assessment. Selection and application of literacy and numeracy tests.

(g) Teaching strategies

Selection of appropriate styles of teaching and learning activities in relation to curriculum aims with special reference to practical experience in teaching subject disciplines.

4.5.5. BOOK LIST - Unit 5: CURRICULUM IMPLEMENTATION I

Section A: Education and General Method (* indicates Essential Reading)

*CHILD D (1977)
Psychology for the Teacher
Rinehart and Winston

*JUDE R and others Eds. (1976)
Schooling and Capitalism
Routledge

*HIRST P H and PETERS R S
The Logic of Education
Routledge

HOPPER R Ed. (1971)
The Curriculum: Context, Design and Development
Oliver Boyd

*LAWTON D (1973)
Social Change, Educational Theory and Curriculum Planning
ULP

MACINTOSH H G (1976)
Assessing Attainment in the Classroom
Rider

*REIGERS J (1977)
Adults Learning
Open University Press

*RUSSELL J and LATCHAM J Eds. (1976)
Curriculum Development in FE: A collection of papers for in-service development groups
FE Staff College (Loose-leaf Binder)
4.5.5 Section B - Contd.

General Studies
Reference will be made to prescribed curriculum material.

Engineering

DAWSON J B and THOMAS G H (1972)
UEI

MASON (1971)
TEC - New Readers Start Here
Liberal Education No. 32

TECHNICIAN EDUCATION COUNCIL
Journal; Circulars, Statements, Guidelines, Programmes and Standard Units, as prescribed
TEC

THOMAS G H (1971)
A Practical Guide to Objective Testing: Part I Item Writing
UEI

Mathematics

SCHOOL MATHEMATICS PROJECT (1970 onwards)
CUP

STEWART I (1975)
Concepts of Modern Mathematics
Penguin

Nurse Tutors

BEVIS E M (1974)
Curriculum Building in Nursing - A Process
Mosby

FOUILLE E S (1973)
Nursing and the Process of Continuing Education
Mosby

SCHNEIDER J E and others (1976)
Creative Teaching in Clinical Nursing - 3rd rev. ed.
Mosby

Science

COUNCIL FOR EDUCATIONAL TECHNOLOGY (1976)
Learning Package for TEC Syllabus Writers
CET

RUSSELL T J Ed. (1975)
A Framework for Subject Learning Objectives
CET

4.5.5. BOOK LIST - Unit 5: CURRICULUM IMPLEMENTATION I

Section B: Special Method (Essential Reading only)

Agriculture and Horticulture

DES/SOUTH WESTEN EDUCA TION DEPARTMENT:
JOINT ADVISORY COMMITTEE ON AGRICULTURAL EDUCATION 1973 (1974)
Report (Chairman: J P Hudson)
HESO

HUSON B (1973)
Assessment Techniques
Method Education

NATIONAL ADVISORY COUNCIL ON EDUCATION FOR INDUSTRY AND COMMERCE:
ADVISORY SUB-COMMITTEE ON FURTHER EDUCATION FOR AGRICULTURE (1960-61)
HESO

NATIONAL ADVISORY COUNCIL ON EDUCATION FOR INDUSTRY AND COMMERCE:
ADVISORY COMMITTEE ON AGRICULTURAL EDUCATION (1966)
Report (Chairman: Sir Barry Pilkington)
HESO

Business Studies (Professional and Secretarial)

BUSINESS EDUCATION COUNCIL (1978)
Publications on Policy, Guidelines, Course and Module Specifications, Strategies and Assessment
HESO

NATIONAL ADVISORY COUNCIL ON EDUCATION FOR INDUSTRY AND COMMERCE (1966)
Report of the Committee on Technician Courses and Examinations
HESO

REAS D T (1977)
Curriculum Change in Further Education
Education for Development, Vol. 4, No. 3

ROYAL SOCIETY OF ARTS
Current Reports and Bulletins, as prescribed
RSA

SELLARS J (1978)
Business Education Takes Shape
Education and Training, Vol. 20, No. 2

WHITEHEAD D (1974)
Curriculum Development in Economics
Heinemann Educational
4.6  Unit Six
Specialist Teaching Studies (43 hours)

Introduction
This Unit begins the second year of the course by an analysis of more sophisticated teaching methods; in particular, those aspects of teaching which arise from a student-centred approach. Students will be introduced to a variety of learning materials and encouraged to appraise their effectiveness in terms of their own specialist requirements.

4.6.2 Aims
(a) To examine a range of student-centred learning approaches and assess their value as part of a coherent course of educational activity.

(b) To consider the relative educational advantages of individual learning packages.

(c) To provide the opportunity for teachers to devise and use a range of learning materials to meet specific requirements in their specialist area.

4.6.3 Learning Outcomes
At the end of this Unit, the student teacher should be able to:

(a) Describe the relative advantages of individual learning approaches to particular areas of work.

(b) Show how particular individual learning activities can be sensibly dovetailed into a practical programme of work.

(c) Devise and produce for use in their own teaching, one or more of the following:-

(i) A range of case studies appropriate to a subject he/she is currently teaching.

(ii) A package of simulation exercises/games.

(iii) A short programme sequence.

(iv) A comprehensive learning package for a particular work module.

(v) A tape-slide sequence.

(vi) An outline project in terms of objectives, management and resources.
4.6.4 Content

(a) Case Studies
(b) Simulation exercises, including games
(c) Programmed learning and learning packages. Tape-slide sequences.
(d) Application of above to teaching specialist subjects.
(e) Video-tape production
(f) Introduction to computers assisted learning.

*Revised, July 1982

4.6.5 BOOK LIST - Unit 6: SPECIALIST TEACHING STUDIES

Section A: Education and General Method (* indicates Essential Reading)

Towards a Theory of Instruction
Harvard UP

DAVIES I K (1971)
The Management of Learning
McGraw-Hill

G. J. R (1974)
Essentials of Learning for Instruction
Holt, Rinehart and Winston

MAGER R F (1975)
Preparing Instructional Objectives - 2nd ed.
Fearon

NMREE D (1974)
Educational Technology and Curriculum Development
Harper and Row

STENHOUSE L (1975)
An Introduction to Curriculum Research and Development
Heinemann
Section B - Special Method (Essential Reading only)

Agriculture and Horticulture

SOCIETY FOR RESEARCH INTO HIGHER EDUCATION
Project Methods in Higher Education
SAGE

Business Studies (Professional and Secretarial)

CITY OF LONDON POLYTECHNIC
Media Resources for Lecturers in Accounts
CLP

OPEN UNIVERSITY
Statistics - an Interdisciplinary Approach
Open University Press

SANFORD C T and BRADBURY M S (1973)
Case Studies, Projects and Role Playing in Teaching Economics
Macmillan

SIZER L (1975)
Case Studies in Management Accounting
Penguin

WHITEHEAD D (1978)
Handbook for Economics Teachers
Heinemann

Science

WRIGHT S, Comp. (1971)
Classical Scientific Papers: Physics
Mills and Boon

MARCUS D, Comp. (1970)
Classical Scientific Papers: Chemistry
Mills and Boon

Engineering

BELBON R M (1969)
The Discovery Method
OUP

Mathematics

A prescribed selection of programmed learning texts and CAL
programmes appropriate to the students' levels of teaching.

Nurse Tutors

STEIN R F and others (1972)
A multimedia independent approach for improving the Teaching-
Learning Process in Nursing
Nursing Research Vol. 21, No. 5
Unit Seven
Curriculum Implementation (II) (40½ hours)

4.7.1 Introduction
This Unit begins the more advanced theoretical work appropriate to the second year of the Course. The topics grow out of those which form Unit Five in the first year. The unit uses, as does Unit Five, the notion of education as the construction and implementation of appropriate curricula as its unifying theme, and develops philosophical, psychological and sociological insights into matters facing practising teachers.

4.7.2 Aims
(a) To continue the sociological and begin an epistemological analysis of the nature of curriculum knowledge.
(b) To deepen awareness of the psychological contribution to the selection of methods and content for curricula.
(c) To discuss education as an undertaking governed by moral considerations.

4.7.3 Learning Outcomes
By the end of the Unit the student teacher should be able to:
(a) Show an understanding of the development of curriculum knowledge as a social product.
(b) Begin to understand the fact/value distinction in its application to the selection of knowledge for teaching.
(c) See the relevance of ethical categories in the selection of knowledge, and give due weight to the rights of students as moral agents and autonomous persons.
(d) Understand a variety of accounts of motivation, and see the importance of constructing curricula and adapting teaching styles to aid the impetus of learning.
(e) Give an account of explanations of personality and attitudes.
(f) Suggest means of coping in practice with different personalities and attitudes.
(g) Understand the influence of social background on student behaviour and attainment.

4.7.4 Content
(a) The nature and structure of knowledge. Curriculum and its value basis. Fact and value in the selection of knowledge for teaching. Stratification of knowledge; knowledge as a social product. Factors affecting the selection of classroom knowledge.
(b) Cognitive and behaviourist approaches to learning theory. The discovery-expository teaching continuum. Motivation - biogenic, sociogenic; hierarchical approaches.
(c) Social class, classroom interaction and student attainment. Personality - theories related to trait and type approaches. Attitudes - development and modification. Concepts of autonomy, reason and indoctrination.
Unit Eight
Evaluation and Assessment (22½ hours)

Introduction

This Unit completes the work on assessment, for the course, by:

(a) Examining difficulties associated with the assessment of practical educational activities, e.g. workshop, laboratory, office work and project work.

(b) Further work on the construction and evaluation of subjective and objective examination papers.

(c) Introducing students to simple statistical techniques for standardising sets of scores.

Aims

(a) To review current practices in the assessment of practical work and to extend this to a consideration of the difficulties of assessment in the affective domain of learning.

(b) To extend previous work on appraisal of assessment methods to the construction and evaluation of new testing materials.

(c) To establish the need for a means of standardising a set of test scores.

(d) To familiarise the student teacher with the basic statistical techniques involved in the standardisation of test scores.

(e) To provide elementary practice in applying standardisation procedure.

Learning Outcomes

At the end of this Unit, the student teacher should be able to:

(a) Select and justify the use of a pattern of assessment appropriate to a particular area of practical work with which he/she is familiar.

(b) Evaluate the need for assessment in the affective domain.

(c) Devise a range of test papers and/or test assignments for a specialist group.
(e) State the procedures involved in standardisation.

(f) Apply standardisation procedures to selected examples of sets of test scores.

4.8.4 Content

(a) Assessment of students' practical work.
   Techniques of preparation of objective and subjective examination papers.

(b) Interpretation of test scores
   Basic statistics - means, modes, medians, standard deviations, standardisation, raw scores, Z scores.

4.8.5 Book List - Unit B: EVALUATION AND ASSESSMENT

Section A: Education and General Method (* indicates Essential Reading)

*Crocker A C (1974)
   Statistics for the Teacher - 2nd rev. ed.
   NFER

*Law R L (1972)
   Essentials of Educational Measurement
   Prentice Hall

*MacIntosh H G (1976)
   Assessing Attainment in the Classroom
   Hodder

*MacIntosh H G (1974)
   Techniques and Problems of Assessment
   Arnold

Piggen D A and Yates A (1969)
   Introduction to Educational Measurement
   Routledge

Rust W Bonney (1973)
   Objective Testing in Education and Training
   Pitman

Section B: Special Method

Reference will be made to prescribed Examination Regulations and Papers by Examining Bodies or Groups appropriate to each Special Method Subject Area.
Analysing Classroom Communication (40½ hours)

Introduction

The content of this Unit has been designed specifically to relate to the final period of Teaching Practice. In the initial stages, some formal work will be done on theoretical models of classroom interaction and communication in order that the teacher may be better able to judge his own classroom performance. To this extent, it is intended that a good deal of the time spent in this Unit will be devoted to seminars and discussions arising from the teacher's own experiences on Teaching Practice.

Aims

(a) To develop analytical and critical skills in teachers in order that they can observe and comment objectively on classroom interaction situations.

(b) To further develop and consider aspects of verbal and non-verbal communication skills in the teacher in the practical teaching situation.

(c) To acquaint the teacher with methods of developing language and verbal abilities in students.

(d) To provide the opportunity for feedback and detailed discussions on a variety of teaching practice situations.

(e) To give the student teacher the benefit of specialist advice available in his/her own college.

Learning Outcomes

At the end of this Unit, the student teacher should be able to:

(a) Classify and analyse the main categories of classroom interaction.

(b) Show how a knowledge and understanding of these categories can lead to an improved learning environment.

(c) Give a brief description of the techniques of verbal communication and indicate the importance of non-verbal cues.

(d) Demonstrate through his/her practical teaching that he/she has achieved an adequate level of performance.

(e) Show, by example, an understanding of methods of improving students' verbal ability.

(f) Recognise the relationship between language and the formation of concepts.

(g) Apply simple criteria schedules to the appraisal of his/her own teaching.

(h) Make an objective contribution to group discussions on specific aspects of his/her and other student teachers' observed teaching.

(i) Show evidence of being able to apply corrective measures to his/her approach to particular teaching situations.

Content

(a) Theoretical models of classroom communication and interaction. Introduction to the work of Flanders, and of Tuckman and Bellack, as feedback systems. Development of teachers' sensitivity to a variety of interaction situations.

(b) Verbal and non-verbal communication. Importance of non-verbal skills in communication. Development of verbal abilities in the teacher and student. Language development and the formation of concepts.

(c) Application of evaluative schedules to the practical teaching situation. Discussions and the use of 'live' case studies on teaching practice situations, e.g. effectiveness of questioning, testing, audio visual aids and notetaking. Problems of motivation and control. Corrective measures and feedback.

(d) Evaluation of the effectiveness of own teaching to subject specialism groups. Problems peculiar to subject disciplines. Consultation with own College Professional Tutors and subject specialists.

(e) Function of micro teaching in evaluating and improving teaching performance, particularly in the area of verbal communication. Application of 're-teach' methods to specific teaching situations.
**Book List - Unit 9: Analysing Classroom Communications**

**Section A: Education and General Method** (*indicates Essential Reading)*

- ARETYLE W (1970)
  - Psychology of Interpersonal Behaviour
  - Penguin

- CHILD D (1973)
  - Psychology and the Teacher
  - Holt, Rinehart and Winston

- FLANDERS N (1970)
  - Analysing Teacher Behaviour
  - Addison Wesley

- McLEISH J and others (1973)
  - The Psychology of the Learning Group
  - Hutchinson

- MORRISON A and McINTYRE D, Eds. (1972)
  - Social Psychology of Teaching
  - Penguin

- SIGEL I E and COCKING R R (1977)
  - Cognitive Development from Childhood to Adolescence
  - Holt, Rinehart and Winston

- STONES E (1970)
  - Readings in Educational Psychology
  - Methuen

- STONES E (1966)
  - Introduction to Educational Psychology
  - Methuen

**Section B: Special Method**

The primary Special Method source for this Unit will be 'live' or actual Case Studies based on the students' experiences in their own Colleges, together with Seminar Papers arising therefrom.

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**Unit 10**

**Contemporary Issues in Further Education**

**Introduction**

This Unit moves consideration of educational issues into the large-scale area of public debate to which teachers may have to respond. It also acts as a means of unifying the consideration of more specific educational problems and topics raised in Units 5 and 7. Students will be expected to choose topics of relevance to Further Education and, with tutors, to develop a coherent unit programme for the whole group.

**Aims**

To develop students' understanding of important contemporary educational issues by studying in depth topics of relevance to their careers as teachers. The topics will be chosen in consultation with tutors.

**Content**

Unit 10 will run concurrently with Units 6 to 9. (See Course Diagram)

**Typical range of topics selected:**

1. Competing concepts of teaching and learning
2. Further Education and young school-leavers
3. Community Education
4. Multi-cultural education
5. Manpower planning
6. The politics of educational change

**Programming of Unit 10**

1. Second Year - first Block: Introduction to Unit 10, Discussion of UNIT aims with students; topics presented; sequence of types planned; topics allocated to students; preparation for seminars; guidance on reading.
2. Introducing lectures on each topic outlining the area, main issues and questions arising (6 x ½ days).

3. A period of preparation for seminar papers by students (at least 2 weeks).

4. Students present seminar papers to peer groups followed by discussion.

(1½ hours on presentation, 1½ hours discussion of issues raised).
SCHEME OF STUDY

The scheme of study for students preparing for the Postgraduate Certificate in Education (Further Education) and the Certificate in Education (Further Education) consists of both theoretical and practical work. It includes:

PART ONE - THEORY

A. Foundation Studies.
- Course I Educational Psychology.
- Course II Philosophy of Education.
- Course III Problems of Organisation.
- Course IV Language in Education.
- Course V Measurement and Evaluation in Learning.
- Course VI Research in Education.
- Course VII Further Education

B. Audio-Visual Aids to Learning.

The cost of materials to students is estimated at a maximum of £5.00.

C. Teaching Techniques.

These sessions are concerned with the techniques of teaching and learning which may be applied to any subject or skill. No attempt will be made to segregate teaching into specialisations.

PART TWO - PRACTICAL

A. To give students practice in public speaking, each student is required to deliver two short talks. This exercise is undertaken in Tutorial Groups; the talk is recorded, played back and discussed.

B. Each student will be required to give two 30 minute practice lessons during the first term.

C. Students will be attached to Further Education establishments for teaching practice from Monday to Friday inclusive for 9 weeks of the Lent Term, and for Pre-Service activities for the last three weeks of the Summer Term. They will be helped and advised by members of the establishments concerned, who have been appointed as local teaching practice tutors.

METHODS OF ASSESSMENT

Students are required to maintain a Course Journal, and to submit various Exercises, Projects and Papers. Tutorial and Course Work will be continuously assessed.

Teaching ability will be assessed at intervals throughout the teaching practice period.

OTHER COURSES OF INITIAL TEACHER TRAINING

The Department of Education provides other courses in the general field of Further Education:

NURSE TUTORS' COURSE

Information may be obtained from Mr. P. J. Morland, Department of Education, University College, Cardiff.

IN-SERVICE COURSES FOR SERVING TEACHERS IN FURTHER EDUCATION

Contact Dr. John Hurlow, Department of Education, University College, Cardiff.

COURSES FOR OVERSEAS CRAFTSMEN AND TECHNICIANS

Information (including details of current fees and enrolment forms) from:

The Dean,
Faculty of Education,
University College,
P.O. Box 78,
Cardiff, CF1 1XL.
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<td><strong>Speaking Exercise (2) (Groups 1, 2, 3, 4)</strong></td>
<td><strong>Speaking Exercise (3) (Groups 1, 2, 3, 4)</strong></td>
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<td>Teaching Methods Seminar</td>
<td>Audio-Visual AIDS (CCTV Demonstration)</td>
<td>Audio-Visual AIDS (Reprographics &amp; Students' Notes)</td>
<td>Individual Study</td>
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<td>Audio-Visual Aids Demonstration (TheofHP)</td>
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Activity: Psychology
Teaching: Psychology
Methods Seminar: Audio-Visual Aids
Visual Aids: Audio-Visual Aids
Seminar: Audio-Visual Aids
Tutors: Audio-Visual Aids
Rooms: Audio-Visual Aids
Planning: Audio-Visual Aids
Exercise: Audio-Visual Aids
Demonstration (TheofHP): Audio-Visual Aids
Individual Study: Audio-Visual Aids

WEEK 5
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GUIDE TO THE ASSESSMENT OF TEACHING EFFECTIVENESS

The following questions can be asked about any method of instruction and are a guide to the headings illustrated in the student teaching assessment form:

(a) Preparation of Lesson
Were the following well prepared, checked before use and appropriate?

(i) Notes and handouts?
(ii) Diagrams and audio/visual aids?
(iii) Apparatus and equipment?
(iv) Questions to be asked?
(v) Problems to be set?

(b) Introduction

(i) Were the objectives properly stated?
(ii) Was the interest of the class aroused?
(iii) Was the relevance of the subject to be taught made clear and was this associated with an effort to motivate the student to learn?
(iv) Was the new subject to be taught linked with previous teaching to lay a sound foundation for the new subject?
(v) Was previous knowledge tested?
(vi) Were good relationships established with the students?

(c) Development

(i) Did the written instruction follow a logical pattern?
(ii) Was the development of the material progressive?
(iii) Was the content technically correct?
(iv) Was the teaching method used appropriate to the material and to the students being taught?

(d) Conclusion

(i) Was there an appropriate summary of the lesson and recapitulation?
(ii) Was there an appropriate check that the objective of the lesson had been achieved?
(iii) Was there an appropriate test to determine that the material taught had been assimilated and understood?

(e) Questioning

(i) Were questions asked frequently and continuously throughout the course of the lesson?
(ii) Were the questions appropriate and relevant to each stage of the instruction?
(iii) Were the questions well designed and well phrased?
(iv) Were all students involved in questioning?
(v) Were the students given the opportunity to ask questions?

(f) Teaching Aids

(i) Were the audio/visual aids appropriate to the material being taught and to the teaching method being used?
(ii) Was the quality of the audio/visual aids adequate?
(iii) Was full control exercised over the use of audio/visual aids?

(g) Relationship with Students

(i) Were the students always referred to by name?
(ii) Were all the students encouraged to learn?
(iii) Was it evident that the teacher was enthusiastic about his subject?

(h) Manner and Voice

(i) Was the teacher confident? Did he or she have full command of the subject.
(ii) Was the teacher's manner business like and fair to all?
(iii) Was the teacher audible to all and was his or her diction clear?
(iv) Did the teacher have an adequate mastery of the language so that ideas were expressed clearly and fluently?

SEPT 1980
Observation Period in Further Education Establishments

Through the courtesy and co-operation of the Local Education Authorities, Directors of Education and the Principals of Further Education Establishments you will be able to observe, during the sixth week of the course, the organisation and work of the Further Education establishment to which you will be assigned for your teaching practice in the Lent Term.

The observation period will provide you with an introduction to Further Education and will enable you to understand the function and organisation of the College, to sort of students attend the College, to get to know the staff and to find out who you will be required to teach during your teaching practice.

You will be required to record your observations in your Course Journal. The following is a guide to the type of information which you should seek to obtain during the observation period which will serve as the basis for your written account:

1. Name and type of College.
2. Name of Principal.
3. Name of Head of Department to which you will be assigned for your teaching practice.
4. Name of the member of College staff who will tutor you during your teaching practice (if known).
5. Name and designation of member of College staff to whom you will be directly responsible during your teaching practice (if not the Head of Department).
6. Procedure to be followed if you have to be absent because of illness or for any other reason during your teaching practice period.
7. Plan of College with location of Department to which you are assigned and the lecture rooms in which you may teach.
8. Fire drill.
10. College rules.
11. Types and levels of courses provided.
12. Liaison between College staff and Industry and Commerce.
13. Industrial training facilities.
14. Library facilities.
15. Availability of Course text books.
16. Laboratory, Workshops and Demonstration facilities.
17. Location of staff rooms and accommodation which will be made available to you for preparing your lessons when you do your teaching practice.
18. Syllabi of the subjects you will teach.
19. Past examination papers for the subjects you will teach.
20. Type of students you will be teaching.

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21) Availability of audio-visual aids and the procedure for obtaining them for your teaching.

22) Facilities available for preparing OHP transparencies, duplicated handouts.

23) Procedure for marking attendance registers, where obtained, procedure in the event of students arriving late.

24) Staff room facilities

25) When staff meetings are held? How often, what is discussed?

26) How much consultation takes place between Departmental staff members to co-ordinate teaching of each class?

27) What are academic, social and industrial backgrounds of the students?

28) What extra-curricula activities are provided for students?

29) How are disciplinary matters dealt with?

30) What are the staff/student relationships?

31) You may be given the opportunity to observe F.E. teachers teaching in their classrooms or workshops, in which case you should pay particular attention to the following:

   a) Staff/student relationships
   b) Structure of lessons
   c) Uses of A.V.A.
P.G.C.E. (F.E.) AND C.E. (F.E.) IN-SERVICE COURSE

Setting for the Course Journal

Introduction

1. Students are required to compile a Course Journal containing their comments on the lectures they receive and the practical exercises, practice lessons, visits and reading they undertake during the course.

Objectives of the Course

2. The objectives of the Course Journal are to enable the students:

(a) To demonstrate what they have learnt from each lecture by commenting on the writer's content, in relation to their own teaching.
(b) To demonstrate what they have learnt from their own and their fellow students' practice lessons by commenting on writing on each practice lesson.
(c) To demonstrate what they have learnt from the public speaking exercises, visits to schools, the visit to a Military Training Establishment and from the Computer course, by commenting on writing on each.
(d) To state in writing what they have learnt about teaching and education from their reading during the course which will be of value to them in their own teaching.
(e) To collate and present material in a logical fashion.
(f) To express themselves clearly and competently in writing.

Content of the Course Journal

3. The following material is to be filed in Course Journals:

(a) Lecture handouts, all the material supplied in written form in handouts, and all documentary material, including the text of the following texts, was "Guide to the Course of Study" in two parts, which have been divided into units. Course Journals are to be set in an A4 lever-arch file similarly divided by appropriately titled stiff paper dividers into a Part I - Theory divided into eleven sections, one each for Units 1.1 to 1.5 and 2.1 to 2.6., and a Part 2 - Practical, divided into seven sections, one each for Units 1.6 to 1.9 and 2.7 to 2.9. An index would be placed inside the front cover. Handouts, the student's contributions, etc., are to be filed, in order, in the appropriate sections.
6. Student's own comments are to be typed in double spacing or written neatly and legibly, in ink, on A4 size paper.

Compilation of the Course Journal

7. Students should compose their comments for inclusion in their Journals at the end of each day whilst the subject matter is fresh in their minds. Experience on previous courses has shown that students who fall behind with their contributions are faced with great difficulties in catching up again. Annex A is a typical layout for a journal entry following a lecture.

Submission of Course Journals to Tutors

8. Students are to submit their journals to their tutor for comment at weekly intervals until such time as he is satisfied that they are being kept in the form and to the standard required, when he may decide to see them at fortnightly intervals.

9. The tutor will write comments in the margin and/or at the end of students' contributions and will, if necessary, correct grammar or English. Such comments will be written in pencil so that the student may erase them at the end of the course, but not before, if he or she so wishes. The tutor will also write short overall comments, each time he sees a student's journal, and this is to be filed in the front of the journal. The tutor will discuss his comments of the student's contributions, and give the student any necessary advice on how improvements can be made.

Submission of Course Journals to External Examiner

10. At the end of the first In-College session of the course, all Journals will be called in so that a proportion may be selected for submission to the External Examiner for moderation. When the External Examiner has returned the selected Journals, these and the remainder of the journals will be returned to students by tutors who visit them to see them, teach in their respective further education establishments. Any material collected for inclusion in the Journal can be filed therein after it has been returned.

20th March, 1980

Course Director
An example of a typical layout for a journal entry following a lecture:

Date: ................

Lecture Title:

Lecturer's Name:

Theme of Lecture: (Here should be written, in no more than two sentences, a very brief statement of the theme and purpose of the lecture.)

Comments: (The following are examples of points for consideration. You may include other relevant points.)

How does the lecture content apply to your teaching subject?

How does the lecture content apply to your experience?

How does the lecture content apply to your needs?

How does the lecture content relate to your readings on books on the essential reading list and other relevant literature?

Were terms used clear to you?

What new understanding did you gain?

Does the series of lectures co-relate with other sectors of the course?

Additional comments may be included as suggested by the lecturer concerned with the course unit considered.
The Teaching Project

Setting for the Project

(a) Write a brief introduction to the project this should include the purpose and scope, and a description of the course and students taught. Detailed student profiles are not required but some details of age and ability or level of training should be included.

(b) Include six ideal lesson plans complete with correctly stated objectives, handouts, audio visual aids and tests. Each lesson is to be of no less than one hour duration. If possible the six lessons should deal with one section of the syllabus. The results of the terminal tests given should be included in the overall assessment. You may include one of the assessments of your teaching made by your visiting tutor.

(c) Write a commentary for each of the lessons suggesting improvements that could be made to the lessons made as a result of your experience of teaching and from student learning. Also include reasons for re-design of handouts, aids and tests.

To conclude the project discuss what you have learned from the exercise.

Submission of Teaching Project

The completed teaching project is to be presented in a lever arch file and submitted for assessment on the date shown in the timetable.
Postgraduate Certificate in Education (FE) and Certificate in Education (FE) In-Service.

Date of Course: ________________________________
Name of Student: ________________________________
F. E. Establishment from which seconded: ________________________________
Teaching Specialisation: ________________________________

Practical Teaching Ability:

Date: ________________
Signed: ________________
Course Tutor

General Remarks:

Date: ________________
Signed: ________________
Course Tutor

Department of Education,
University College, CARDIFF.
# Student Teaching Assessment

**Name of student:**

**F. E. Establishment:**

**Class:**

**Age of Students:**

**Time & Date of Lesson:**

## Subject

**Title of Lesson:**

### Preparation of Lesson

- Notes and handouts
- Diagrams and aids
- Apparatus and equipment
- Questions to be asked
- Problems, tests, etc.

### Presentation of Lesson

- Introduction: Motivation & interest
- Link and revision
- Student readiness
- Objective/s
- Development: Logical presentation
- Progression
- Technical Correctness
- Appropriate methods
- Conclusion: Recapitulation
- Testing
- Summary

### Student Participation

- Questioning: Frequency
- Appropriateness & relevance
- Presentation
- Sampling

- Teaching Aids: Appropriateness & relevance
- Quality
- Control

- Relationship with students: Use of Names
- Encouragement
- Enthusiasm

- Manner & Voice: Confident
- Business-like
- Fair to all
- Use of Voice
- Use of Language

### Effectiveness of Teaching

- Did all the students learn what was taught?

### Marked strengths or weaknesses

**General Comment**

**Assessment for period observed:**

Tutor’s signature

---

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Postgraduate Certificate in Education (Further Education) and Certificate in Education (Further Education) (In-Service) Course
1982-1983

COURSE QUESTIONNAIRE (1)

You are invited to give your opinion on a number of questions that are directly concerned with the course you are attending. Your opinion is needed so that the course may be evaluated and thereby modified for the benefit of future students.

Where several answers are given to a question, you are asked to place a tick (✓) in the box opposite the answer which best expresses your opinion.

Where there is a group of questions, select the one to which you are inclined most to answer YES. You are asked to place a tick (✓) in the box opposite the selected question.

You are asked to list any suggestions that you may have for improving specific parts of the course.

Should you wish to qualify any answer, in any way, you may write a short additional comment on the last page of the questionnaire.

Please make sure you answer every question.

Completed questionnaires should be handed in at the Porter's Lodge, Department of Education, by 1.00 p.m. on Thursday 29th July, 1982. Thank you for your help.

1. Did you find the amount of work on the first session of the course:
   (a) too much? ✓
   (b) about right? ✓
   (c) too little? ✓

2. Indicate by placing a tick (✓) in the appropriate column the value to you, as a teacher, of each part of the course listed.

<table>
<thead>
<tr>
<th></th>
<th>Col.1</th>
<th>Col.2</th>
<th>Col.3</th>
<th>Col.4</th>
<th>Col.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Lessons</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Teaching Techniques</td>
<td>✓</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Lectures</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Techniques: Exercise 1 (Lesson Planning)</td>
<td>✓</td>
<td></td>
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<tr>
<td>Audio-Visual Aids Course</td>
<td>✓</td>
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<tr>
<td>Educational Psychology</td>
<td>✓</td>
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<tr>
<td>Public Speaking Exercises</td>
<td>✓</td>
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<tr>
<td>The Writing of Objectives</td>
<td>✓</td>
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<tr>
<td>Lecture</td>
<td>✓</td>
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<td></td>
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<tr>
<td>Teaching Techniques: Exercise 2(re-writing of syllabus)</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>Educational concepts</td>
<td>✓</td>
<td></td>
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<tr>
<td>Testing and Evaluation</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear Thinking</td>
<td>✓</td>
<td></td>
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<tr>
<td>The New F.E.</td>
<td>✓</td>
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<tr>
<td>Personal Development Young People</td>
<td>✓</td>
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<tr>
<td>Student Counselling</td>
<td>✓</td>
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<tr>
<td>Numeracy and Literacy Approaches</td>
<td>✓</td>
<td></td>
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<tr>
<td>Study Skills</td>
<td>✓</td>
<td></td>
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</tr>
</tbody>
</table>

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If you feel that other sections of the course could be improved, expanded or reduced in emphasis or dropped, list your suggestions here:

1) Practice Lessons of 1 hour instead of 42 hr.

2) More psychology lessons.

In order to improve your effectiveness as a teacher, do you feel that, during the course of practice lessons, your tutor should have criticised you:

(a) more than he did?
(b) as he did?
(c) less than he did?

If you feel that sections of the course of practice lessons could be improved, expanded, reduced in emphasis or dropped, list your suggestions here:

Indicate below, by placing a tick (✓) in the appropriate column, the relevance to your needs as a teacher, of each of the Teaching Techniques lectures:

<table>
<thead>
<tr>
<th>Lecture Title</th>
<th>Col.1</th>
<th>Col.2</th>
<th>Col.3</th>
<th>Col.4</th>
<th>Col.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Teaching and Learning I</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Effective Teaching and Learning II</td>
<td>✓</td>
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<td></td>
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<tr>
<td>The Design of Courses</td>
<td>✓</td>
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<tr>
<td>The Examination Syllabus</td>
<td>✓</td>
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<tr>
<td>Teaching Syllabus</td>
<td>✓</td>
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<td></td>
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<tr>
<td>Methods of Teaching</td>
<td>✓</td>
<td></td>
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<tr>
<td>Learning Session</td>
<td>✓</td>
<td></td>
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<tr>
<td>Questions and Questioning</td>
<td>✓</td>
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<tr>
<td>Planning a Lesson</td>
<td>✓</td>
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<tr>
<td>Demonstration Lesson</td>
<td>✓</td>
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<tr>
<td>Teaching of Skills</td>
<td>✓</td>
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<tr>
<td>Staff/Student Relationships</td>
<td>✓</td>
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</tbody>
</table>

7. If you feel that certain of these lectures could be improved, expanded, reduced in emphasis or dropped, list your suggestions here:

8. If you have suggestions for additional Teaching Techniques Lectures, list their titles here:

TEACHING COLLEAGUES
As a means of improving your performance as a teacher, did you find the Public Speaking Exercise of:

(a) great value? ✓
(b) value?
(c) little or no value?

Did you find the Educational Psychology Course:

(a) extremely relevant to your needs as a teacher? 
(b) very relevant to your needs as a teacher?
(c) relevant to your needs as a teacher?
(d) fairly relevant to your needs as a teacher?
(e) of little relevance to your needs as a teacher?

If you feel that certain sections of the Educational Psychology Course could be improved, expanded, reduced in emphasis or dropped, list your suggestions here:

MORE ON INTELLIGENCE CONCEPTS

In obtaining an improved perspective of the whole educational provision did you find the visit to a Primary School of:

(a) great value? 
(b) value?
(c) little or no value?

Did you find the A.V.A. course:

(a) extremely relevant to your needs as a teacher? 
(b) very relevant to your needs as a teacher?
(c) relevant to your needs as a teacher?
(d) fairly relevant to your needs as a teacher?
(e) of little or no relevance to your needs as a teacher?

If you feel that certain sections of the A.V.A. course could be improved, expanded, reduced in emphasis or dropped, list your suggestions here:

TIME TO PRACTICE USE OF VIDEO TECHNIQUES

Did you find Administrative arrangements to be on the whole:

(a) very good? ✓
(b) good?
(c) satisfactory?
(d) poor?
(e) very poor?

If you feel that the Administrative Arrangements could be improved in any way, list your suggestions here:

In obtaining the fullest benefit from lectures, did you find the tutorial discussions following lectures to be of:

(a) great value? ✓
(b) value?
(c) little or no value?
Did you feel quite free to approach your tutors at any time to seek help and advice?

Yes    [ ]
No     [ ]

If you have any suggestions for improving tutorial sessions, list them here:

If you have any suggestions for improving the tutoring arrangements, list them here:

Did you find staff/student relations to be on the whole:

(a) far better than expected?
(b) better than expected?
(c) as expected?
(d) worse than expected?
(e) far worse than expected?

Did you find that staff/student relations were:

(a) very good?
(b) good?
(c) satisfactory?
(d) poor?
(e) very poor?

If you feel that staff/student relations could be improved in any way, list your suggestions here:

If you feel that the procedure for assessing work could be improved, list your suggestions here:

I think a grading system would have helped motivation.

Do you think that, as a result of the course, your teaching will be:

(a) very greatly improved?
(b) greatly improved?
(c) improved?
(d) slightly improved?
(e) barely improved if at all?

If you feel that there is any part of the course, not already mentioned, that could be improved, expanded, reduced in emphasis or dropped, list your suggestions here:
If you think the course as a whole could be improved in any way, list your suggestions here:

MORE SPEAKING/PRACTICE SESSIONS

If you wish to qualify any answer, in any way, please use the space below.

No 21 could be better defined.

ET, GROUP TUTOR
TT, TUTOR
GENERAL
UNIVERSITY COLLEGE, CARDIFF

DEPARTMENT OF EDUCATION

GUIDE TO THE COURSE OF STUDY

for the

1983-1984

POSTGRADUATE CERTIFICATE IN EDUCATION (FURTHER EDUCATION)

and

CERTIFICATE IN EDUCATION (FURTHER EDUCATION)

IN-SERVICE COURSE
POSTGRADUATE CERTIFICATE IN EDUCATION (FURTHER EDUCATION)

and

CERTIFICATE IN EDUCATION (FURTHER EDUCATION)

Head of Department of Education:  
Professor A. Taylor, M.A.

Consultant:  

Course Director:  

Course Tutors:  
Mr. T. Syson
Mrs. J. Jenkins
Dr. J. Richards
Mr. P. J. Morland
Dr. A. Thomas
Mr. T. J. Powell

Lecturers:  
As shown at head of description of each course.

First In-College Session:  
June 6th to July 29th, 1983.

Second In-College Session:  
Introduction

1. The students enrolled for the Postgraduate Certificate in Education (Further Education) and Certificate in Education (Further Education) courses, will undertake a common course of study. Subject to any alterations which may be necessitated by unforeseen circumstances, the course of study will be as follows:

(a) Part 1 - Theory

1. First In-College Session

Unit 1.1. - Clear thinking about education, teaching and learning.
Unit 1.2. - The writing of educational objectives.
Unit 1.3. - Teaching techniques.
Unit 1.4. - Psychology as a practical aid to teaching and learning.
Unit 1.5. - Assessment and Evaluation.

2. Second In-College Session

Unit 2.1. - Clear thinking about educational issues.
Unit 2.2. - Health.
Unit 2.3. - The Educational System and Development of Further Education.
Unit 2.4. - The Organisation of Further Education.
Unit 2.5. - Approaches to Learning.
Unit 2.6. - Educational Research.
Unit 2.7. - Psychology as a practical aid to teaching and learning.

(b) Part 2 - Practical

1. First In-College Session

Unit 1.6. - Public Speaking Exercise.
Unit 1.7. - Audio-Visual Aids.
Unit 1.8. - Visit to Primary School.
Unit 1.9. - Practice Lessons Sessions.
Unit 1.10. - The New FE (Workshop).
Unit 1.11. - Exercise in lesson planning.
Unit 1.12. - Exercise in writing educational objectives.

2. Second In-College Session

Unit 2.8. - Visit to a Comprehensive School.
Unit 2.9. - Visit to an appropriate Military Training Establishment.
Unit 2.10. - Introduction to Computers Course.
Unit 2.11. - Exercise in Assessment and Evaluation.
Unit 2.12. - Exercise in Designing Learning Packages.
Unit 2.13. - Exercise in Approaches to Learning.

(c) Part 3 - Written

1. First In-College Session

(a) Course Journal. Each student will be required to maintain a Course Journal in a lever arch file, throughout the course, in which is to be written relevant comments on each lecture, each practical exercise, each visit, together with notes on relevant books read and relevant cuttings from newspapers or magazines.

(b) Unit 1.11 - Teaching Techniques Exercise 1. An exercise in the writing of a plan for a learning session. This exercise is to be undertaken by each student.

(c) Unit 1.12 - Teaching Techniques Exercise 2. An exercise to be undertaken by students working in syndicates to analyse an examination syllabus, write a teaching syllabus in objective terms, and define the educational objectives for the learning sessions required.

2. Interim Period Between In-College Sessions

(a) Teaching Project. Between the end of the first In-College session and the end of the Easter vacation, each student will be required to undertake a teaching project. For this project students will be required to teach a portion of a syllabus applying the teaching techniques taught on the course, give a written account of the procedure and report on the results obtained.

3. Second In-College Session

(a) Unit 2.10. - Teaching Techniques Exercise 3. Working in the same syndicates as for Exercise 2, students will be required to construct an essay type and an objective type examination paper to test the achievement by students of the educational objectives contained in the teaching syllabus produced for Teaching Techniques Exercise 2.

(b) Unit 2.11. - Teaching Techniques Exercise 4. Working in tutorial groups, students are to give further consideration to the range of approaches to learning by using these approaches in the teaching of their subjects and considering the educational objectives which may be achieved by using each of these approaches.

(c) Unit 2.12. - Teaching Techniques Exercise 5. Working in tutorial groups, students are to design an appropriate course of study, as a learning package.

ASSESSMENT OF WORK

2. The aim of the course is to enable each student to improve his or her teaching ability and not to grade them or to compare their abilities. Assessment will be continuous throughout the course and tutors will inform students individually of their strengths, weaknesses, and standards of achievement. Students are required to reach a satisfactory standard in both written work and practical teaching.
3. At the end of the course students will be given a grading of PASS or FAIL and tutors will inform each of their students, individually, of strengths and weaknesses disclosed during the course. The concerned Local Education Authority and Principal will be informed only of the success or failure of students for whom they have a responsibility and they will not be furnished with reports on students.

METHODS OF INSTRUCTION

4. The value of the course will be greatly enhanced by the exchange of ideas between staff and students, and between students; as much time will therefore be allowed in the timetable for discussion as for lectures. It is hoped by this means to provide the conditions which will encourage mutual learning.

5. The methods of instruction will be as follows:

   (a) The lecture, which all students are required to attend and which will be followed by discussions conducted by tutors in tutorial rooms.

   (b) The Teaching Techniques lectures which will be followed by discussions with the group’s Teaching Techniques lecturer.

   (c) Practice lessons which will be followed by discussions with the other students in the practice group and with the practice group tutor.

   (d) Course Journals which will be read by tutors and thereafter discussed individually with their students.

   (e) University lecturers will issue handouts before each of their lectures to obviate the need for students to take notes during their lectures and so enable them to give full attention to the lecturer.

   (f) Students will be visited by a College Tutor, at a minimum, twice in each of the Autumn and Spring Terms to witness their teaching and thereafter to inform them of their strengths and weaknesses, to advise them how they can improve their teaching, and to give any help or advice they may need with the preparation of their teaching project.

READING LISTS

6. The lists of books given at the end of each section of the syllabus which follows is divided into two sections; the first lists those books which it is considered essential for all students to read; the second lists those books which are recommended for reading by students wishing to study the subject in greater depth. There will not be time during the course to read widely but the books considered as essential reading should be read by all students before starting or early on in the course.

7. There are at least ten copies in the Education Library of the books listed as essential reading. There is at least one copy in the Library of each book recommended for reading by those students who wish to study the subject more deeply.
SYLLABUS AND READING LISTS FOR FIRST IN-COLLEGE SESSION

June 6th to July 29th, 1983

PART I - THEORY

UNIT 1.1. - CLEAR THINKING ABOUT EDUCATION TEACHING AND LEARNING

Dr. J. Richards and Dr. J. Hurlow

A course of three lecture periods dealing with the errors of logic commonly found in students' work and with educational concepts. The first session will be concerned with the evaluation of arguments and pitfalls in the path of reasoning and students will be given practice on recognising simple errors or logic and with the application of logic to problem solving; the second and third sessions will be concerned with the study of education and with the clarification of the concept of education.

Essential Reading

A pamphlet titled "Clear Thinking" which will be issued to each student.


Further Reading

Dupius, A. M. "Philosophies of Education in Historical Perspectives", Rand McNally.

UNIT 1.2. - THE WRITING OF EDUCATIONAL OBJECTIVES

Dr. J. Richards

A short course of two sessions to teach students to write educational objectives in performance terms. This course serves as an introduction to the syndicate exercise of writing a syllabus in behavioural terms.

Essential Reading


N. E. Gronlund - Stating Behavioural Objectives for Classroom Instruction, Dollier-Macmillan.

UNIT 1.3. - TEACHING TECHNIQUES

Mr. T. Syson
Mrs. J. Jenkins
Dr. J. Richards
Mr. P. J. Morland
Dr. A. Thomas
Mr. T. J. Powell
1. The teaching techniques course of eleven lectures and a demonstration has been designed to teach the basic techniques and principles for teaching any subject or skill to students of any age; no attempt will be made to segregate teaching with subject specialisations.

2. Students will be allotted to one of six tutors for this course. Each tutor will follow the same syllabus and common handouts will be issued. A number of these lectures will be delivered by one tutor to all students at the same time in Room 223 and the demonstration lesson will also be given by one tutor to half the students at a time.

3. The course will comprise of the following lectures:

1. **Effective Teaching and Learning I.**
   The factors to be considered in order that teaching and learning may be effective.

2. **The Design of Courses.**
   An analytical approach to teaching of the design of courses.

3. **The Course Syllabus, Examination Syllabus and Teaching Syllabus.**
   The overall objective and the enabling objectives; their relationship to a scheme of teaching/learning units.

4. **Effective Teaching and Learning II.**
   Effective communication.

5. **Approaches to Learning.**
   The various teaching methods used in Further Education - their advantages and disadvantages.

6. **Demonstration Lesson.**
   A demonstration lesson using a systematic approach to teaching.

7. **A Learning Session**
   The overall objectives, enabling objectives, feedback, the provision of valid learning experiences.

8. **Questioning**
   The purpose of questioning. Questioning technique.

9. **Planning a Lesson**
   The design of a plan for learning.

10. **The Teaching of Skills.**
    The design of a skills lesson.

11. **Student/Teacher Relations and Class Management**
    Teaching preparation before a class - the teacher's attitude to the class - the teacher's manner, bearing and conduct.

12. **The Laboratory Sessions**
    The aims, organisation and content of a laboratory session.

**Essential Reading**

D. Rowntree

L. B. Curzon

I. K. Davies
Instructional Technique, London McGraw-Hill.
UNIT 1.4. - PSYCHOLOGY AS A PRACTICAL AID TO TEACHING AND LEARNING

Dr. D. Fontana

1. The psychology course of lectures will describe in simple non-technical terms what psychologists have discovered about learning and teaching which is of value to practising teachers. Throughout the course the emphasis will be on ways of clarifying and identifying issues which are particular relevant to teaching in the classroom and on ways in which the teacher can apply psychological knowledge to the improvement of teaching and learning.

2. The following are the provisional titles of the lectures which will be given. The course content will be amended as necessary as a result of feedback from the students as the course progresses:

   1. Theories of instruction.
   2. Cognitive factors and learning I.
   3. Cognitive factors and learning II.
   4. Remembering and forgetting.
   5. The dynamics of personality.
   6. The measurement of personality.
   7. Personality and Learning.
   8. The dynamics of group interaction.
   9. The teacher and the group.
  10. The mature student.

Essential Reading

Fontana, D. Psychology and the Teacher, Macmillan.

Further Reading

Butcher, H. Human Intelligence, Methuen, 1970.
UNIT 1.5. - ASSESSMENT AND EVALUATION

Dr. G. A. Mitchell

1. A course of three lectures dealing with the methods of assessing students' learning and the advantages and disadvantages of each method together with the evaluation of teaching effectiveness.

2. The course will comprise the following lectures:

   1. **The Test Instrument**
      The purposes for which tests are designed; assessment and evaluation.

   2. **Types of Tests**
      The essay and objective tests; their advantages and disadvantages.

   3. **Test Construction**
      The construction of tests and expressing results of tests and examinations.

Essential Reading

City and Guilds of London Institute.

Recommended Reading

MacIntosh and Morrison

Wood, A. D.

Mager, R. F.

Title, C. K. and Miller, K. M.

Objective Testing. Setting and Moderating of Written Question Papers.

Objective Testing, University of London Press.


PART 2 - PRACTICAL

UNIT 1.6. - PUBLIC SPEAKING

1. To give students precise practice in public speaking, and advice on how to improve their public speaking ability, each student will be required to deliver a three-minute talk, on a subject allotted by the tutor, after three minutes operation and a five minute talk of twenty four hours' preparation. These exercises will be undertaken in Tutorial Groups. Each talk will be tape recorded, played back, and discussed by the tutor and the other students in the group.

UNIT 1.7. - AUDIO-VISUAL AIDS

A short, concentrated course during which students will be instructed on the use and operation of, a tape recorder, a still projector, an overhead projector, and telemapping equipment, and the production of transparencies for the overhead projector.
UNIT 1.9. - PRACTICE LESSONS

1. After the first four weeks of the course, each student will be required to provide two thirty-minutes practice lessons on his/her specialist subject to the tutor and the other students in his/her Practice Lesson Group. Students will be provided with a chalk board and an overhead projector and will be required to use the overhead projector as an aid during their two practice lessons. In these sessions students are to demonstrate the techniques of teaching taught in the course using a range of approaches to learning.

2. At the end of each practice lesson, it will be discussed by the tutor and the students. It is planned to telerecord one of the two sessions. The telerecorded session will be played back to the student concerned and his/her tutor so that the student may watch and comment on his/her own performance.

3. Almost as much can be learned from watching other students teach as can be learned from giving the practice lessons and students when playing the part of pupils in other students' practice lessons, should regard this as part of their instruction in teaching technique.

4. Before joining the course, students are advised to consider what they will teach during their practice lessons so that they may have any necessary teaching material available. These sessions should not be planned in detail, however, because it is likely that they will need to be amended as a result of the instruction in teaching techniques given on the course.

5. The use of equipment for a skills lesson should be restricted to that which the student can borrow from his/her own teaching establishment and can transport to University College. Students attending the course from a distance may find it possible to borrow small items of equipment from a local Further Education establishment.

6. The timing of practice lessons will be important and their length, including questioning, will be strictly limited to thirty minutes. When choosing the subjects for their practice lessons students should bear in mind that a majority of students in their group are likely to have little or no knowledge of the subjects being taught. To overcome this difficulty, to some extent, it may be helpful to use the first lesson to play the ground work or more advanced work in the second. However, the object of the practice lessons is to practise teaching techniques and the subject matter is not important in itself. Students are therefore advised to choose a relatively simple part of their subject to teach during practice lessons.

UNIT 1.10. - THE NEW F.E.

An examination of the implications on further education of the recent proposals for the establishment of pre-vocation courses for all school leavers.

UNIT 1.11. - TEACHING TECHNIQUES EXERCISE 1

Plan for a Learning Session

An exercise in the writing of a plan for a learning session. This exercise is to be undertaken by each student.

UNIT 1.12. - TEACHING TECHNIQUES EXERCISE 2

The Design of a Curriculum

An exercise to be undertaken by students working in syndicates to analyse an examination syllabus, write a teaching syllabus in objective terms, and define the educational objectives for the learning sessions required.
SYLLABUS AND READING LIST FOR SECOND IN-COLLEGE SESSION

June 4th to July 27th, 1984

PART I - THEORY

UNIT 2.1. - CLEAR THINKING ABOUT EDUCATION ISSUES

Mrs. J. Jenkins

1. A course of lectures designed to encourage thought about educational problems and concepts:

   1. Education and its Aims.
      What are the aims of education?
   2. Vocational Education and Training.
      What do we mean by these terms?
   3. The Content of Educational Courses.
      What should be taught?
   4. Education and Moral Values.
      What part has education to play in the development of moral values?

Essential Reading

   Thompson, K. Education and Philosophy, a Practical Approach.

Further Reading

   Wilson, J. Thinking with Concepts.

UNIT 2.2. - HEALTH

1. A course of two lectures on public health topics relevant to teachers in Further Education Establishments.

   1. The Health Problems of Students.
   2. Drugs of Addiction.

UNIT 2.3. - THE EDUCATIONAL SYSTEM AND THE DEVELOPMENT OF FURTHER EDUCATION

Lecturers to be announced

1. Further Education - Problems and Prospects
   An overview of Further Education and its development.

   Air Marshal Sir Kenneth Porter

2. One lecture in which the relationship between further education and society will be examined.
Essential Reading

Bristow, A.

Further Reading

Bratchell, D. F.

Cantor, L. M. and Roberts, I. F.

Cotgrove, Stephen

Lawson, John and Silson, Harold.

Musgrove, P. W. (ed)

Roderick, G. and Stephens, M.

Inside the Colleges of Further Education, HMSO.


Sociology, History and Education, Methuen, 1980.

Education and Industry in the 19th Century, Longmans.

UNIT 2.4. - THE ORGANISATION OF FURTHER EDUCATION

Lecturers to be announced

1. The duties and responsibilities of a Principal of a Further Education College.

2. The duties and responsibilities of a Director of Education for Further Education.

3. The organisation and responsibilities and the Welsh Joint Education Committee. The Welsh Joint Education Committee as an examining body.

4. The duties and responsibilities of HMI.

5. The teacher’s legal responsibilities.

6. The Further Education System; International Comparison.

7. The City and Guilds of London Institute.

8. Technician Education Council.


10. The Role of NATFHE.


12. Innovations in further education.

13. The Education of the Handicapped.

14. Management in Education.

15. Economics of Education.

16. The Royal Society of Arts.

17. Language in Further Education.
UNIT 2.5. - APPROACHES TO LEARNING

Mr. T. J. Powell

1. A course of three lectures on selected teaching/learning methods.

1. Programmed Learning.
   The development of programmed instruction linear and branching programmes. The use of programmes and their drawbacks.

2. Project Work
   The organisation of project work and the educational objectives achievable.

3. Future Developments.
   The development and management of resource centres in schools and colleges. Computer-aided instruction. Distance Learning.

Essential Reading


Further Reading

Kay, Dodd and Sime
Mager, F.
Gronlund.
Davies, I. K.

Teaching Machines and Programmes Instruction.
Preparing Instructional Objectives.
Stating Behavioural Objectives for Classroom Instruction, Collier, Macmillan.
The Management of Learning.

UNIT 2.6. - EDUCATIONAL RESEARCH

Mr. R. J. Nolan

A lecture introducing educational research, its purpose and methods.

PART 2 - PRACTICAL

UNIT 2.8. - COMPREHENSIVE EDUCATION

1. The head of a comprehensive school will give his view of comprehensive education and its relationship with the further education sector.

UNIT 2.9. - VISIT TO A MILITARY TRAINING ESTABLISHMENT

1. It is hoped to be able to arrange for students to visit a military training establishment to compare teaching methods and organisation of military training establishments with those of Further Education establishments.

UNIT 2.10. - INTRODUCTION TO COMPUTER COURSE

A short course to acquaint students with computers and computer programmes. Working in syndicates students will be taught to write simple computer programmes which they will be able to test on a computer.
UNIT 2.11. - TEACHING TECHNIQUES EXERCISE 3
Construction of Tests

Working in the same syndicates as for Exercise 2, students will be required to construct an essay type and an objective type examination paper to test the achievement of students of the educational objectives contained in the teaching syllabus produced for Teaching Techniques Exercise 2.

UNIT 2.12. - TEACHING TECHNIQUES EXERCISE 4
Methods of Teaching and Learning

Working in tutorial groups, students are to give further consideration to the range of approaches to learning by using these approaches in the teaching of their subjects and considering the educational objectives which may be achieved by using each of these approaches.

UNIT 2.13. - TEACHING TECHNIQUES EXERCISE 5
Design of Learning Package

Working in tutorial groups, students are to design an appropriate course of study, as a learning package.
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**Notes:**
- TT = Tutorial
- Ex = Examination
- MLT = Multiple Learning Techniques
- Counselling Practice
- Private Study
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Notes:
- Briefing on Teaching Project & Meet and Visiting Tutors
- "Lessons," "Study," and "Lessons" are specific activities.
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Refer to page 285
CERTIFICATE IN EDUCATION (FE)

ONE-YEAR FULL-TIME

SUPPLEMENT FOR SUPERVISED TEACHING EXPERIENCE.

CRITERIA FOR ASSESSMENT

APRIL 1979

COUNCIL FOR NATIONAL ACADEMIC AWARDS
1. INTRODUCTION

At the end of Block 2 of Supervised Teaching Experience Supervisors will be responsible for grading student-teachers' teaching ability. As explained in the Proposals for Approval Feb/March 1979 Document, this grading will be a profile based upon the following agreed set of criteria -

The student-teacher's preparation of material and the teaching file prepared in the college;

The student-teacher's personal qualities and his/her ability to form appropriate relationships with staff and students whilst in the STE College;

The student-teacher's professional competence; and

The student-teacher's ability to evaluate his/her own performance.

Each student-teacher, after completion of Block 2 of Supervised Teaching Experience, will be placed in one of the following categories of teaching competence:-

(a) Distinction  (b) Credit  (c) Pass  (d) Fail.

The purpose of this Document is to establish and clarify an agreed set of criteria which will enable supervisors to place the student-teacher's performance in one of the above-mentioned categories of teaching competence.
2. CRITERIA FOR ALLOCATING CATEGORIES

2.1 The student-teacher's preparation of material, and the teaching file prepared by the student-teacher in the College:

2.1 (i) Preparation of material:
- Clarity of aims and objectives
- Construction of support material
- Adequacy of detail of preparation
- Structure of lesson

2.1 (ii) Teaching file:
- Organisation of file
- Content of file, including self-criticism
- College/departmental information and observations

2.2 The student-teacher's personal qualities and his/her ability to form appropriate relationships with staff and students whilst at College:

2.2 (i) Personal qualities:
- Appearance
- Voice
- Manner
- Punctuality
- Suitability of language
- Mannerisms
- Confidence/enthusiasm
- Motivational ability
- Degree of capability

2.2 (ii) Professional qualities:
- Knowledge of and personal interests in students
- Sensitivity to staff and student reactions
- Concern for professional students
- Concern for total College programme

*Consultation will take place with staff from the Supervised Teaching Experience College, in connection with the College Report received on the student-teacher.
2.3 The student-teacher's professional competence:

2.3 (i) Method:

- Demonstration technique
- Strategies/tactics
- Use of questions and verbal exposition
- Class involvement
- Assessment and achievement of aims and objectives

2.3 (ii) Structure and Content:

- Suitability of aims and objectives
- Introduction/recapitulation/summary and overall structure
- Support materials
- Pace
- Knowledge of subject matter and suitability of detail

2.3 (iv) Class Management:

- Supervision of work
- Control of differing abilities
- Management of students, room and resources

2.4 The student-teacher's ability to evaluate his/her own performance:

- Self-evaluation of:
  - Aims and objectives (clarity, achievement)
  - Content (depth and relevance)
  - Method
  - Structure
  - Style
  - Pace
  - Support materials
  - Student assessment
  - Class management
  - Teacher-student rapport

*Relevant aspects of this category will be assessed on the basis of the student-teacher's discussion with the visiting tutor, following the observed lesson.*
 CALCULATION OF STUDENT-TEACHER ACHIEVEMENT

A Supervised Teaching Experience Summary Sheet (see Appendix 1) will be completed by visiting tutors. The student-teacher is required to achieve a satisfactory overall standard of performance in each of the categories 2.1 to 2.4. Failure to achieve this standard in any of these categories will result in the student-teacher failing the Unit.

The Summary Sheet will be completed after each visit has been made, in an attempt to increase the reliability of ratings made by visiting tutors (by keeping these independent of previous ratings). After the final STE visit, the overall grading of the student-teacher will be established by examination of his/her performance on the last four visits only. The visits in the first STE period are of a counselling nature only; these visits should enable tutors to diagnose areas of weakness exhibited by the student-teacher, and the student-teacher will be informed accordingly (as noted in the main Document).
APPENDIX 1

Supervised Teaching Experience Summary Sheet
Certificate in Education (F.E.) CNAA.
Supervised Teaching Experience Summary Sheet

Name: ____________________________

S.T.E. Institution: ______________________

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Notes:
(a) Grading Columns:
1 Preparation of Material and Teaching File
2 Personal qualities and establishment of relationships
3 Professional competence
4 Self-evaluation

(b) Grading Allocation:
A Distinction
B Credit
C Good Pass
D Pass
E Marginal Fail
F Fail