

C. Contact Details	
Name of representative	<i>(the person who is the point of contact between the College and your organisation. This person will receive the journal, newsletter etc.)</i>
D. Course(s) offered	
Please provide details of each training course you intend to run in association with the College. Use additional sheets if required, labelled clearly with your institution's name and "section D supplemental sheet" at the top.	
Overview	
Course 1	
Title:	
Entry requirements:	
Number of students expected over the next three years:	

Assessment mode:	
Course outline:	<i>Rationale</i>
	<i>Expected outcomes</i>
	<i>Teaching/learning modes</i>
	<i>Course content</i>
	<i>Further reading/study</i>
	<i>Timetable</i>
	<i>Brief Curriculum vitae of the key tutors(do not include occasional speakers, etc)</i>
	<i>1.</i>
<i>2.</i>	

Further Information:	<i>Please provide details of your institution's policies for equal opportunities and how these are monitored and implemented</i>
	<i>Please provide details of how your institution will monitor the quality of the course</i>
	<i>Please provide details of how you propose to involve students in evaluating the course and how you will use the outcomes</i>
	<i>Please provide details of how students wishing to access the course will be selected</i>
	<i>Please provide details of any electronic provision for students with special needs</i>

E. Declarations

The College of Teachers is a responsible organisation. Data entered on this form may be shared with reputable third party organisations (such as government agencies) for purposes such as academic research. Your details will never be shared with commercial groups or for financial profit without your express prior permission. The way we treat your data will *at all times* confirm to the Provisions of the Data Protection Act 1998.

Please signify your acceptance of this by ticking this box:

Institutional membership is retained on an annual fee payable from when the membership is approved. Institutional members can apply to become a College of Teachers' Centre where some or all of their continuing professional development courses are accredited by the College. An institutional member of the College can carry the College badge which MUST appear with the text: "..... is an institutional member of The College of Teachers and abides by its Code of Practice." Institutional members MUST gain authorisation from the College before using the badge and statement in any format. You may not alter the badge or text in any way. Original artwork may be provided by the College upon request. I declare that the statements made in my application are correct and I agree to abide by the Code of Practice of the College of Teachers. I understand that membership could be rescinded if information is found to be false or misleading.

Signature

Date

Name

Please return this form to:
The College of Teachers,
at Institute of Education,
20 Bedford Way,
London,
WC1H 0AL

Fax: +44 207 612 6482

Notes on submitting proposals for accreditation

Overview

- A brief overview of the training course(s) offered (e.g. the six courses offered to clerks and governors).
- The entry requirements to these courses (e.g. must be clerks or governors or staff connected with governance, must be teaching assistants, etc).
- A forecast of the number of candidates over the next 2-3 years (e.g. with a 30 % entry rate, 6 courses a term with an average of 10 delegates gives an estimate of 50 a year).
- A brief curriculum vitae for each regular tutor or mentor teaching any substantial amount of the course(s).
- An outline of the course that includes its rationale, outcomes, the teaching/learning modes used, the content, the further reading and study expected of participants and the timetable (your course flyers do this).
- The assessment mode to be used for the course(s) (this could be attendance plus a good evaluation about usefulness to their circumstances).

What is the most appropriate form of presentation?

You will need to prepare a submission document. This will normally be either the pro-forma or typed single-sided **A4** paper for ease of photocopying. It should have a cover which bears an appropriate title for the proposed course. A table of contents should appear in the front of the document, and the pages should be numbered. The document must contain the information referred to in the numbered sections that follow.

What is the rationale for the course?

It is helpful to begin with a short (250 word) statement about the rationale for the course:

- why the proposed course is needed;
- the target group of students;
- the benefits the course will bring to them; and
- the numbers of students likely to access the course.

What are the intentions and objectives of the course?

This is a key element of the proposal. You should list what it is intended the course will achieve for students:

- the knowledge they will gain;
- the understanding they will achieve;
- the skills/competencies they will acquire;
- what attitudes it is intended to establish;
- what aspects of professional practice will be promoted; and
- what benefits will accrue to the students in their normal work.

Who is making the submission?

You should state a contact name, address, phone and/or fax number and e-mail. You need to include details about your institution - in the case of a school this might be in the form of a school brochure along with any additional relevant information e.g. about staff development policies and activities.

How will the learning be promoted through the environment and support arrangements?

You should indicate how and when study will take place, what facilities are available (e.g. access to libraries, IT, workshops etc as appropriate).

Who will be the tutorial staff?

You must name your proposed tutors, including a brief curriculum vitae for each one, which should make clear their specific qualifications and competencies relating to teaching the proposed course.

What is the content of the proposed course?

You will need to describe the content of the course in detail here. Remember that the College has to make a judgement about the level and appropriateness of the content to the Associateship award. A narrower curriculum studied in depth may be more effective than a broad but superficial one. The content should be linked to the intentions of the course identified in paragraph 2 above.

What reading are students expected to do?

Effective courses inevitably ask students to reflect critically on their own work, and to put their work in context with wider educational thinking. The content of the course should be supported by a bibliography. You may find it helpful to select a *few* key texts only as essential reading, plus some others as recommended reading. Your bibliography should normally be dominated by texts which reflect recent thinking eg within the last five years.

What is the course timetable?

It is helpful to both the College and the students if the progress of students through the course can be linked to a particular time-scale. This will become important in determining the dates for submission of any assessed work and for the validation process.

How will the course be taught?

Adult learning often requires a variety of approaches, so the College will want to be assured that the proposal contains teaching methods which are:

1. suitable for adult learners;
2. appropriately matched to course content;
3. varied.

You may find it useful, for example, to set out the use and frequency of such activities as:

- lectures, talks;
- seminars, tutorials;
- workshops, demonstrations;
- simulations, in-tray exercises, role-play;
- private study;
- written assignments;
- practical assignments; and
- contacts with tutors.

TESOL courses

It is a requirement that two or three modules of the proposed course course booklet are submitted.

How will the course be assessed?

You should indicate in your proposal how the course is to be assessed. It will be helpful if you set out the methods of assessment (typically a blend of continuous assessment, course work, projects, portfolio evidence, examinations). You will need to indicate who will assess the students' work and against which criteria. Note the Certificate of Educational Studies is regarded as an attendance plus course of 18 to 25 hours of study. Assessment can be built in to suite the local needs of a centre. Any assessment should be related to the objectives. You will need to make arrangements with the College for external validation for the higher level courses (Associateship upwards).

For TESOL courses exemplars of assignments and their grading on a five point scale will be required. You will also need to propose a chief examiner who will assess all borderline pass/fail grades of C-/D+ and check the consistency of grading by assessors. In grading assignments tutors should use the following scale: A for outstanding and B for good and then the pass grades of C as satisfactory and C- as a bare pass with fail grades of D+ as a bare fail and E as a clear failure. The use of '+' or '-' is permitted to enable examiners to differentiate between the better and poorer answers within each major alphabetical category and in this context C- will represent a bare pass.

What other information should be included?

The College would find it helpful if you could indicate:

1. your institution's policies for equal opportunities and how these are monitored and implemented;
2. how your institution will monitor the quality of the course;
3. how you propose to involve students in evaluating the course and how you will use the outcomes;
4. how students wishing to access the course will be selected;

5. E-provision for students with special needs.

Last Modified May 2007.