

Guide qualifications, mentoring and accreditations - EXPLAINED

This document is going to explain the idea behind the three forms in which a learner can utilise the content on Guide Qualification Courses and the aspects in which you can complete these qualifications. It will also discuss the mentoring support where it applies.

This refers to the : **AET L3, HLTA L4, DET L5, QTS, EYFS L3, AVA L3, IQA L4** -all of which are accredited courses or professional formations that are awarded, ultimately, by an awarding body or university.

Our core belief is that the **KNOWLEDGE** contained in a course is more important than the **CERTIFICATE** at the end of them.

We believe that if teachers can perform better in class, having viewed and absorbed the material in a course, this suffices. The impact should be that they are better professionals, offering stronger practice, with an evidence record of completed tasks reflection.

If they are then certified as having completed that to an external standard,(i.e. Getting a certificate) all the better - but we also believe that teachers completing the training in school with an 'in school mentor', without external certification, is of great benefit.

So qualifications or accredited qualifications within Guide can actually be accessed in different ways. To suit the goals of the school subscribing to our content.

ROUTE 1

**FULL COURSE
INDEPENDENT EXTERNAL MENTOR
ACCREDITATION INCLUDED**

The first way is a very typical way that you would expect to access qualifications. You pay the full fee up front and then you will have a mentor supporting you through the course. Then when complete, the mentor then prepares the relevant work for external assessment by the awarding body or university.

ROUTE 2

**FULL COURSE
NO EXTERNAL MENTOR
NO ACCREDITATION**

The second way is if a school is subscribed to our complete package the learner can access the learning material within any qualification and go through and complete, with an in-school-mentor, or without one, but there will be no external mentoring. That is up to the school. For some trainee teachers they will guide and self develop.




Upon completion of the course, the learner simply moves on with the knowledge but without the certificates.

ROUTE 3

**FULL COURSE
NO EXTERNAL MENTOR
OPTIONAL ACCREDITATION**

The Third option is the same as number 2, until the course is completed. The learner world through the course, with or without an in school mentor as determined by the school, but on completion, they can apply for external accreditation. There would be a charge for this, roughly half the price of the full course. Allowing for the school to save money on the full course cost mentioned in the first option, to keep costs of training down and hopefully spread training budgets over more teachers.

This means they would be able to notify Guide when the entire course is completed, an external mentor in the school has checked it, and they would like to transfer that into a certificate from the relevant awarding body or university.

	 FULL COURSE	 EXTERNAL MENTOR	 ACCREDITATION
ROUTE 1	✓	✓	✓
ROUTE 2	✓	●	●
ROUTE 3	✓	●	☐

WHY DO WE OFFER 3 ROUTES?

The reason we offer this route is because, as former school leaders, we found in more instances than we would like: we were paying for courses upfront that we could not assess the quality of fully and further to this some participants would drop out, meaning we had wasted the course fee paid.

We believe that offering the chance to, access the knowledge, gain appreciation at the end, or have an external mentor supporting the whole way through this gives schools the most flexibility and budget control for all their staff training at this initial stage.

We hope this flexibility allows you to personalize and compartmentalize training in a way that suits your Institution.